

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Vista Unified School District**

Professional Services Division

April 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Vista Unified School District Induction Programs. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** with a 7th Year report is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (Multiple/Single Subject) Induction	6	6	0	0
Clear Education Specialist Induction	7	5	2	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Vista Unified School District

Dates of Visit: February 23-25, 2015

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** with a 7th year report was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards— All Common Standards are **Met**.

Program Standards

The General Education Induction Program Standards are **Met**. The Clear Education Specialist Induction standards are Met, with the exception of Program Standard 1 and Program Standard 7 which are **Met with Concerns**.

Overall Recommendation

The Vista Unified General Education Induction program is meeting the requirements for the California Clear credential for Multiple Subject and Single Subject candidates. For the Education Specialist candidates, the program seems to be effective but the team is not able to fully understand the program design or confirm that the candidates are receiving support and guidance necessary for special education teachers. The team recommends that the Vista Unified School District submit a complete Program Narrative for the Clear Education Specialist Induction program as part of a 7th Year report.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Advanced Credentials

Multiple Subject/Single Subject Induction
Clear Education Specialist Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Vista Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Vista Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

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Tehama County Department of Education, Retired

Common Standards Cluster:

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Staff to the Visit

Gay Roby, Consultant

Teri Clark, Director

Documents Reviewed

Advisement Documents
Agendas
Biennial Report Feedback
Budget Plan
Candidate Files on “My Big Campus”

Common Standards Report
Formative Assessment Documentation
Meeting Minutes
Program Assessment Feedback

Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	8	12	4	24
Completers		10	2	12
Employers	2	2		4
Institutional Administration	12	12		24
Program Coordinators	2	1	1	4
Advisors	3	3		6
Field Supervisors – Program		7	3	10
Credential Analysts and Staff		1	1	2
Advisory Board Members		4		4
TOTAL				90

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Vista Unified School District (VUSD) is located in northern San Diego County, seven miles inland from Oceanside. It is the fourth largest school district in San Diego County, and the top employer for the city, with over 3 times more employees than the second top employer.

Originally occupied by the Luiseño Indians, the Mexican government established three ranchos in modern-day Vista during the 1830s. After the gold rush and the establishment of statehood for California, agricultural settlers flocked to this Mediterranean climate area, establishing a post office, and therefore the city of Vista, in 1882.

The Vista Unified program is a large single district program. There are approximately 124 participating teachers enrolled in the program. The district is located about 40 miles north of San Diego. Vista Unified operates two Induction Programs: General Education (Multiple/Single Subject) Induction and a Clear Education Specialist Induction Program.

According to reports filed with the California Department of Education, the student demographic in 2013-14 was Hispanic 61.6%, white 26.2%, and all others 12.2%. Corresponding teacher data for 2013-14 is currently pending on the California Department of Education website.

The VUSD Induction Program is organized within the Human Resources Department. The program is directed by the Assistant Superintendent of Human Relations who serves as the Director and oversees the program. In addition, the district employs a Coordinator who oversees the day-to-day working of the Induction program, and reports directly to the Director on an as needed basis.

Classroom-based teacher leaders are selected by the Council and serve as Lead Support Providers, and Support Providers for the Participating Teachers. They provide input and support with their participating teachers' day-to-day activities.

The program receives direction and guidance from the Advisory Council, which is comprised of nearby Institutes of Higher Education (IHE) representatives from California State University, San Marcos, and National University.

The Visit

The Vista Unified School District review team consisted of four members, including the team lead, two Common Standards reviewers, and one program sampling reviewer. The review took place February 23 – 25, 2015 at the Vista Unified District Office.

Participants in the Induction Programs

Program Name	Number of Program Completers (2013-14)	Number of Candidates (2014-15)
Gen Ed Induction	29	103
Ed Spec Clear Induction	12	21

Common Standard Findings

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The Vision for Vista Unified is posted and clearly articulated. Many leaders within the district referred to the vision. The District uses the vision to guide their actions and directions. The District clearly articulates the collaboration and accountability with is focused by the vision. End of the year accountability measure the effectiveness of the implementation of the vision within the District.

The Program Coordinator is clearly a partner in the District and sits as part of the Administrative Council. The Vista Unified School District has allocated authority to the Vista Program Coordinator to institute changes and program changes to deliver an effective program. The District Credential analyst reviews all candidate credentials to articulate the required needs to the Coordinator. Candidates who meet requirements are recommended for the California Clear Credential

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The Vista USD Induction Program has in place an assessment and evaluation system that continually gathers and applies data for ongoing program improvement. The Coordinator disperses, collects, and reviews all evaluation data. Data analyses are shared with all stakeholders, including the Leadership Team, Advisory Council, support providers, and participating teachers. These data are the basis for program revisions and modifications, and ensures that the needs of program candidates are being met.

To evaluate the effectiveness of the Vista Induction Program, the Coordinator collects and analyzes program completer data through prior years' State Surveys, evaluations of program elements, and FACT documents to identify patterns and trends that serve as the basis for programmatic and unit decision making. These data and the program changes that result from them are shared with stakeholders formally through meetings and newsletters and informally through contact with the BTSA coordinator.

Throughout their induction experience, candidates document proficiencies and competence through the analysis of electronic portfolios. FACT documents and interviews with participating teachers and support

providers confirm that data on program effectiveness is collected, shared through formal and informal means, and used for improvement purposes.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The VUSD Induction Program provides resources to ensure that teacher candidates are fully supported throughout the induction process. Examination of evidence and interviews conducted verify a high level of commitment of resources to the Induction Program.

VUSD Induction Program Coordinator works collaboratively with the Superintendent and Vista Teachers' Association (VTA) President, district and site leadership personnel, and varied stakeholders to allocate fiscal, material, and personnel resources to ensure all Induction Program Standards are met. The Program Coordinator has the authority to develop the budget and monitor resource allocations. Stakeholders verify that the Director both monitors resources and advocates for additional resources as needed. Many stakeholders also indicated that lack of a sufficient number of substitutes limits attendance at professional development and opportunity for Participating Teachers to observe others.

VUSD demonstrates commitment to the Induction Program by employing a Program Coordinator, Support Providers, and Lead Support Providers. Candidates report that communication with support personnel is timely. Examination of evidence shows that MOUs, My Big Campus, and a Bit of BTSA Newsletter are part of this support system informing all stakeholders of program and candidate needs.

Changes and adjustments of resources are closely monitored by the Coordinator throughout the year with recommendations and direction from the Induction/Intern Advisory Council and Council. Stakeholders indicate that the Fiscal Services Department works closely with the Director to facilitate program operations.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Program leaders, Professional Development Providers and Support Providers (program personnel) are selected utilizing multiple criteria, which may include: applications, knowledge of adult learning theory, resumes, recommendations, interviews, observations and evaluations. Examination of evidence, including the Support Provider job application and MOUs for Support Providers supports the hiring of quality persons.

Only those applicants who are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service teaching and learning as evidenced by their latest teacher evaluation are recommended by their site administrator to be Support Providers. Candidate interviews confirm that Support Providers are an integral part of the Participating Teachers' induction process.

Program personnel are selected using fair hiring practices, reflect the diversity in Vista Unified School District's schools and community, and are highly qualified teachers authorized to teach English learners. In addition, interviews support that program personnel have attended diversity training, or hold an SB2042 teaching credentials preparing him/her to work with diverse populations.

School sites hold regular and systematic trainings in the academic standards, frameworks, and accountability systems for all teachers, assuring that support providers are able to adequately assist their teachers in these areas. Stakeholder interviews indicated that site trainings are sometimes specific to induction and sometimes specific to district goals, and that the Support Providers help the Participating Teacher transfer apply these concepts in their classrooms.

The program coordinator attended Cluster 5 meetings and FACT trainings through the end of 2014 school year. Monthly BTSA 10 meetings provide a collaborative support system and the program has close ties with CSUSM. Examination of evidence and stakeholder interviews confirm these collaborations.

Vista Unified School District provides monthly trainings for SPs 10 times a year, some with the Participating Teachers, and some with Support Providers only. Stakeholders indicate that the SPs are encouraged and supported to attend additional trainings.

The VUSD Leadership Team regularly evaluates the performance of Support Providers and Professional Development Providers through Participating Teacher (the candidate) feedback, Induction Portfolio reviews, meeting logs, attendance at Support Provider training and/or workshop evaluations, retaining only those who are effective. Both examination of evidence and stakeholder interviews support these methods of evaluation. Support Providers are recognized for their valuable service to the Induction Program and support to new teachers during the colloquium.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Both the Vista General Education Induction Program and the Education Specialist Program identify candidates at the point of hire. Department of Human Resources staff includes a Credentials Analyst who evaluates new teacher credentials and determines which will need to participate in Induction. The Credential Analyst is trained both in identifying necessary credential data that would require participation and is continually updated on Commission-adopted modifications and updates. The Credential Analyst has access to County resources and collaborates with County personnel and the Program Coordinator to address admissions-based questions and clarifications.

The Vista Unified School District hiring process encourages and supports applicants from diverse populations. The Department of Human Resources staff which includes the Vista Unified School District Induction Program staff consistently collaborates and works as a team during the hiring process.

Evidence and interviews indicate that the Vista Induction Programs design a hiring process which determines that potential Induction candidates have participated in appropriate pre-professional experiences and have personal characteristics that include sensitivity to California's diverse population, effective communication skills, basic academic skills, and sensitivity to the district's Mission, Vision and Values.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

The Vista Unified School District (VUSD) Induction Program advises Participating Teachers initially and throughout the program regarding the Induction program completion requirements, including requirements for the Early Completion Option, the responsibility to collect evidence of practice, and about the policies regarding program extensions. Program requirements, including the Early Completion Option, are reviewed at the Induction Orientation and/or with individual candidates hired after the orientation. Examination of evidence, including meeting agendas and timelines and portfolios, indicate this is occurring.

The VUSD Induction Program advises participating teachers initially and throughout the program regarding the completion of Induction requirements. Multiple sources of evidence document this advisement, including meeting agendas, PowerPoint, and PT and SP MOUs.

In VUSD, only Participating Teachers who successfully complete all Induction requirements are recommended for the clear credential. Participating Teacher's progress towards credential completion is tracked through an Induction Program Completion form which is updated at the end of each school year. This Induction completion form plus Verification of Completion of Induction both indicate clear requirements for completion.

Throughout the entire process the following evidence regarding candidate progress and performance is used to guide advisement and assistance:

- Timeline for completion of FACT Modules
- Induction Program Completion Forms
- IIP Question Approval

- Weekly Meeting Logs
- PT/SP Meeting Attendance

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Vista Unified School District utilizes the Formative Assessment for California Teachers (FACT) system, which is based upon a Plan, Teach, Reflect, Apply cycle of inquiry. Examination of FACT documents and interviews with stakeholders, confirm that FACT modules demonstrate the knowledge and skills that promote academic achievement. Review of teacher portfolios provides evidence that candidates utilize the state-adopted academic standards to design learning experiences to meet the needs of all students.

The Vista Unified School District Induction program utilizes a coordinator to assure that collaboration remains consistent for all stakeholders. The coordinator collaborates with administrators, participating teachers, support providers, Professional Development Providers, district-level, and IHE representatives to collect and disburse information that assures program goals are being met.

Documents and interviews verify that, through reflection with the support provider and clinical experiences outlined in FACT, candidates address issues of diversity that affect teaching and learning. Through the analysis of data, participating teachers develop and reflect on the implementation of strategies that improve student learning and provide equal access to the curricula.

Standard 8: District-Employed Supervisors

Not Applicable

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Common Standard 8 is not applicable as the institution only sponsors second tier programs.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

The Vista Unified School District Induction Program requires candidates to verify that they have the requisite professional knowledge and skills necessary through the assessment of an on-line portfolio. These portfolios are assessed formatively throughout the program and then summatively to assure that candidates have engaged in activities that support all students.

The Program Coordinator and support providers assure that candidates are documenting evidence toward meeting the Commission-adopted competency requirements. Evidence and interviews with participating teachers and support providers document that these requirements are being met through FACT, professional development, and reflective conversations.

General Education Induction and Clear Education Specialist Induction Program Standard Findings

Program Design

Vista Unified School District provides a two-year Commission approved professional teacher induction program designed to support the development of newly credential teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials as well as the Clear Educational Specialist Credential. The Vista Unified Induction Program ties the Individual Induction Plan and the District goals together as the basis for the new teacher professional development. The Induction program's coordinator is responsible for the oversight of both credential programs offered by this institution.

The Coordinator reports to the assistant superintendent of human resources, who then reports to the superintendent. The programs Coordinator meets regularly with district and site level leadership to provide updated information and professional development in regards to the induction program. Interviews with district leaders as well as participating teachers expressed high regards and positive feedback regarding the leadership by the programs Coordinator in the day to day administration, communication and long term planning for both programs.

In the Coordinator's responsibilities in providing oversight to the Vista Unified Induction programs, it is her responsibility to collaborate on the hiring of the support providers, monitor the progression of each Participating Teacher towards achieving their California Clear Credential, and to direct the professional development activities needed to meet all the standards requirements of the Induction programs. The induction secretary is a part time position supporting the program Coordinator in the operation of the program. Interviews with the Coordinator highlighted the multi-faceted aspects of her job responsibilities.

The leadership committee helps guide the implementation of the various components of the induction programs. The committee is comprised of three experienced support providers (representing each span of grade levels--high school, middle school, and elementary school) and an education specialist support provider (who was only recently hired). This committee provides contact with teachers at their grade span and helps with the portfolio review process throughout the year.

The district credential analyst and the finance department offer additional support to the programs and the Coordinator. In interviews, the credential analyst verified that she reviews the application of each new hire with the focus on meeting the credential needs of each and every new teacher hired in the district. The credential analyst reviews each new hire to the district to determine the eligibility and requirements needed by new teachers in order to obtain and California Clear Teaching Credential. The finance department helps with setting the budget of the program and continually makes adjustments to the budget on an as needed basis.

Participating Teachers receive structured support and formative assessment through observation and feedback from an experienced teacher who has been selected and trained to provide support to new teachers. Support providers are recruited through an application process. Support provider interviews verified that the induction programs continue to recruit support providers throughout the year in order to increase the pool of qualified and trained support providers available to the programs. Additionally, the Vista Unified induction programs have incorporated additional support meetings for the education specialist support providers this year, in order to provide better support to the education specialist candidates.

Course of Study

As evidenced by the implementation calendar and the portfolio requirement due dates, the Vista Unified Induction Programs use a combination of documents from the Formative Assessment for California Teachers (FACT) System, which includes differentiation for education specialists,. FACT consists of modules that blend teaching knowledge with performance through a “plan teach, reflect, apply” process. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the California Standards of the Teaching Profession and induction program standards while incorporating the K-12 California Academic Content Standards for students. Both participating teachers and support providers reported through interviews that the programs are closely linked to the new evaluation system of the district which is a tied to the California Standards of the Teaching Profession.

Support providers are individually matched to program candidates. The programs Coordinator completes the pairing of the support providers and the participating teachers within a few weeks of hire to the Vista Unified School District. Participating teachers reported that support providers were knowledgeable about FACT and very accessible to them throughout their program participation. Participating teachers reported the work with their support provider was a valuable part of the induction experience.

Support providers and participating teacher pairs, meet with the participating teacher's site administrator for a fall triad meeting to discuss program requirements and participation expectations. All three stakeholder groups commented on helpful they found the triad meeting to be.

For the Education Specialist participating teachers, the program is differentiated to offer support for the unique needs of education specialists. As confirmed by the education specialist support providers, the education specialist candidates attend their own cohort of seminars. Stakeholders reported through interviews that this is helpful and supports the needs of the new Education Specialists. All stakeholders interviewed were grateful for the extra meeting and networking time, feeling that it improved the participating teachers' skills and classroom practice.

Participating Teachers in both programs have the opportunity to participate in a variety of professional development options offered by the district. The participating teachers attend seminars bi-monthly designed to guide them through the FACT system. Seminars are taught by the leadership team and/or the Coordinator of the induction program. Through interviews, the stakeholders stated how helpful the seminars are in guiding participating teachers toward completion of the FACT requirements.

The evidence portfolio, an electronic organization of standards evidence that is submitted for both Year 1 and Year 2 participating teachers, requires candidates to provide reflection for their submitted work as well as provide documentation of candidate competency. The portfolios are reviewed by the support

providers before submission to the leadership team. Participating teachers stated that any questions or concern about submitted work is supported through easy access to the Coordinator.

Candidate Competence

The Vista USD induction programs define candidate competency as ensuring that the candidate has participated in and completed the required elements of the formative assessment process which are designed to assess skills, to foster growth and reflective practice, and to promote the continual practice of inquiry as a pathway to ongoing professional development. In order to demonstrate this competency requirement and be recommended for a clear credential, verification of completion of multiple documents and activities are required, including completion of all FACT documents. A review of candidate portfolios confirmed that each candidate thoroughly completed the formative assessment process.

Candidates are informed of the completion requirements during orientation and are reminded of the requirements throughout the program year in meetings, through email communication and via their work with the assigned support provider. Candidates are assessed on their progress toward completing requirements on an ongoing basis. Participating teachers reported that if they fall behind with the required components, they receive email reminders from their support providers and program leadership. Candidates and completers confirmed that they were aware of what was expected of them throughout their participation.

At the point of program completion, the leadership team reviews the candidate's evidence portfolio and verifies completion of the requirements. Once the team determines that a candidate has successfully met all requirements, the participation teacher is recommended for a California Clear Credential. Interviews with the credential analyst and the programs Coordinator verified the success of this process, which results in a timely recommendation of the candidate.

Findings on Standards

General Education (Multiple/Single Subject) Induction

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the General Education Induction Program.

Clear Education Specialist Induction

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Clear Education Specialist Induction Program except for the following 2 program standards. The lack of a Program Document for the Education Specialist program impeded the review team's ability to understand the design of the Education Specialist Induction program nor to confirm that the special education specific aspects of Program Standard 7 are being met. The team finds that the Clear Education Specialist Induction Program Standard #1 and Program Standard #7 are **Met with Concerns**.

Program Standard 1

... Education Specialist teachers shall select appropriate professional development and/or preparation program-based coursework to expand skills and to pursue advanced study with consideration of assignment and Education Specialist authorization. These skills should be designed to enhance the participant's teaching abilities and reflect inquiry based methodology and reflective practice....

The advanced study that considers both the teacher's current assignment and authorization was not understood by the team. The portion of the induction program in common with the general education teachers was clear and of quality.

Program Standard 7:

...Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant's teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.

The professional development for Education Specialists was not clearly identified and the team was not able to confirm that the teachers had the opportunities to complete advanced professional development in areas pertinent to the current teaching assignment and special education content. The portion of the induction program in common with the general education teachers was clear and of quality.

To address the identified concerns, the team recommends that Vista USD prepare and submit a complete Program Narrative for the Clear Education Specialist Induction program with supporting documentation so it can be confirmed that the design of the program addresses the requirements of the Clear Education Specialist Induction program standards.