

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

Professional Services Division April 2014

Overview of This Report

This report includes the findings of the accreditation visit conducted at Murrieta Valley Unified School District. 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 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	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	6		
Education Specialist Clear Induction	7	7		

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: Murrieta Valley Unified School District

Dates of Visit: February 24-26, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of Accreditation 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 -

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards -

The consensus of the team is that all program standards for both the General Education (MS/SS) Induction program and the Education Specialist Clear Induction program are **Met**.

Overall Recommendation -

Due to the fact that all program standards and Common Standards are met, the team recommends an accreditation decision of **Accreditation**.

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

Initial/Teaching Credentials

General Education (Multiple Subject/Single Subject) Clear

Education Specialist Clear

Staff recommends that:

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

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Common Standards:

Gail Pinell
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Program Sampling:

Jenny Jones
Ventura County Office of Education

Staff to the Visit:

Gay Roby
CTC Consultant

Documents Reviewed

- 41-Induction Form Initial IIP for Ed Spec
- Biennial Feedback
- Biennial Report 2010
- Biennial Report 2012
- Board Policy: Recruitment & Selection
- BTSA Induction Seminar Session Calendar
- Colloquium Evidence Display Feedback Form
- Colloquium Evidence Display Samples
- Common Standard 4
- Common Standard 5
- Completer Survey Data
- Completion Review Form
- Continuum of Support Provider Practice
- Continuum of Teaching Practice
- Credential Completion Requirements Form
- Digital Portfolios
- Eligibility Advisement Form
- Evaluation Results
- FACT Module Organizational Checklist
- FACT Self-Assessment Document
- FACT Website and documents
- Focused-Learning Walk-Through Forms
- Graded Completion Review Forms
- IIP Rubric
- IIP Rubric Examples
- IIP
- Induction Orientation PPT
- Induction Program Completer Survey
- Self-Assessment Documents CTP
- Walk-through Evidence of Application
- Walkthrough Form
- Interview Rubric
- Learning Management System (LMS)
- Support Provider Application
- Meeting Agendas
- Memoranda of Understanding

- Mid-Year Survey
- Midyear Survey Results
- MOU Participants Expectations
- MVUSD Induction website
- MVUSD Mission Statement
- MVUSD Online Staff Development Offerings
- Professional Development Opportunities
- Online Course Website
- Online training course for Support Providers
- Pathway of an Participant
- Program Assessment 2010 and 2013
- Program Assessment Findings
- Program Budget
- Program Completer Survey Results
- Program Standards document
- Recommendations Form
- Self-assessment Documents
- Seminar Data
- Seminar Evaluation
- Seminar Evaluation Results
- SP Training Data
- Spring Triad Agendas FACT Modules
- State Survey Data
- Statewide Survey Results
- Support Provider Professional Growth Plan
- Workshop Evaluation Results
- MVUSD BTSA Induction Eligibility Advisement Form

Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	7	7	11	25
Completers	0	15	0	15
Employers	7	7	9	23
Institutional Administration	3	2	1	6
Program Coordinators	2	2	2	6
Faculty (Professional Development Providers)	11	9	9	29
Support Providers	6	4	4	14
IHE Partners	0	1	1	2
Credential Analysts and Staff	1	1	1	3
Advisory Board Members	3	3	3	9
Leadership Team Members	4	4	4	12
TOTAL				144

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

Background information

Murrieta Valley Unified School district is located Murrieta, a city in southwestern Riverside County, CA. Murrieta experienced a 233.7% population increase between 2000 and 2010, according to the most recent census, making Murrieta one of the fastest growing cities in the state. Largely residential in character, Murrieta is typically characterized as a commuter town,

with many of its residents commuting to jobs in San Diego County, Orange County, Los Angeles County, Temecula, and Camp Pendleton.

For most of its history Murrieta was not heavily populated. A Spaniard, Esequial Murrieta, purchased the Rancho Pauba and Rancho Temecula Mexican land grants, intending to bring his sheep-raising business to California. He returned to Spain, however, and turned the land over to his younger brother, who used the meadows to feed his sheep. Others discovered the valley after the construction of a depot in 1882 that connected Murrieta to the Southern California Railroad's transcontinental route. When the trains stopped in 1935, tourists – the lifeblood of the town – were much harder to come by. The boom that Murrieta had experienced due to the train and the hot springs gradually died, leaving Murrieta as a small country town.

When Interstate 15 was built in the early 1980s another boom began to take hold. By the late 1980s suburban neighborhoods were being constructed, and the population grew rapidly. The City of Murrieta was established on July 1, 1991 and at the 2010 United States Census had a population of 103,466, making it the largest city in Southwest Riverside County.

The Murrieta Valley Unified School District is a single school district comprised of eleven elementary schools, four middle schools, three comprehensive high schools, one continuation high school, one independent study school, and an adult education program. The total district enrollment was 22, 929 in 2012-13.

According to reports filed with the California Department of Education, the student demographic in 2012-12 was White 46.8%, Hispanic or Latino 33.5%, Black or African American 5.5%, two or more races 5.2%, Asian 4%, Filipino 4% and American Indian or Alaska Native 0.4% with none reported in 0.3% of the population. Teachers by Race/Ethnicity in the year previous to that (2011-12) were 83.1% white, 9.5% Hispanic, 1.9% Black or African American, Asian 1.7%, Filipino 1.0%, two or more races 0.6%, and American Indian or Alaska Native 0.4%, with 1.7% not reporting.

Education Unit

The Murrieta Valley Unified School District Induction Programs (General Education and Education Specialist) operates within the Educational Services Department. Educational Services has recently been restructured to include an executive director of secondary curriculum and instruction and an executive director of elementary curriculum and instruction. Both work closely with the induction programs in aligning district goals and priorities and developing a menu of professional development opportunities for candidates.

In 2012-13, the Murrieta Valley Unified School District Induction Program added a coordinator to assist the program director with the day-to-day operations and to oversee their newly approved Education Specialist induction program. A special education support provider was also added to the induction leadership team, and a program coordinator from the special education department added to the advisory/PAR joint committee. These changes were designed to ensure the program was responsive to the needs of Education Specialist candidates. Two current focal points of the professional development in the district and the Murrieta Valley Unified School District induction program are learning-focused conversations and the development of online professional development, including the use of a learning management system to provide an induction course for participants, online support provider training and resources, a menu of

online professional development opportunities, and digital submission of formative assessment documents and an induction portfolio.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-2013)	Number of Candidates Enrolled or Admitted (2013-2014)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	11	13 candidates (9 year one, 4 year two)	CTC
Education Specialist Clear Induction	Advanced	Not Applicable	8 candidates (5 year one, 3 year two)	CTC

The Visit

The site visit took place at the Murrieta Valley Unified School District's offices in Murrieta, CA. The review began on Monday, February 24th at noon and concluded on Wednesday, February 26th at noon. The review team consisted of a team lead, one common standards reviewer, one program sampling reviewer, and a state consultant.

Common Standards

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.

Findings

The Murrieta Valley Unified School District (MVUSD) implements two research-based induction programs based on the state approved Formative Assessment for California Teachers (FACT) program to meet teachers' developing needs and attainment of a clear credential. Through participation in this program, induction candidates apply and demonstrate their understanding of the California Standards for the Teaching Profession, the induction program standards, and the California Academic Standards and Curriculum Frameworks. A review of the program's narratives, documentation, and evidence confirms that the formative assessment process at MVUSD includes ongoing monitoring throughout the two years of induction participation; stakeholder feedback at the colloquium; an annual portfolio review; and verification of completion.

The MVUSD induction programs' vision for participating teachers is "to develop and retain new teachers who are dedicated to inspiring each student to think, to learn, to achieve and to care" with the mission of "inspiring new teachers to make the inquiry process the basis for their ongoing professional development." This is based on the district's mission statement, "to inspire every student to think, to learn, to achieve, to care," with support from the Report of the National Commission on Teaching and America's Future (1996) and the more recent Greatness by Design: Supporting Outstanding Teaching to Support a Golden State (2012) published by California State Superintendent Tom Torlakson's Task Force on Educator Excellence. MVUSD induction realizes its vision and mission through the FACT process and related professional learning experiences, implemented with the guidance and support of district leadership and key stakeholder groups, such as site administrators, the induction leadership team, and the advisory committee. District leadership values the induction programs as evidenced by the budget provided, the view of induction being part of the larger scope of professional development provided, and the recognition of mentoring relationships started in induction that continue for years afterwards.

The MVUSD induction program is facilitated by a program director and a program coordinator. With extensive prior experience as induction support providers and as current professional development providers, they share program responsibilities. All stakeholder groups report that the strong program leadership and classified support are the heart of the program's success. In

addition, they reported that program leaders are extremely knowledgeable, effective professional development providers, are passionate about the programs, and are always looking out for teachers' best interests. While adjusting to teaching, induction may be seen as “another” requirement. However, program leadership makes the process in MVUSD enjoyable and valuable for participating teachers. Additionally, it was verified that the induction leadership team works in conjunction with the director and coordinator to maintain the quality of the program. Meeting monthly, this group implements and assesses program experiences and participating teacher progress, evaluates data from orientation, seminars, trainings, and other surveys, reviews and responds to participating teacher work, and responds to other feedback from participating teachers, district and site administrators, and other stakeholders. The leadership team members confirmed that they regularly review data and feedback to plan seminars and trainings, refine the implementation of FACT experiences, and to design ongoing support provider training. Leadership team members also confirmed that, based on support provider feedback, learning focused conversations became a recent training topic and has impacted support provider work with their participating teachers in a positive manner. Support providers reported that some of them even share the conversation guides with their participating teachers to improve the flow of conversation and keep activities transparent.

It was apparent throughout the site visit in interviews that stakeholders throughout the district work to support the leadership team and the overall induction programs. Weekly, the induction program director meets with the assistant superintendent of educational services and the educational services leadership team to provide program updates and feedback. Through these meetings, alignment and coordination of educational services and the induction programs efforts are reviewed. It was confirmed in interviews that aligned efforts exist through professional development offered, use of a common language, and promotion of research-based instructional practices. Interviews confirmed that with participating teachers being included in trainings around topics such as technology, common core state standards, and Murrieta’s learning management system (Haiku), educational services and the induction programs work together to ensure a seamless transition for staff from preliminary credentials to clear credentials. The induction program coordinator meets monthly with the human resources coordinator of certificated personnel to discuss updates from the Commission on Teacher Credentialing pertaining to induction participants, and to receive hiring updates on incoming induction candidates. The two work together to make sure new teacher needs are met, letting preliminary credential holders know that they are fortunate to have an in-house induction program through which to clear their credentials. Through their work, the program coordinator and coordinator of certificated personnel report that they let new hires know they are supported and have people who care about them and who will help them continue learning to ensure that teachers with preliminary credentials have people to turn to. After meeting together, the program coordinator provides updates from human resources to the leadership team members regarding who has been hired and projected hiring needs.

Both the program director and program coordinator reported meeting with the induction advisory committee a minimum of four times per year to provide program and budget updates, review evaluation data, check on the progress of participating teachers, and discuss new legislation related to the induction programs. The advisory committee also is committed to finding quality support providers and it is this group that interviews those applying for the position. The director and coordinator also present monthly at the MVUSD administrative council meetings, providing updates, reviewing program data, and providing ongoing Roles and Responsibility training for

key stakeholders. It was confirmed through interviews that information regarding participating teacher activities and professional development topics is shared at administrative council meetings.

Site administrators report that the induction programs also collaborate with them regularly and in turn, receive support from site administrators. In the fall, site administrators meet with both participating teachers and support providers for a triad meeting in their offices. Conversation is held around what the year holds for the participating teacher, the roles of the support provider and site administrator, and the role of confidentiality in the program. Site administrators report that this triad meeting examines possible components of the annual plan for the participating teacher in working with both the support provider and site administrator. Site administrators report that this is a time where participating teachers are also able to ask questions of them, to begin building a trusting, safe relationship between the two. This meeting ensures that the site administrator is aware of the participating teacher's induction program requirements along with the site administrator's role in providing onsite support.

The MVUSD induction programs are aligned with the Standards of Quality and Effectiveness for Professional Teacher Induction Programs through its use of FACT, beginning with participating teachers passing through a program structure involving human resources in the assessment of candidates, selection for hire, and then advisement regarding induction participation. Participants admitted into the programs then engage in an induction process that includes formative assessment and other professional learning experiences based around the state-developed program of FACT, annual performance evaluations by site administrators, annual induction completion reviews, and, finally, recommendation for professional clear credentials. Throughout this process, participating teachers are supported by district leadership, program leadership, site-based leadership, and their individual support providers.

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.

Findings

MVUSD induction programs have a comprehensive assessment and evaluation system in place, including both ongoing formative assessments and periodic surveys of program stakeholders. At the time of hire, human resources personnel complete an initial assessment of candidate qualification. Through interviews with human resources personnel, it was verified that this assessment involves reviewing applicants' work and credential history to ensure that those teachers with a preliminary credential or less than four years of out-of-state teaching are placed in the induction program. Education specialist participating teachers also meet with the induction program coordinator to review transition documents and to develop an Initial Individual Induction Plan (IIIP), as confirmed through interviews with education specialist participating teachers. Both program leadership and education specialist participating teachers reported that a menu of options for professional development is provided to each Education Specialist

participating teacher to customize support based on areas of need as part of this IIP process. The IIP is developed, implemented, and revised, as needed, in an ongoing manner throughout the participating teachers' participation in the program.

Evaluation of the MVUSD induction programs' effectiveness and candidate competence occurs throughout the year, including completion of a program mid-year survey, the statewide end-of-year survey, a completer survey, and seminar evaluations. Multiple stakeholder groups confirmed their participation in both in-house designed mid-year surveys and the induction statewide survey at the end of the year. Both this formal and informal evaluation data is discussed at leadership team meetings and support provider trainings. Program leadership present this formal and informal evaluation data at leadership meetings and support provider trainings for analysis and discussion, as reported by leadership team members and support providers. This information is then used to inform program decisions and improvements.

Participating teacher progress in the program is followed through the recording of their participation on the FACT module checklists. As reported in interviews, support providers monitor module activity completion, following up with participating teachers should steps be missed, as reported in interviews. Should it become necessary, program leadership will follow up with participating teachers whose missing work begins to accumulate, as stated by program completers. The induction leadership team discusses participating teachers' status toward completion to determine needs for specific topic trainings and/or additional support provider time with candidates should the participating teacher need assistance in staying abreast of the completion schedule. Leadership team members report that these discussions led to the inclusion of online cultural diversity training options for participating teachers.

Ongoing evaluation of participating teachers' skills in the areas of the California Standards for the Teaching Profession is recorded on the Continuum of Teacher Practice, as confirmed in interviews with participating teachers. Formally the Continuum of Teacher Practice is looked at twice a year, with other reviews of the document occurring as needed. Continuum placements and accompanying evidence, submitted periodically as reported by leadership team members, are used to assess participating teacher performance and growth over time. Participating teacher Induction Standards self-assessment documents, including the Continuum of Teacher Practice and those addressing induction standards 5, 6, 6a, and 6b, also provide insight into candidates' growth over time. This collective data is reviewed on an ongoing basis, as part of the leadership team regularly scheduled meetings, and used by the leadership team members to modify and adjust program opportunities for participating teachers in order to meet group and individual needs. As reported in interviews, program adjustments that the leadership team recommended based on data review were implemented quickly. These include special education specialists being present prior to monthly seminars to answer any questions participating teachers may have, social media training during monthly seminars, and training around parent communication.

Surveys are conducted both mid-year and at the conclusion of each year from various stakeholders to gather data about program effectiveness. Data from these surveys is then shared with site and district administration, as well as support providers during regularly scheduled professional development. The leadership team collects data and makes changes in the program design for MVUSD induction program improvement. Any changes to be made are submitted to the induction advisory committee for approval. Interviews with the leadership team, support

providers, and the advisory committee, all highlighted the fact that once a change has been approved, it is implemented as soon as possible.

In accordance with the Commission on Teacher Credentialing accreditation process, the MVUSD induction program completes all activities assigned within the seven year cycle. These activities include submission of both biennial reports and program assessments, and a site visit. Program leadership shares biennial report information with stakeholder groups and uses it to promote program improvement activities, as reported by the leadership team and support providers.

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.

Findings

The MVUSD induction programs are supported in various ways, including monetary and non-monetary resources, qualified personnel, trainings, and support to meet the needs of participating teachers. The district allocates funds for various types of instructional support, including the induction program.

Funding is budgeted and based on the projected number of participating teachers and support providers, as well as Induction events and experiences. Through interviews with program and district leadership, stakeholders confirmed the value of Induction, with dollars being allocated to support preliminarily credentialed teachers, even during recent budget crises.

To make sure that sufficient resources are available to meet the needs of all programs, the advisory committee oversees the program’s budget and reviews program data. Throughout district and site administrator interviews, support for and recognition of the importance of induction was shared. As a way of showing support, even in tight economic times, the district has chosen to continue funding of their in-house induction program.

Facility support is provided by MVUSD, including an office with accompanying furniture and storage space. Both at the district's support center and school sites, meeting rooms are provided when needed. In looking to the future, program leadership shared the plan to create a professional development center for the district, a place where induction will be housed. In addition, at a centralized elementary school, a multi-purpose room will be made available for large group professional development, which the induction programs will be at liberty to use.

Those administering the induction program are qualified for their positions based on experiences, credentials, and other attributes needed for their roles. Both the program director and coordinator are able to support and lead the program by being aware of both the state and district legislatures,

having knowledge of the California Standards for the Teaching Profession, demonstrating effective instructional practices, successfully working with adult learners, and being effective communicators and users of technology. They are also able to work both cooperatively with diverse groups of people as well as working independently when needed, plan effectively for both short and long terms, conduct themselves courteously with others, and be able to manage change. Once in position within the induction program, be it as director, support provider, or professional development provider, ongoing training is provided to enhance skills needed for their roles.

Stakeholders shared that they are always learning aspects of the induction program and to some degree, are experiencing some of the same reflective practices as the participating teachers. For example, support providers shared that they place themselves on a support provider Continuum of Teaching Practice and create individual induction plans to focus on throughout the year.

Other resources used by the induction program include access to and use of the district's learning management system, Haiku. Through Haiku, online courses are available to induction participating teachers to support them in their development. Participating teachers explained how online courses addressing needs of classroom behavior and parents communication were especially helpful to them. Support providers reported how use of online courses expanded their knowledge around addressing issues of diversity and culture, and in turn helped them in support of their participating teachers.

Collaboration occurs between the induction program and district departments and individuals. The departments of human resources, educational services, and technology collaborate with the induction program to offer appropriate support to induction participating teachers with teachers on special assignment in these departments through providing training in their areas of expertise. Through interviews, staff in these departments shared how they work with and support participating teachers from credential advisement upon hiring, inclusion in district professional development, and training in Haiku. The teachers on special assignment also collaborate with the induction program director and coordinator to assist in planning professional development activities offered at the monthly seminars.

Various professional development opportunities are offered as a resource to program stakeholders who are given opportunities to attend professional development within the district that is not strictly offered to induction participants and to support participating teachers' beginning practice. As reported in stakeholder interviews, some of these professional development topics include common core state standards, research-based classroom practices, and using common district language. Personnel in direct support of the induction programs also attend state-level professional development to remain informed of program changes and learn skills to enhance their duties.

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.

Findings

MVUSD uses support providers and professional development providers as equivalents to higher education's faculty and instructional personnel and has an established application and interview process that ensures that those employees hired as support providers and professional development providers are qualified to serve in those roles. The review of application packets for MVUSD induction support providers and professional development providers confirmed that potential applicants must provide evidence that they meet the qualifications in the areas of knowledge of the California Standards for the Teaching Profession and curriculum, demonstration of exemplary teaching practices, and ability to use effective coaching strategies in order to be considered. Letters of recommendation from an applicant's principal, an association member and an additional person of the applicant's choice substantiate this evidence. Additionally, an observation of the applicant is performed, followed by an interview with the induction advisory committee, who determines final selections.

Information documented on applications, required recommendations and notes taken during interviews, based upon an Interview Rubric, substantiated that only those teachers with current content knowledge and contextual understanding are selected as support providers and professional development providers. Site administrators reported that they actively recruit teachers who model best practices and encourage them to apply for support provider positions. Advisory board members reported conducting observations of applicants and documenting results on focused-learning walk-through forms to ensure that teachers selected as support providers and professional development providers are effective practitioners.

The program requires all support providers and professional development providers to possess English Learner certification and be NCLB compliant. Interviews confirmed that program leaders recruit support providers and professional development providers that reflect their diverse teaching staff and student population. Program leaders reported that culturally responsive pedagogy training is provided for support providers to increase their knowledge and ability to support participating teachers in teaching diverse populations. They also reported that Response to Intervention (RtI) is a district initiative that focuses on meeting the needs of diverse learners and is completely aligned with program professional development opportunities.

The program provides opportunities for collaboration with support provider colleagues at two-day follow-up trainings that occur each year. Additionally, select support providers from the induction leadership team attend network meetings as available. Support providers reported meeting and collaborating regularly to identify teacher needs, pool resources, and assist with teacher growth. The program director and coordinator reported attending regular cluster and network meetings for ongoing professional development and collaboration with colleagues.

The induction advisory committee includes representatives from several institutes of higher education allowing regular opportunities for discussion of ways to improve educator preparation. Representatives from institutes of higher education reported utilizing information gleaned from ongoing conversations with program leadership to ensure that their programs effectively prepare candidates for teaching positions. Local institutes of higher education use MVUSD teachers who have participated in induction, obtained master's degrees and/or national board certification to mentor teacher candidates at the university level.

MVUSD supports program leadership by providing resources for regular attendance at state, cluster and network meetings and additional trainings such as the New Director's Academy, Roles and Responsibilities Training, Mentoring Skills Training, and training in technology, Mind Maps and pedagogy for English Learners. These opportunities assist the induction program director and coordinator in increasing their knowledge and skills required for their positions. Support provider interviews confirmed that ongoing professional development occurs focusing on increasing skills in mentoring, formative assessment, adult learning theory, equity and diversity, action research, technology, pedagogy, lesson/curriculum development, and subject matter. A review of support provider professional growth plans showed the program's inquiry process through which support providers use the Continuum of Support Provider Practice to self-assess, create and implement an action plan, resulting in further development of their skills as a support provider. The programs provide face-to-face, on-line trainings and textbooks as resources for action plan implementation.

Analysis of data provided from mid-year surveys, statewide surveys, program completer surveys, seminar evaluations and workshop evaluations are utilized to evaluate the effectiveness of support providers and professional development providers. Interviews with the induction advisory committee confirmed that only those employees who successfully fulfill their duties and maintain positive survey results are retained as support providers and professional development providers.

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.

Findings

Teachers in MVUSD are hired based on non-discriminatory practices in accordance with board policy BP 4111. Job openings are advertised on EDJOIN, with interested teachers applying through an online process. MVUSD is an equal opportunity employer in the hiring of all employees with district policy stating: "The district does not discriminate against employees or job applicants on the basis of sex, race, color, religious creed, national origin, ancestry, age, marital status, physical or mental disability, or Vietnam era veteran status. Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district does not discriminate against persons with disabilities who, with reasonable accommodation, can perform the essential functions of the job in question." This statement can be found on the "employment" section of the website where prospective candidates access EDJOIN.

In interviews, the MVUSD human resources staff verified that it is their responsibility to verify that newly hired teachers have appropriate prior teaching experience and credentials for their positions. Prior to rendering paid service, prospective teachers must be fingerprinted and a criminal background clearance must be received by MVUSD.

Once a position has been offered and accepted, based on the Commission on Teacher Credentialing criteria, teachers are admitted to one of the Murrieta Valley Unified School District induction programs. Human resources staff explained that at the time of hire, an initial assessment of incoming participating teachers is conducted to determine their appropriate placement in the program. This assessment includes multiple measures involving: current teaching in the district on a preliminary multiple, single subject, or education specialist credential or teaching in a position which allows the teachers to demonstrate knowledge and skills required by the induction program standards; being NCLB compliant; having English Learner authorizations; holding the appropriate credential(s) for eligibility to teach in the assignment they are given. For special education teachers needing to clear their Education Specialist credentials, transition documents are reviewed and teachers are offered a menu of professional development options to broaden and deepen their skills.

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.

Findings

MVUSD has a process in place by which candidates are screened to determine eligibility for participation in induction programs. Representatives from the human resources department reported screening all newly-hired teachers, and advising and assisting those who qualify for the program in completing the required paperwork that is then sent to the induction program. The

program director and coordinator verified that they inform all candidates of next steps, and meet individually with Education Specialist candidates to begin the required Initial Individualized Induction Plan (IIIP) process. Current participating teachers and program completers reported receiving advice throughout their participation in the program from human resources department staff, program leaders, support providers, and the administrative assistant assigned to the program.

Program participants receive information at an orientation concerning program requirements and the resources provided by the program to support the participating teacher throughout their two-year induction experience. This information is also accessible through the online course provided by the program. Participants reported utilizing online resources for completing induction activities and professional development. Program completers verified that checkpoints were provided throughout their induction experience to ensure that they remained on track and completed program requirements.

Participating teachers and program completers reported receiving support and assistance through seminars, collaboration meetings, individualized coaching by support providers, professional development trainings, optional meetings, online interactions, and emails. Candidates must complete all requirements of their program which is verified by an established completion review process. Program leadership reported that the induction advisory committee prepares a completion review form, documenting completion of requirements. This must be completed in order for the candidate to be recommended for a professional clear credential by the human resources department.

Participating teachers reported meeting weekly with their support providers to complete formative assessment activities, and choose evidence demonstrating the participating teachers' application of the California Standards for the Teaching Profession and induction program standards 5, 6, and, for education specialist participants, standard 7. Evidence is collected and submitted in an electronic evidence portfolio in compliance with a timeline established by the program. Participating teachers verified that support providers advise and guide participating teachers through program requirements insuring that they make adequate progress towards completion. Program completers reported that the induction leadership team assessed submitted FACT documents and provided timely feedback to candidates regarding their progress. Support providers and leadership team members reported conducting classroom observations of participating teachers to collect evidence for each California Standards for the Teaching Profession and applicable induction program standard. Participating teachers verified that observation feedback is provided to the participating teacher and support provider in order to support the support provider in guiding his/her advisement and assistance to the participating teacher. Additionally, participating teachers and program completers reported that the program director and coordinator meet with the participating teacher throughout the year to monitor progress and provide advisement.

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.

Findings

The MVUSD induction programs provide job-embedded field experiences and clinical practices through the employment of candidates in teaching positions. The programs use the Formative Assessment for California Teachers (FACT) system to provide a structured formative assessment experience through which teachers assess and improve their professional practice. The FACT system includes research-based inquiry that focuses on improving student learning within the classroom and includes regular collaboration with a trained support provider and professional colleagues. Site administrators and support providers reported that the FACT system presents a logically sequenced structure of actions that focus participating teachers' growth on planning instructional experiences, assessing student learning, creating equitable and effective learning environments, and reflecting on professional growth according to the California Standards for the Teaching Profession and induction program standards. Regular observations of the participating teacher are conducted by the support provider and by members of the induction leadership team to provide a record of ongoing growth. Participating teachers, support providers, program completers, and site administrators reported participating in frequent evaluations of the program through the completion of online surveys.

The MVUSD induction program leaders and district leaders report being a component of the district and is housed within the educational services department. The program partners with the human resources department to provide appropriate experiences for participating teachers. Human resources department staff verified that collaboration with the program occurs formally on a monthly basis and informally on a regular, ongoing basis to ensure that participating teachers are placed appropriately and that participating teachers are matched with effective support providers.

Elements of the FACT system specifically designed to provide candidates opportunities to understand and address issues of diversity include the Context for Teaching module; Assessment of Teaching and Learning module; self-assessments using the Continuum of Teaching Practice and Induction Standards Self-Assessment documents; and Inquiry into Teaching and Learning module. Participating teachers, program completers, support providers, site administrators, program leaders and advisory board members verified that the programs require candidates to provide evidence in their induction portfolio that demonstrates their ability to assess students' specific learning needs in order to plan and provide appropriate learning opportunities for students to master the state-adopted academic content standards. Participating teachers and program completers verified that the completion of inquiry-based action plans require them to

investigate and implement a variety of research-based strategies focused on improving student learning.

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.

Findings

The MVUSD induction programs require candidates to demonstrate knowledge and teaching skills through completion of the FACT system that includes inquiry-based professional development, self-assessment using the Continuum of Teaching Practice and induction program standards, and the submission of an evidence portfolio. FACT system documents are submitted and assessed by program leaders via an online portfolio system through which feedback is given and revisions are made as needed. The induction leadership team evaluates these components using a calibrated rubric assessment process. Program leaders, advisory board members, support providers, and human resources department members reported participating in evidence portfolio reviews through which feedback is also provided to participants to ensure that collected evidence demonstrates the participant’s ability to effectively support students in meeting the state-adopted academic standards.

The programs have a clear definition of candidate competence and a process by which candidates are assessed. Participating teachers are required to collect and submit evidence to support their completion of the induction program requirements. Participating teachers and program completers verified that online checklists are maintained by the programs and made available to participants to ensure that all program requirements have been met. Induction leadership team members reported that during a completion review, all induction requirements are verified and signed off by two reviewers when found to be complete. Human resources department staff verified that the induction programs provide written verification of candidate program completion resulting in human resources department staff completing the clear credential recommendation process with the Commission on Teacher Credentialing.

Program Standards

General Education Induction Clear Education Specialist Induction

Program Design

Murrieta Valley Unified School District (MVUSD) provides a two year Commission-approved professional teacher induction program designed to support the development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials as well as the Clear Educational Specialist Credential. The MVUSD induction programs inspire new teachers to make the inquiry process the basis for their ongoing professional development. The Induction program director and coordinator are responsible for ongoing oversight of all educator preparation programs offered by this institution.

While the director oversees the general education induction program and the coordinator oversees the Education Specialist Clear Induction program, their work is accomplished through collaborative means, working toward common goals. The induction program director reports to the assistant superintendent of educational services, who then reports to the superintendent. The program director and program coordinator meet regularly with other district and site level leadership to provide updated information as well as professional development in regards to the induction programs. Interviews with district leaders as well as participating teachers expressed high regards and positive feedback in regards to the program director and coordinator for their passion and leadership in both the day-to-day administration and long-term planning for the programs.

The advisory committee helps guide the components of the induction programs. The committee consists of seven voting members and six non-voting members, including members representing special education. The advisory committee verified that they meet quarterly to review data from the induction programs, as well as make decisions based upon the data received. One of the programs' college and university partners emphasized the collaborative nature of the partnership and balanced sharing of resources between the programs, while another institute of higher education partner reported that with the use of the Haiku website, communication between the quarterly meetings has improved.

The induction leadership team consisting of the program director, program coordinator, program secretary, and an experienced support provider from elementary, middle school, high school, and special education also provides guidance to the programs. The leadership team meets prior to each induction event to guide program activities. The leadership team sets the agenda for each seminar, helps lead seminar activities, and is also responsible for planning and implementing professional development opportunities for candidates and for support providers. In order to ensure that all activities meet the needs of candidates and support providers in both programs, the leadership team regularly examines program surveys including, but not limited to, seminar feedback and mid-year survey results by the participating teachers. Interviews with leadership team members verified the review and use of data to make decisions about the induction programs, including seminar topics and program improvement. Program leadership verified that items such as differentiation and family communication are discussed as they relate to the Education Specialist participating teachers, to assist the program in meeting the unique needs of the education specialists.

The MVUSD induction programs employ the Formative Assessment for California Teachers (FACT) system, which includes differentiation of documents 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 for the Teaching Profession and the induction standards while incorporating the K-12 California Academic Content Standards for Students. Participating teachers receive structured support and formative assessment through observation and feedback from an experienced teacher. Support providers are recruited, complete an application process, and are hired via the advisory committee. Support providers verified that the induction programs continue to recruit support providers throughout the current year to increase the pool of qualified and trained support providers. They are provided full day trainings, as well as multiple follow up trainings to assist them in preparing for their role as a support provider. Many also receive an extended time to shadow an experienced support provider before being assigned to support a candidate. The program director and program coordinator complete the pairing of the support providers and candidates. Support providers, along with their assigned participating teachers, meet with the site administrator for a fall triad meeting to discuss program requirements. Site administrators reported that these meetings establish a team support approach for the new teacher, opening doors for communication.

MVUSD's plan of action from the October 2012 biennial report included expanding the menu of professional development options to support English Learners, students with special needs, differentiation, and culturally responsive instruction. The plan also included refining the training for support providers related to the same areas. The district thinking maps training was to be required for all participating teachers and incorporated into the support provider trainings. Program leaders verified that these trainings have been incorporated into the induction programs. Program completers reported that differentiation with English Learners and students with special needs were important skills that were reinforced within the induction programs. Support providers verified that attendance at professional development on these topics deepened their knowledge in these areas. Interviews with first year participating teachers indicated that the information provided to them most recently about English Learners was immediately helpful in strategies not just for this subgroup, but also for the entire class.

In addition to the modifications outlined in the biennial report, interview participants reported that the program has been highly responsive to the identified needs of participating teachers and support providers and that the programs make timely decisions to ensure quality professional development is provided to support providers based on their described needs. For example, changes in the electronic submission of the evidence portfolios were altered after the first year of implementation, in response to participating teachers and support provider feedback.

Course of Study

In the MVUSD Induction programs, participating teachers are required to complete all FACT Documents. Participating teachers reported that completion of the FACT documents were very informative especially the Context for Teaching module, learning about their students, their school, and their community. Many participating teachers reported that having this information allowed them to be a resource to veteran teachers on their sites. Site administrators echoed this information and indicated that participating teachers that complete the Induction program through MVUSD are amongst the most well trained educators on their staff.

Participating teachers also have the opportunity to participate in a variety of professional development options. Participating teachers participate in monthly seminars designed to guide them through the FACT system, promote reflective practice, and provide opportunities to collaborate with fellow candidates. The programs' professional development requirements include candidate attendance at 6 of 8 seminars and completion of make-up activities for any not attended. Seminars are taught by credentialed teachers who have gone through an application and interview process and/or provide specific content knowledge relative to their district job/position. Participating teachers complete all seminar assignments, including forum activities and seminar evaluations, which are found on the district's learning management system Haiku. Participating teachers also attend other applicable professional development provided by the district; they are also provided with a variety of online professional development options in support of developing their Individual Induction Plans and, for Educational Specialist candidates, their Initial Individual Induction Plans. Interviews with program completers indicated that the induction programs allow choice with some of the professional development and also blends the district required professional development activities with those offered through BTSA. Interviews with the leadership team members verified that while attendance at the monthly seminars was required, the use of the online professional development was an optional and added resource to the participating teachers. Through interviews with the participating teachers, it was verified that the work during the monthly seminars with their support providers was highly valued time to both work on the FACT documents as well as obtain support for their day-to-day instruction.

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. IIPs are completed, dated and initialed at the end of each year of the programs with original copies submitted to the BTSA Induction office. Year 2 participating teachers reported that the use of the IIP process allowed them to delve into the profession of teaching in detail utilizing various resources to support their action research.

Participating teachers are assigned a support provider that has been individually matched to them. Participating teachers reported that support providers were very accessible to the participating teachers throughout their program participation. Interviews with leadership team members verified that formal observations of the participating teachers are completed by their assigned support providers while informal observations "walk-throughs" are completed by leadership team members throughout the year to provide additional formative feedback to the participating teachers. Participating teachers reported that their work with their support provider has been one of the most valued experiences for them. In addition, they indicated that they found the observation feedback from their support provider as a very valuable part of their induction experience. Site administrators reported that support providers were highly valued in their role and provide a safe environment for the participating teachers to ask questions.

For the Education Specialist participating teachers, program leaders differentiate the program offerings to support their unique needs. Many of the seminar topics are provided to both general education participating teachers as well as education specialists, while at other times, the education specialist participating teachers are provided with alternate seminar topics more specific to special educators. For example, the program coordinator reported that the topic of working with paraprofessionals is specific to this group of participating teachers and training in this area is offered specifically for them. Additionally, training for support providers has been

differentiated at times for support providers supporting an education specialist. Upon reflection of the workload of special education teachers, the program coordinator indicated that in future years, special education support providers will only be assigned to one participating teacher.

Candidate Competence

The MVUSD induction programs define candidate competency as follows: the candidate has participated in all required elements of a formative assessment process designed to assess and align practice against the California Standards for the Teaching Profession, to foster growth and reflective practice, and to promote the continual practice of inquiry and action research 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, the Evidence Portfolio, and completed, dated, and initialed IIP. Review of evidence portfolios, graded completion review forms, and completed IIP Rubrics verify the use of multiple documents to demonstrate this competency requirement. From the interviews with participating teachers, they reported that working through the IIP process has fostered their reflective practice. Site administrators also verified their understanding of the use of multiple documents to assess participating teacher competency, including informal and formal observations by the support providers.

Candidates are informed of the completion requirements during orientation at the beginning of year one, are provided with an induction program handbook listing these requirements, and reminded of the requirements throughout the program year. Program completers reported that a program checklist is provided in both hard copy and online to the participating teachers, which clearly outlines the requirements and keeps them on track as the director and coordinator keep a public record of each participating teacher's progress toward completion.

Candidates are assessed on their progress toward completing requirements on an ongoing basis. Participating teachers verified that this information is provided to them at the beginning of their induction process and ongoing reminders are provided by program leadership. Currently, participating teachers contribute artifacts and reflections for their portfolios throughout the year and are provided with prompt feedback from the Program Coordinator. Participating teachers reported that if they fall behind with the required components, they receive email reminders from their support providers and program leadership. Support providers confirmed that an opportunity is provided at the spring triad meeting between the support provider, participating teacher, and program leader to discuss participating teacher's progress in the program.

At the point of program completion, the leadership team reviews the candidate's evidence portfolio and verifies completion of the above requirements with the Program Coordinator reviewing/confirming the Education Specialist participating teachers work. A review of documents verified the use of a graded completion review form for this purpose. If the team determines that a candidate has successfully met all requirements, the participating teacher is notified of completion via email and sent completion documents which consist of a certificate of completion, checked off and signed completion review form, and the graded IIP rubric. In addition, for year two candidates a copy of the recommendation for the clear credential (41-Induction form) and next steps information is provided with the original 41-Induction form going to the district's credential analyst for processing. During interviews, human resources verified

that once the completion document was provided to human resources, the induction form is emailed to the participating teacher.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, program completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for both the general education and education specialist induction programs.