

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Oak Grove School District**

**Professional Services Division**

**March 2016**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Oak Grove 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, **Accreditation with Major Stipulations** is made for the institution.

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

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

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
General Education Induction	<b>6</b>	<b>3</b>	<b>1</b>	<b>2</b>
Clear Education Specialist Induction	<b>7</b>	<b>7*</b>		

\*This program is new and was not reviewed at the site visit.

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:** Oak Grove School District

**Dates of Visit:** February 23 – 25, 2016

**Accreditation Team Recommendation:** Accreditation with Major Stipulations

**Rationale:**

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with program leadership, district administrators including the professional development providers, school site administrators (including elementary and middle school sites), human resource personnel (including the credential analyst), support providers, candidates, completers, and steering committee team members along with additional information requested from program leadership during the visit.

The Commission accreditation site visit team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed each of the eight Common Standards and determined whether the standard was "met", "not met", or "met with concerns". The site visit team found that all eight of the eight applicable common standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the General Education Induction Program. Following discussion, the team considered whether the program standards were "met", "not met", or "met with concerns".

The Commission accreditation site visit team found that three induction program standards are **Met**; two induction program standards are **Not Met**; and one program standard is **Met with Concerns**.

### Overall Recommendation–

The team completed a thorough review of program documents, program data, electronic portfolios, interviews with program leadership, district administrators, school site administrators, human resource personnel, support providers, candidates, completers and steering committee team members. Additional information requested from program leadership during the visit was also reviewed.

Due to the finding that all applicable Common Standards are **Met** and that program standards 1, 5, and 6 are **Met**; program standards 1 and 4 are **Not Met**; and program standard 3 is **Met with Concerns**, the team unanimously recommends a decision of **Accreditation with Major Stipulations**.

The team recommends the following stipulations:

1. That the induction program ensures that the use of the formative assessment system is a collaborative process with the support provider and participating teachers to develop professional norms of inquiry, collaboration, and reflection on practice to improve student learning. This process is used to inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous cycle.
2. That the induction program provides formative feedback to the support providers to assess their understanding of their roles and responsibilities to use the formative assessment system with the participating teachers to guide their growth in the profession.
3. That the induction program ensures that participating teachers and support providers collaborate to develop professional goals using an Individual Induction Plan based upon the teacher's assignment, identified developmental needs, and prior preparation and experiences that build upon preservice requirements to extend a teacher's professional growth/practice.
4. That the induction program provides quarterly documentation to the team lead and Commission consultant documenting all actions to address the stipulations noted above.
5. That within one year of this action, the institution hosts a re-visit with the team lead and the Commission consultant to collect evidence of actions to address the stipulations noted above.

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

#### Advanced/Service Credentials

General Education (Multiple and Single Subject) Clear  
Education Specialist (Mild/Moderate; Moderate/Severe)

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Oak Grove School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Oak Grove School District continues 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**

<b>Team Leader:</b>	Alison DeMark Fullerton School District
<b>Common Standards Cluster:</b>	Catherine Fong Bellflower Unified School District
<b>Advanced Programs Cluster:</b>	Maria Diaz Tehama Department of Education
<b>Staff to the Visit</b>	Sarah Solari Commission on Teacher Credentialing

### **Documents Reviewed**

Program Summary	Biennial Report Feedback
Common Standards Report	Advisement Documents
Individual Learning Plans	Schedule of Professional Development
Mid-Year Survey Results	Electronic Portfolios/Candidate Portfolios
Survey Questions	Early Completion Option Application
Follow-up Survey Results	Formative Assessment Documents
Needs Analysis Results	Participating Teacher Training Materials
Program Assessment Feedback	Collaborative Logs
Induction Handbook for Support Providers	Weekly Education Services Newsletters
Professional Development Provider Feedback	Resumes
LiveText-Learning Management System	Teacher Resources Webpage
Preconditions	Formative Assessment Checklist

### Interviews Conducted

Stakeholders	Total
Candidates	50
Completers	13
Site Administrators	8
District Administrators	3
Program Coordinators	1
Faculty –Professional Development Providers	8
Support Providers	18
Credential Analysts and Staff	1
Advisory Board Members	1
Others	1

### Background Information

The Oak Grove School District (OGSD) is located in the southeastern corner of San Jose, California. With 16 elementary schools and 3 intermediate schools, Oak Grove serves a population of 10,916 transitional-kindergarten through 8<sup>th</sup> grade students and employs 518 teachers.

The OGSD Induction Program is a single district program offering two commission approved professional preparation programs; General Education (Multiple and Single Subject) Induction (2009) and Education Specialist Induction (2015). During the two year induction process, the program provides support and guidance as new teachers begin their professional practice and implements the Formative Assessment for California Teachers (FACT) assessment system.

### Oak Grove School District Demographics

Sub Groups	Student Number <i>(may be represented in more than 1 subgroup)</i>
English Learners	3190
Special Education	1174
Socio-economically Disadvantaged	5088

## Education Unit

Oak Grove School District's Induction Program is designed to provide opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The administrative structure includes the district's BTSA Induction Program Coordinator. The program coordinator manages the overall day-to-day operations of the program including the supervision and guidance of the professional development. Oak Grove School District's Induction program has a steering committee led by the district coordinator and the Lead Support Provider that meets with a team of committee members that include the Assistant Superintendents of Human Resources and Education Services Division, participating teacher representatives, recent completers, professional development providers and support providers to examine program goals, needs, and evaluation data in relation to program decision-making. The coordinator, lead support provider, and district professional developers provide the professional development for participating teachers and support providers.

San Jose State University is a partner with the district, together guiding new teachers as they transition from pre-service to credentialed teaching. Participating teachers experience enhanced professional growth and development through an induction program based on local context, individual needs, and program requirements. The program consistently retains more than 80% of its new teachers and provides a supportive transition into teaching for each participating teacher.

**Table 1**  
**Program Review Status**

Program Name	Number of Program Completers (2013-14)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education (MS/SS) Induction Program	10	21	57
Education Specialists (MM/MS) Induction Program	0	0	10

## The Visit

The visit took place at the Oak Grove School District office on February 23-25, 2016. The site visit team consisted of a team lead, one common standards reviewer and a program sampling reviewer, and a State consultant. Prior to the visit, team members reviewed and analyzed documents on the institution's website and held team telephone conferences to discuss their review of the district's induction website and electronic documentation. Team members composed questions for the various induction stakeholder interviews. During the three-day visit, the team met at the district office to interview stakeholders and review additional documentation.

## Common Standards

### Standard 1: Educational Leadership

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 the requirements.

### Findings

The Oak Grove School District has created a mission and vision for the district. The district aligns their organization around core values that support their employees as they work together to realize the OGSD vision and mission. This includes supporting their new teachers and providing them with an induction program aimed at providing the students of their district with a high quality, prepared teacher. Interviews with site administrators highlighted this key component. Program goals are aligned to the district vision and articulated throughout the program. According to the induction coordinator, feedback is collected at each monthly meeting through survey questions that are aligned to the district vision, mission, and goals.

The induction coordinator and executive team are actively involved in the planning and implementation of professional development provided to induction program participants. Interviews with the induction coordinator and executive team confirmed that professional development providers worked with program leadership to design professional development for program participants.

Interviews provided evidence that the induction coordinator, in conjunction with the Steering Committee, reviewed participant data to determine and implement changes in program design.

Once the induction coordinator determines that the participating teachers have completed the induction program requirements, the credential analyst is notified of candidate completion for the purpose of recommending candidates for the clear credential. Interviews confirm the participating teacher credential recommendation process. The 2014-2015 Biennial Report states that 98.3% of Year 2 candidates were recommended for a Clear Credential.

**Standard 2: Unit and Program Assessment and Evaluation****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**

The Oak Grove School District uses an assessment and evaluation system for ongoing program and unit evaluation and improvement that includes program and end of year Program Effectiveness Surveys. The survey results are shared with the Steering Committee. As confirmed by stakeholder groups interviewed, this information is discussed with district coaches, professional development providers, and Steering Committee members at the end of the year and is instrumental in determining program changes in program design.

The induction program collects, analyzes, and utilizes program survey data from participating teachers and support providers and at the beginning of the year, mid-year, and at the end of the year, and from site administrators at the end-of-year. A collection of Formative Assessment of California Teachers (FACT) documents provides data on participating teachers' completer performance. Interviews with the Steering Committee, support providers, and site administrators corroborate that this data is collected, analyzed, and used in program decisions.

The induction coordinator provides evidence of ongoing data collection from monthly professional development workshop evaluation, support provider and site administrator surveys, and End of the Year Evaluation surveys. The End of the Year Evaluation surveys are distributed and collected via an outside research group. Interviews with stakeholders confirmed that data is collected and used for program improvement purposes.

**Standard 3: Resources****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 resources needs.

**Findings**

The district is committed to hiring and retaining highly qualified teachers as evident in their Local Control Accountability Plan (LCAP). The district allocates funds each year to support the

induction program through support provider release time and professional development opportunities. Interviews with the induction coordinator, professional development providers and the executive team verify the program is adequately funded and the district is supportive and responsive to budgetary needs and requests.

Interviews confirmed that program needs are considered during annual budget monitoring to make revisions and adjustments. Interview evidence clarified that the induction program coordinator, through the Assistant Superintendent of Educational Services, participates in annual budget allocation discussions in order to ensure sufficient resources can be allocated for program needs each year.

Interview evidence and program documentation supports that there are personnel to administer the responsibilities of the program, including administrative personnel, field-based supervision of candidates and professional development providers. Professional development is provided through full-time district employees, as well as professional consultants.

**Standard 4: Faculty and Instructional Personnel**

**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.

**Findings**

The Oak Grove School District (OGSD) has a hiring process in place to ensure qualified persons are selected as coordinator, lead support provider, support providers and professional development providers. As determined by the Common Standard narrative and confirmed during interviews, support providers (SP) submit an application and require site administrator recommendation in order to be selected. Professional development providers likewise submit an application and are interviewed for the position. The coordinator and lead SP completed applications, were interviewed, and hired following district guidelines as set forth by the contract.

The coaches, full-time released teachers on special assignment, serve as professional development providers at their assigned school sites and in the district at large. Some of the coaches also serve as support providers. Support providers are selected representing full-time classroom teachers and full-time released teachers who meet the qualifications as listed on the job description and in the Induction Program Handbook.

Current leadership values the purposefulness of attending professional development to remain current in the content being taught. District and site coaches report they attend multiple professional development offerings to remain current in their practice, including but not limited to Cognitive Coaching, County Office of Education trainings, Social Emotional training, math curriculum training, Cognitive Guided Instruction training, equity training, Faculty Academy for Mathematics Excellence (FAME) training, and Sobrato Early Academic Language (SEAL) training. Thus, the staff is qualified to provide professional development and support in the areas of context, content and diversity. In addition, program staff collaborates with colleagues from San Jose State University to provide professional development for program stakeholders.

The program contracts with an outside research group to conduct multiple program and unit assessments yearly. Further documented through interviews with the professional development providers, a system is in place to regularly provide formative feedback and evaluate their performance on professional development offered. There was no evidence that formative feedback was provided to support providers.

**Standard 5: Admission**

**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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Findings**

Interviews with stakeholder groups verified that the OGSD Induction Program collaborates with the Human Resources department to ensure all candidates who meet admission requirements are enrolled in the induction program. The credential analyst confers with candidates to review their credential status and eligibility for program placement. The results of that conversation are documented on the BTSA Induction Eligibility Form and sent to the coordinator who then invites the teacher to the BTSA Induction Orientation.

The review team confirmed, through interviews, that the human resources staff, induction coordinator, and executive team collaborate in the program admission process to encourage

and support applicants from diverse populations. The following measures have been institutionalized and are regularly implemented/monitored by the Human Resources Division on an annual basis: collaboration with city/county pertaining to teacher recruitment fairs, implementation of Recruitment Plan (e.g., annual district job fair held prior to the county's), continuation with the San Jose State University partnership to attract new teachers from their preliminary credential candidate pool, and expansion of recruitment efforts by fully implementing the ED-JOIN Recruitment and Information Management System, an on-line application/applicant tracking process.

**Standard 6: Advice and Assistance**

**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**

Interviews with stakeholders confirmed that the Induction Program staff provides an orientation for all induction participants that provides information regarding the program components and requirements, as well as the process for monitoring and verifying participation and successful completion. Candidates receive initial information about the induction program from the human resources staff. Once the candidate signs a contract, verification is sent from human resources to the induction coordinator, with information regarding the credentials held and the years of experience of the candidate. The program staff determines eligibility for induction participation. The support provider has a critical role in assuring that the participating teacher (PT) understands their responsibilities with regard to participation in all of the program elements. Although, interviews with candidates disclosed their satisfaction with the mentor relationship established with their support providers, there was limited evidence that this relationship contributed to improving their professional practice.

The Participating Teacher(PT) is informed of his/her responsibility for accumulating this evidence and the process of meeting the requirements for program completion described above during program orientation which takes place immediately upon hire or within the first six weeks in the program. A written description of necessary information is included in the Induction Program Handbook, however, limited additional assistance is provided. Each PT signs an induction program commitment form with the completion process requirements listed.

The Oak Grove Induction Program utilizes Live Text to document participating teachers' progress and participation in the induction program, and is designed to support and assist the candidate. Program staff members monitor the database to ensure that PTs make satisfactory

progress and provide special assistance and support to candidates who are at risk of falling behind, arriving at a professional credential recommendation for each participant, based on program completion evidence.

As determined through interviews, the program’s advisement and assistance efforts are guided by the monitoring and evaluation of candidate progress and performance by the support providers. At the close of each year, the induction coordinator reviews evidence of the completion of the program requirements by the candidate. Support providers are included in the assessment process by providing initial approval and on-going review of completed documents. Upon successful completion of the induction program, a list of completers is forwarded to the credential analyst where a recommendation for the Clear Credential is made.

**Standard 7: Field Experience and Clinical Practice**

**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.

**Findings**

The design of the induction program was outlined in the Common Standard narrative and verified through interviews with program leadership. The Oak Grove Induction Program’s program narrative identifies the intent to incorporate adult learning theory, and development of the habit of reflecting on standards-based evidence coupled with effective support, cognitive coaching, and meaningful formative assessment. All professional development activities are linked to tasks that PTs complete during their teaching day, planning, grade-level and departmental collaboration, and site-based professional development. Through self-selected, context-embedded professional development, PTs have an opportunity to problem solve with colleagues about critical issues, learn strategies that will enhance teaching, and analyze student work in a specific core academic content focus area. Throughout the year, new teachers collect evidence that documents growth over time, based on the California Standards for the Teaching Profession (CSTP), Induction Program Standards 5 and 6, and the State academic content standards. All activities are designed to incorporate the district’s goal of all students meeting grade level standards and closing the achievement gap for underrepresented minorities.

The review team verified candidates are assigned a qualified teacher to serve as a support provider for each year of program participation. The induction coordinator collaborates with site administrators regarding the selection of the best possible support provider. Site

administrators are asked for letters of recommendation for candidates applying to be support providers. In addition, interested teachers must submit a support provider application to the induction program.

Participating teachers engage in independent formative assessment activities which provide opportunities to initially become acquainted with their classroom context, district and school site culture, goals, and the community at large. According to information gathered in interviews, PTs use the information from the Context for Teaching and Initial Assessment of Teaching Practice modules to complete two cycles of inquiry over the course of two years. During those inquiries they focus on the CSTP and elements from each Induction Standard. In the Context for Teaching Module, PTs examine and gather information about all students. The activities are intended to provide information about their teaching environment and the resources and challenges it offers them and their students. The information gathered guides classroom decision-making.

**Standard 8: District-Employed Supervisors**

**N/A**

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.

**Standard 9: Assessment of Candidate Competence**

**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**

Candidates demonstrate professional knowledge and skills necessary to educate and support all students through the use of the FACT System and a portfolio submission of the California Standards for the Teaching Profession. Interviews confirmed the FACT System and portfolio submission are a required component of the program. Portfolios were reviewed by the induction coordinator following completion of the program.

The FACT System is designed to allow for Participating Teachers to align their formative assessment work to district goals and initiatives. This was confirmed through the induction coordinator, district coaches, and executive team interviews. Candidates reported that the Inquiry process was a beneficial component of the formative system.

## **Program Reports General Education (MS/SS) Induction**

### ***Program Design***

The Oak Grove School District (OGSD) is located in the southeastern corner of San Jose, California. The school district has 16 elementary schools and 3 intermediate schools that serve a population of 10,916 transitional-kindergarten through 8th grade students and employs 518 teachers.

The OGSD Induction Program is a single district program offering two Commission approved professional preparation programs: General Education Teacher Induction (2009) and Education Specialist Teacher Induction (2015). The cited purpose of the OGSD Induction Program is to prepare and retain highly effective teachers by providing opportunities for individualized support and assistance through collaborative experiences focused on addressing the academic and social needs of all students allowing each student to meet or exceed academic content standards. The OGSD Induction Program is available, at no charge, to all new teachers meeting the criteria for induction eligibility. In addition, the program is made available as space permits to teachers from local private schools in surrounding cities including San Jose and Los Gatos, California.

The OGSD Induction Program is a two-year program designed to provide opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. Participating teachers are matched with support providers within the district. Support providers hold one of four roles in the district: classroom teachers, teachers on special assignment (site based), district coaches (district-based), and if needed, retirees also serve as support providers. Support providers are assigned to participating teachers based upon the needs of the site and the district. Participating teachers participate in three days of orientation before the start of the school year, monthly two hour induction academies, weekly one hour meetings with support providers, and six days of additional professional development. Although participating teachers have little or no support for FACT activities, participating teachers stated in interviews that their support providers provide individual support to meet individual needs. Interviews with participating teachers and professional development providers indicated that in some locations the program includes intensive individualized support and assistance provided by District Coaches on district-wide initiatives but it does not appear to be pervasive throughout the program.

The OGSD Induction Program provides the following opportunities to support and guide new teachers as they begin their professional practice: weekly meeting with trained support provider, development of annual Individual Induction Plan, monthly Induction Academy for professional growth and collaborative opportunities and optional professional development opportunities provided by the district. The OGSD Induction Program uses Formative Assessment for California Teachers (FACT) as its formative assessment program. Interviews with

Participating Teachers indicated a disconnect between the formative assessment system and their professional growth due to a lack of familiarity with FACT and its role in extending professional practice.

A change in leadership with the induction coordinator occurred in the last two years. The program is administered by the induction coordinator (.40 FTE) and a lead support provider (.20 FTE) who is also the English Language Arts Instructional Coach and one clerical support staff (.10 FTE). The induction coordinator is housed within the Educational Services Department which is also where the professional development providers (district coaches) are housed. The Induction Coordinator also collaborates with its IHE (Institutions of Higher Education) partner, San José State University, a partner since the inception of the district's induction program.

Data is gathered to assess program effectiveness in the form of annual mid-year and end-of-year surveys from participating teachers, support providers and administrators (Support Provider Effectiveness Survey, Support Provider Self-Assessment, an Initial Survey, and monthly Induction Academy feedback). There does not appear to be a system in place to provide feedback to the support providers regarding their work. Data is compiled and shared informally with the executive team, the Steering Committee, and professional development providers for continuous improvement. Interviews with stakeholder groups revealed a high level of comfort in discussing the needs, concerns, and celebrations with program leadership. Steering Committee members and the executive team reported that the program is very responsive to feedback received. One particular example shared by Steering Committee members and echoed by participating teachers was a request made by intermediate school teachers to differentiate the induction academies for that particular group of teachers. The program honored the request and now offers Induction Academies for elementary teachers separate from intermediate teachers.

### **Course of Study**

The Oak Grove School District has chosen Formative Assessment for California Teachers (FACT) Program to guide participating teachers through the Clear Credential process; however, because FACT activities are completed independently, PTs reported that they had difficulty seeing the connection to their practice. In addition, participating teachers and completers have reported that the FACT system is not helpful with their professional growth. Interviews with participating teachers and support providers reported that the participating teachers do not see the formative assessment system as a continuous improvement cycle. Interviews with the induction coordinator, participating teachers, completers and support providers further corroborate that requirements are completed by the participating teachers in isolation.

Interviews found that both participating teachers (PT) and support providers (SP) reported that the SP/PT mentoring relationships between the participating teachers and support providers as a positive experience. However, the SPs are not assisting the PTs in meeting the requirements

of the OGSD induction program. Both parties reported little relevance between their weekly observations and debrief sessions, and the formative assessment processes.

### **Candidate Competence**

The induction coordinator provides participating teachers with information about the completion of activities that are part of the formative assessment system. By October of the school year, participating teachers self-assess their practice on the Continuum of Teaching Practice which is aligned to the CSTP. The program performs a portfolio check at the end of each year of the participating teacher's practice. Participating teachers accumulate and organize the formative assessment documents in their electronic portfolios. Support providers and the induction coordinator have access to view the candidate's portfolios at the candidate's discretion. Interviews with site administrators, support providers, and participating teachers confirmed the application and demonstration of pedagogical skills and provision of universal access (program standards 5 and 6) within the program's components.

Once a participating teacher has completed the requirements of the induction program, the induction coordinator notifies the district's credential analyst who then recommends the candidate for the clear credential.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, support providers, site administrators, the executive team and professional development providers, the team determined that program standards 2, 5, and 6 are **Met**; Program Standard 3 is **Met with Concerns** and Program Standards 1 and 4 are **Not Met** for the General Education Induction program.

#### **Program Standard 1- Not Met**

##### **Rationale**

Based on interviews with support providers, participating teachers, and completers, the team concluded that the induction program does not incorporate a purposeful structure of extended preparation for the participating teachers with intensive individualized support and assistance. Further, there is no evidence that the program provides collaborative experiences to enhance professional growth. In addition, although the program provides opportunities for application and demonstration of pedagogical knowledge and skills acquired in the preliminary program, participating teachers and completers reported that the paperwork associated with induction was repetitive of their preservice experience and not relevant to their current assignment, nor does it contribute to their growth as an educator.

#### **Standard 3- Met with Concerns**

##### **Rationale**

Results of interviews with various stakeholders determined that the program does not regularly assess the quality of services provided by support providers to participating teachers. In

addition, the support providers are not provided with formative feedback to support their work and retain those who meet the established criteria.

**Program Standard 4- Not Met**

**Rationale**

The implementation of the formative assessment system in the Oak Grove induction program does not reflect a continuous improvement cycle. Participating teachers, completers, and support providers confirmed that participating teachers complete the components of the formative assessment system in an isolated, remote, and individualized manner. The implementation of the formative assessment system does not reflect a partnership to establish goals for the professional growth of the participating teacher. Interviews and evidence collected also provided information that participating teachers do not distinguish the relationship of the formative assessment process to improving their teaching practice. The induction program's use of the Individual Induction Plan does not foster the internalization of the plan, teach, reflect, and apply cycle of the continuous improvement model.