

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Milpitas Unified School District
March 2011**

Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at Milpitas Unified School District. The report of the team presents the findings based upon reading the Site Visit Documentation reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** 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	Does not apply to Tier II credential programs		
9) Assessment of Candidate Competence	X		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	6	X		

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 Site Visit Documentation
- 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: Milpitas Unified School District

Dates of Visit: March 7 – March 10, 2011

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the site visit documentation; additional supporting documents available during the visit; interviews with candidates, program completers, site administrators, district office personnel, and local school personnel; along with additional information requested from program leadership during the visit. The team believes 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

The team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program to determine if the Standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership; Common Standard 2: Unit and Program Assessment and Evaluation; Common Standard 3: Resources; Common Standard 4: Faculty; Common Standard 5: Admission; Common Standard 6: Advice and Assistance; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 9: Assessment of Candidate Competence are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (Multiple Subject and Single Subject) Induction Program. Following the discussion the team determined that all of the General Education (MS/SS) Induction Program Standards are **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation; evidence provided at the site; additional information provided by program administration; and interviews with candidates, program completers, site administrators, and other stakeholders. All Common Standards and General Education (Multiple Subject and Single Subject) Induction Program Standards are **Met**; therefore, the team unanimously recommends a decision of **Accreditation**.

- (1) On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Advanced Teaching Credentials:
General Education (MS and SS) Induction Program

- (2) Staff recommends that:

- The institution's response to the Preconditions be accepted.
- Milpitas Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Milpitas Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

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Common Standards Cluster:

Mindy Sloan
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Retired Teacher – Perris Union High School District

Advanced/Services Teaching Programs Cluster:

Ginger Radenheimer
La Mesa – Spring Valley School District

Staff to the Accreditation Team:

Judy Roberts, Consultant
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Documents Reviewed

Common Standards Narrative	Program Assessment Feedback
Program Standards Narrative	Biennial Report
Program Summary	Biennial Report Response
Report of Findings	Induction Program budgets
Documentation linked to standards	BTSA Induction Handbook
Participating teacher portfolios	Advisement documents
Data collection binders (2009-2011)	Training calendars
Milpitas website	Professional development training
Monitoring documents	Early Completion Option criteria
Support provider/participating teacher collaboration logs	Resumes, job descriptions, roles and responsibilities
BTSA brochure	Professional development provider and support provider selection criteria
Preconditions	

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	5	7	12
Completers	4	0	4
Institutional Administration (Assistant Superintendents, Directors)	3	0	3
Site Administrators	13	10	23
Program Coordinator	4	1	5
Field Supervisors – (Support Providers)	4	5	9
Leadership Team members	2	0	2
Advisory Board members	8	0	8
Total	43	23	66

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

Background Information

Milpitas Unified School District (MUSD), located in Santa Clara County, is approximately 45 miles south of San Francisco. To the south lies San Jose, the third largest city in California. To the north is the city of Fremont. With 2 million residents, the city of Milpitas has the greatest ethnic diversity in all of Santa Clara County, and is the 12th most ethnically diverse district for its size in the nation. The district is comprised of nine elementary schools, two middle schools, one comprehensive high school, and one alternative high school. In addition to the K-12 program, the district also provides the community with day care, preschool and adult education programs.

The mission of the Milpitas Unified School District is to “*Develop students who are both engaged in lifelong learning and are successful citizens in the 21st century.*” The vision of the district is: “*Every student valued, every student challenged, every student successful.*” Student population, based on 2010 CBEDS, is 9,885. The population includes: 40.19% Asian, 22.41% Hispanic, 20.29% Filipino, 8.41% White (non-Hispanic), 3.44% African-American, and 1.02% Pacific Islander students. According to the California Department of Education, 2009 data, 31.1% of students are English Learners. Of those English Learners, the proportion of specific languages is as follows: 28.9% Vietnamese, 28.8% Spanish, 15.3% Filipino, 7.2% Mandarin, and 6.9% Cantonese. The remaining languages include, but are not limited to, the following: Ilocano, Farsi, Gujarati, Punjabi, Hindi, Turkish and Polish. In total, 31 different languages are represented in the district.

According to the California Department of Education, 2009 data, 35.6% of students qualify for free or reduced-price meals. In contrast, it is 37.9% at the county level and 55.9% at the state level. 100% of all teachers are NCLB Highly Qualified for the 2011 school year, an increase from 96.6% for the 2009 school year. All teaching staff members are fully credentialed.

The district reports an increase in the student attendance rate from 97.3% in 2008/2009 to 97.42% in 2010/2011. Graduation rates in 2009/2010 were 93.9%, representing the third highest high school graduation rate in Santa Clara County.

There are five Title I schools in Milpitas Unified School District. The district is in its first year of Program Improvement. One elementary school is in the fourth year of Program Improvement. The district’s overall Academic Performance Index (API) increased from 814 to 831. Nine of twelve schools have an API score of 800 or higher.

Community Access (MUSD Newsletter, November 2010 issue) states that Milpitas Unified School District and Evergreen College staffs are collaborating on the construction of a new Community College facility and the development of a college level educational program on the Milpitas High School campus. Representatives from the city of Milpitas and MUSD are discussing a joint-use facility project which will result in the construction of a new aquatic center at Milpitas High School. In addition, MUSD will pilot a digital literacy and citizen program that will empower students, parents, and teachers to be safe, responsible, and savvy as they navigate this fast paced digital world.

The Superintendent is completing his ninth year with the district and will retire July 1, 2011. He will be joined in retirement by other site and district administrators.

Education Unit

Milpitas Unified School District offers a General Education (MS/SS) Induction Program. The BTSA Induction Program is housed in the Educational Services Division and is overseen by the Assistant Superintendent of Educational Services. In 2009, the BTSA Specialist, who was responsible for day-to-day operations of the program, was reassigned to a classroom teacher position due to budgetary constraints and the decreasing number of participating teachers. As of 2010, the Director of Assessment and Special Projects assumed the role of the BTSA Induction Director as an additional job responsibility.

Candidates experience a rigorous and relevant induction program which focuses on new teacher development and formative assessment. Each candidate is matched with an experienced and knowledgeable support provider who conducts mentoring and support throughout the Formative Assessment for California Teachers (FACT) system.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency Reviewing Programs
General Education (MS/SS) Induction Programs	Advanced	4	10	CTC

The Visit

The Milpitas Unified School District site visit team included three team members and a team lead. During the week prior to the visit, team members engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and to develop questions for Milpitas Unified School District constituent group representatives. The team met at the district office to review documentation and interview stakeholders from March 7 through March 9th. The exit report took place on March 10th.

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 requirements.

Findings

The Milpitas Unified School District has created and articulates a research-based vision for their educator preparation program. This vision is aligned with situated cognition (Brown et al, 1989), cognitive apprenticeship (Collins et al., 1989), Vygotsky's zone of proximal development (1978) and Bandura's (1997) theory of modeling. Both situated learning and cognitive apprenticeship emphasize the importance of learning through doing (Collins et al., 1989). The vision statement is responsive to California's adopted standards and curriculum frameworks. The Milpitas BTSA Induction Program vision is documented in the BTSA Induction Handbook, recruitment literature, and on the district website. Interviews conducted with the Leadership Team, site administrators, as well as Advisory Board members support the fact that the district empowers new teachers to become reflective practitioners.

Review of both program documentation and interview responses shows that the vision is articulated during the BTSA Induction Orientation, and is an ongoing theme throughout district as well as program professional development opportunities. Interviews with the Leadership Team, site administration, and participating teachers reflect the fact that the district creates a culture of ongoing learning through professional development opportunities. This is evidenced in the fact that participating teachers are encouraged to participate in professional development around Individual Induction Plan (IIP) goals. Site administrators are expected to be the educational leaders on their school sites and all professional development activities are recorded in the participating teachers' IIP action plan.

The vision is incorporated throughout the program and provides direction to participating teachers as they document personal growth over time. This is evidenced by an extensive review of program documentation and confirmed through interview responses from participating teachers, support providers, the Leadership Team and the Advisory Board.

The MUSD Induction Program has two distinct levels of program leadership that help guide and inform program improvement. The first level is the district Leadership Team. This team consists of the BTSA Induction Director and the Assistant Superintendent of Educational Services. Regular meetings are held with the Assistant Superintendent of the Educational Services Division and the BTSA Induction Director. At these meetings, the overall program is discussed

for guidance and planning purposes. Interviews with the BTSA Induction Director and Assistant Superintendent of Educational Services evidenced the fact that these biweekly meetings serve as a forum to discuss the day-to-day operations of the program as well as provide dedicated time for problem-solving and planning. Each year, the Leadership Team members work to create an annual strategic plan for improvement. The strategic plan document was reviewed and confirms the process that was described during interviews.

The BTSA Induction Advisory Board meets to review planning, implementing, and evaluating the support and formative assessment activities. Advisory Board members include the Assistant Superintendent of the Educational Services Division, BTSA Induction Director, university partners, the Director of the Human Resources Department, a year one and year two participating teacher, site administrators, support providers, a professional development provider, and at least one BTSA graduate. The BTSA Induction Director facilitates the Advisory Board meetings and recommendations are made through group consensus. Interviews with Advisory Board members confirmed the role and purpose of the Board. Comments were made to support the analysis of program data as well as problem-solving activities in which collaboration with all stakeholders is vital. All stakeholders expressed the importance of their role on the Board as well as the collective decision-making process in order to govern the program.

The program has the support of the Milpitas Unified School District with district personnel and resources dedicated to ensuring the success of the candidates in developing as exemplary educators. The BTSA Induction Director reports directly to the Assistant Superintendent of Educational Services who has direct access to the Superintendent through cabinet and management meetings. This was confirmed through documentation such as the district's organizational chart, as well as interviews with the Leadership Team and Advisory Board.

The MUSD BTSA Induction Program implements and monitors a clear process for candidate completion. The process begins with the participating teacher's initial acceptance into the BTSA Induction Program and continues through program completion. The candidates' participation in the program is monitored through support provider's verification, FACT document checklists, a monitoring spreadsheet, portfolio completion, and final colloquium presentation. Documentation, participating teacher portfolios, and colloquium presentations were reviewed as evidence and were aligned with interview responses of the support providers, participating teachers, and site administrators. In addition, participating teacher attendance at various site, district, and program professional development opportunities is monitored and evidence is collected that supports the candidates' fulfillment of all requirements for the recommendation for the credential.

Upon candidate completion of all program requirements, the BTSA Induction Director submits a Verification of Completion form to the Human Resources Department. The Director of Human Resources submits a recommendation for a General Education (MS/SS) Induction credential to Commission on Teacher Credentialing. The Director of Human Resources prints the receipt of recommendation and sends it to the participating teacher. A written reminder is presented to the participating teacher to continue to check the Commission website for an updated status. This process is documented in the BTSA Induction Handbook and verified through interviews with participating teachers who have completed the program.

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

Interviews with program staff, Advisory Board participants, Leadership Team members, administrators, and teachers and a comprehensive review of documents indicates that MUSD BTSA Induction Program implements an assessment system for ongoing program evaluation and improvement.

Data are collected and analyzed from a variety of sources throughout the school year and used to inform the program. The results of the annual statewide survey, mid-year survey, portfolio reviews, feedback from professional development seminars, and self-assessments are some of the data used to support program design changes for the subsequent year. Principals and members of the Advisory Board are presented findings from various assessments and solicited for recommendations as well. The Leadership Team meets biweekly to discuss unit operations specific to the BTSA Induction Program, specifically enrollments, budget status, and program needs. Members of the Leadership Team confirmed they are responsible for implementing recommendations brought forward by the Advisory Board and/or administration. It was also evident that professional development was made available to administrators, participating teachers, and support providers based upon the needs and/or weaknesses identified through the unit assessment.

Interviews with a variety of stakeholders and a review of biennial reports, examples of portfolios created by program completers, and other program documents demonstrate ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Strategies to support individual candidates, as well as program effectiveness, are determined through careful analysis of the data established by such evidence as informal classroom observations, post-observation reflections, self-assessments, conversation records, lesson plans, and Individualized Induction Plans. After a comprehensive review, it is determined that MUSD stakeholders demonstrate commitment to a quality program based upon the needs of the participating teacher, and that they consistently collect, analyze and use data to improve the program.

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 resource needs.

Findings

The BTSA Induction Program is housed in the Educational Services Division and is overseen by the Assistant Superintendent of Educational Services. The day-to-day operation of the program is overseen by the BTSA Induction Director as part of the job description within the role of the Director of Assessment and Special Projects. The BTSA Induction Director communicates about the program with stakeholders and provides expertise and assistance in the development and implementation of effective services for the support of beginning teachers. Additionally, the BTSA Induction Director provides training for new teachers and support providers, as well as coordinates the design of the district induction program in accordance with state requirements and guidelines. Interviews with the Leadership Team, participating teachers, and support providers in addition to the district organizational chart provided confirmation of district structure and director responsibilities.

Interviews with the Leadership Team and Advisory Board support the fact that additional support is offered by the Director of Curriculum and Instruction, Director of Special Services, the Director of Technology Services, the Human Resources Director, San Jose State University, National Hispanic University, Santa Clara University, and the BTSA State Regional Cluster Leaders. All personnel and partners have direct input into the Milpitas BTSA Induction Program at the planning and delivery stages. Evidence collected through interviews with the district Leadership Team and Advisory Board as well as budget documentation review confirms that the BTSA Induction Director develops a proposed budgetary plan containing the projected resources for the overall BTSA Induction Program for the upcoming year. The plan is then discussed with the Assistant Superintendent of Educational Services. The Assistant Superintendent of Educational Services then presents it to the Superintendent's Executive Cabinet for discussion and approval. If needed, supplementary support is provided through Title II, Peer Assistance and Review as well as the School Library and Improvement Grant. Additionally, the Educational Services Division provides secretarial support for the program. The district provides meeting space, support personnel and training supplies for BTSA Induction events. The BTSA Induction website, hosted by the district, is an integral part of the program, providing candidates with resources to complete the program. The district also provides training and space for teachers to maintain online portfolios. Site administrators stated that some school sites provide additional monetary resources to participating teachers to be used for outside professional development or classroom materials.

A review of the MUSD hiring process confirmed through documentation and interviews with the Leadership Team, Assistant Superintendent of Human Resources and the Director of the Human Resources Department that the Human Resources Department provides the BTSA Induction Program with a list of new teachers containing BTSA-qualified teachers as new teachers are

hired to the district. In addition, the Human Resources Department carefully monitors any changes in teacher credential status and alerts the BTSA Induction Director of these changes.

Observation of teacher practice is an essential element of teacher development. The Milpitas Unified School District provides substitute teacher coverage for both support providers and participating teachers to observe practice. Support providers are given release opportunities to observe the participating teachers for purposes of formative assessment completion. Participating teachers are also allocated release time to see expert teachers in the district as part of their research in the FACT inquiry module.

District professional development opportunities are provided to both support provider and participating teacher personnel. Monthly support provider training, hosted at the district office, provide coaching, FACT, and instructional strategies training. Additional individual support is offered to support providers from the BTSA Induction Director.

A review of training documentation, professional development feedback, and interviews with support providers and participating teachers confirmed that the program builds capacity in Sheltered Instructional Observation Protocol (SIOP), cognitive coaching and cultural proficiency, providing a structure for candidates and support providers to integrate and reflect on how these district initiatives empower them as educators.

Candidates are introduced to the professional development culture of the Milpitas Unified School District during new teacher training days that occur prior to the start of their teaching year. The BTSA Induction Orientation to the program occurs on one of these days, deepening the connection between BTSA Induction and professional development in the district. Candidates and support providers are also encouraged to utilize all site professional development as research opportunities for use in the formative assessment process.

Information available on the BTSA Induction website in conjunction with timely responses from the BTSA Induction Director and secretarial support personnel provides immediate access to information about the program. Candidates have access to information around completion, procedures, FACT documents and frequently asked questions on the website. Interviews with support providers, participating teachers and site administrators confirmed the rapid program response time. It was repeatedly reported that the BTSA Induction Director has an open door policy and is always willing and available to support individual needs.

Participating teachers, support providers, and site administrators stated through interviews that resources are strong for the BTSA Induction Program which is evidenced through the fact that MUSD continues to support the BTSA Induction Program during these tight budgetary times.

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

Careful review of job descriptions, training documentation, and interviews with the BTSA Induction Director, support providers, site administrators and program leadership evidence the fact that program personnel are qualified and remain current in educational leadership as well as being knowledgeable about teacher development. Site administrators stated that they are the educational leaders of their schools. They plan staff development based on the school's vision. The principals said they keep their knowledge and skills current by attending district, county, and Association of California Administrators (ACSA) professional courses.

MUSD requires participant feedback for all trainings in order to evaluate sessions. Review of the professional development feedback confirms the level of experience and quality of presentation skills of district trainers.

To ensure that highly qualified teachers serve as support providers, the program provides site administrators a list of criteria for selection. In addition, guidelines for recommending support providers include items about content knowledge, context, and professional practice. The site administrators make recommendations based on the set of criteria. When a support provider is needed at a particular school site, the BTSA Induction Director contacts the site administrator and requests a recommendation. Review of support provider criteria, email communication documentation, and interviews with site administrators confirm this process. Evidence confirmed that support providers are recruited primarily through site administrator recommendations via email. If a trained support provider is not available on site, an experienced teacher who meets the criteria is recruited to apply as a support provider.

In past years, support providers completed an application that was processed through the BTSA Induction office and final approval was made by the BTSA Induction Director with the advisement of the Assistant Superintendent of Educational Services. Due to the small size of MUSD's BTSA Induction Program, resulting from the California budget crisis, the recruitment of support providers has been scaled back to include the administrator recommendation and not the application process. The first priority is for a recommendation of a support provider who is at the same grade or subject area and at the same site as the participating teacher. Interviews with

site administrators and support providers indicated this change and confirmed that although the application process has been removed, the criteria are still upheld.

Review of training documentation and interviews with support providers, participating teachers, and the Leadership Team confirms the level of ongoing professional development to support continued growth and understanding. Participating teachers and support providers receive monthly training. The training is designed to instruct the groups separately and jointly to support opportunities to collaborate.

Support provider trainings incorporate key ideas and practices for expanding support provider understandings and practices such as diversity in the classroom. In addition, the primary goal of the district is around closing the achievement gap. Program and district professional development opportunities have been provided around diversity and equity in order to meet this district goal. Training documentation, sign-in sheets, and feedback forms were reviewed as evidence. In addition, support provider, Advisory Board, and Leadership Team interviews confirmed the level of district commitment around preparing district employees in culture, language, as well as ethnic and gender diversity strategies.

The BTSA Induction Advisory Board meets to review planning, implementing, and evaluating the support and formative assessment activities. Advisory Board members include the Assistant Superintendent of the Educational Services Division, BTSA Induction Director, University partners, the Director of the Human Resources Department, a professional development provider, a year one and year two participating teacher, site administrators, support providers, and a BTSA graduate. The BTSA Induction Director facilitates the Advisory Board meetings and recommendations are made through group consensus. Interviews with Advisory Board members confirmed the role and purpose of the Board. Comments were made to support the analysis of program data as well as problem-solving activities in which collaboration with all stakeholders is vital. All stakeholders expressed the importance of their role on the Board as well as their collective decision-making process in order to govern the program.

The BTSA Induction Director is evaluated every two years under the direct supervision of the Assistant Superintendent of Education Services. The evaluation process enables the Director to establish a set of goals. BTSA Induction Program personnel are monitored through occasional observations. The Education Services department meetings and Director meetings assist in ensuring that the director remains current in research around teaching and learning. Interviews with the Assistant Superintendent of Educational services and the BTSA Induction Director confirmed this process.

Support providers are expected to attend all program trainings and meet weekly with their participating teacher for at least one hour. Support providers self evaluate on a continuum of practice and participating teachers offer feedback to the director on the quality of the support provider service. Monthly training sign-in sheets, communication logs, support provider self-assessment, and participating teacher feedback forms were reviewed as evidence. The support provider collaboration logs are submitted to the BTSA Induction Director and tracked on a monitoring spreadsheet that indicates when the meeting with their participating teacher took place. When support providers fall short of the responsibilities, a meeting with the BTSA Induction Director is held. The support provider is requested to comply with the established roles and responsibilities. These roles are agreed upon prior to accepting the position. If the concern

continues, the support provider is replaced. Interviews with support providers, participating teachers, the BTSA Induction Director, as well as a review of the *Support Provider Roles and Responsibilities* document confirmed this process.

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 population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Through a review of documents and interviews with stakeholders, it was determined that only those teachers who meet the Commission-adopted admission requirements are admitted to the MUSD BTSA Induction Program. Human Resources Department staff provides BTSA Induction leadership with a list of the names of all new hires and second-year participating teachers. Applicants are eligible if they have the appropriate preliminary credentials, are placed in respective teaching assignments or other planned field experiences that will allow them to demonstrate the required knowledge and skills, and agree to participate. These well-defined criteria and procedures are supported by all program stakeholders, including Human Resources staff. Program staff and Human Resources personnel collaborate to provide new teachers with information about BTSA Induction. The admissions criteria are posted on the MUSD BTSA Induction website, printed in the BTSA Induction Handbook, and provided on documents shared during the New Hire Orientation. The Handbook contains contact information for key program staff, indicating candidates may seek additional information from the BTSA Induction and Human Resources offices.

Candidates are informed of the requirements for the Early Completion Option (ECO) through the BTSA Induction Handbook and at the Orientation Meeting. Principals collaborate with members of the MUSD BTSA Induction Program Leadership Team to identify and counsel candidates who may be interested in, or eligible for, the Option. The complete application process for the ECO and the contact information for those who advise candidates are included in the BTSA Induction Handbook. The BTSA Induction Director provides training to support providers on the specific requirements of the ECO, and collaborates with the support providers to monitor and guide those in the program. Through interviews with program staff and a review of documents, it was determined that specific procedures for identifying, admitting, and supporting participating teachers relative to the Early Completion Option are implemented.

Each candidate who is accepted to the MUSD BTSA Induction Program must hold the appropriate preliminary credential, and thus has completed, in California or elsewhere, a preliminary preparation program. Therefore, it is determined that each of these candidates has 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.

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

The MUSD BTSA Induction Program staff and Human Resources personnel have appropriate educational backgrounds and work experience to advise applicants and candidates about their academic, professional, and personal development, and to assist each candidate's professional placement. Each participating teacher is assigned to a support provider who was selected and assigned based on well-defined criteria. Support providers participate in monthly meetings specific to addressing the needs of the program. Human Resources personnel attend regular trainings provided through Commission on Teacher Credentialing webinars and the Santa Clara County Office of Education regarding credential updates, including those specific to BTSA Induction. Those interviewed consistently indicated that program leadership is accessible and an effective resource.

Candidates attend a BTSA Induction Orientation at the beginning of the school year. They also participate in a training that is conducted one day prior to the day teachers report back for the school year. This training introduces candidates to the "culture" of the school to which each is assigned, as well as requirements for the program. The BTSA Induction website and Handbook contain specific information to guide candidates. Candidate progress is reviewed using the monitoring spreadsheet, communication logs, FACT documents, and feedback from support providers. Candidates who are not completing program requirements are identified and provided additional support.

BTSA Induction staff works collaboratively with Human Resources personnel in advising participating teachers of their credential completion and professional development requirements. Orientation applicants and candidates are provided with contact information for program staff and Human Resources personnel at the Orientation and in the BTSA Induction Handbook. Principals receive three trainings per year on FACT and practices for supporting participating teachers. Specifically, principals are informed of issues and solutions associated with the impact of additional workload on participating teachers resulting from BTSA Induction requirements.

A process for supporting and assisting candidates, and retaining only those candidates who are suited for entry or advancement exists and is utilized. FACT is used to monitor candidate progress, thus performance is assessed through the *California Standards for the Teaching Profession, Continuum of Teaching Practice*, and the Induction Program standards self-assessments. The results of specific measures of progress and performance, such as candidate reflections, weekly collaboration logs, student work analysis as part of the inquiry process, and a monitoring spreadsheet, are used to guide and assist candidates.

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

Evidence obtained through interviews with candidates, program staff, district and school administrators, Human Resources personnel, and Advisory Board members, as well as a comprehensive review of FACT, biennial report, and other documentation, indicates that 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.

The MUSD BTSA Induction Program employs the FACT system, which provides a comprehensive approach for participating teachers to demonstrate application of the knowledge they acquired in their preliminary credential program. The *Continuum of Teaching Practice* criteria are used to evaluate candidate professional growth over the course of the two-year induction program.

As candidates move through the FACT system, they work with their support provider to develop, teach, and discuss lesson plans. They also explore best-practice strategies for equity, English Language learners, and special population students. The candidate must demonstrate proficiency in technology and classroom management. Through the use of observation, inquiry, reflection and the writing and practice of an Individual Induction Plan, the candidate shows application in the classroom beyond the learning that took place in their preparation program.

In *Context for Teaching and Learning*, candidates learn about the teaching environment and the resources and the challenges it offers them and their students. With a support provider, candidates discuss prompts focused on their classroom, school, district, and community. The information gathered will guide classroom decision-making and help identify areas for professional growth. FACT supports and informs candidates about their professional growth through reflection with their support provider.

During *Initial Assessment of Teaching and Learning*, candidates consider their prior knowledge and skills gained from teacher preparation, their current context for teaching, and evidence gathered in a classroom observation of the candidate by a trained support provider. During the informal observation, the support provider gathers evidence based upon the *California Standards for the Teaching Profession* (CSTP). The initial assessment helps candidates gather evidence for their initial self-assessment on the Continuum of Teaching Practice. Candidates then use the assessment information to identify strengths and areas for growth which will be used in subsequent inquiries of teaching practice.

Through *Inquiry into Teaching and Learning*, candidates use an Individual Induction Plan to develop an area of focus, a focus question about their teaching practice, determine the CSTP elements to be addressed, and determine the measurable student performance outcomes for the inquiry. They then examine research related to their focus question, develop an action plan, implement that action plan, reflect on collected evidence, and apply new learning to future practice. This inquiry-based system guides and informs candidates about their own professional growth.

The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The IIP is a professional growth plan that details the steps a candidate will take to reach a professional goal based on the CSTP and assessed needs and documented through evidence of the teaching practice. The IIP is the foundation for the Inquiry, and is updated regularly throughout the Inquiry process.

Summary of Teaching and Learning is a holistic reflection on teaching through a review of the Assessment of Teaching and Learning, Context for Teaching and Learning, and Inquiry into Teaching and Learning modules.

This reflection captures the candidate's progress related to the CSTP, the state-adopted academic content standards for students, and the Induction Program Standards.

MUSD BTSA Induction Program requirements do not include the selection of school sites where clinical practice or field-experience takes place; rather, the site is where the candidate is employed. The program ensures that each candidate has the full range of experiences required by the standards. According to the results of interviews, if a specific teaching assignment does not provide a candidate with the opportunity to demonstrate the full range of experiences required by the standards, experiences in alternate settings are provided.

Based on interviews and a review of documents, it is determined that the unit collaborates with a variety of partners to develop and implement criteria for identifying effective support providers.

A review of FACT information, a biennial report, and other program documents reveals candidates are provided opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and develop research-based strategies for improving student learning. This determination was supported through interviews with candidates, program staff, and administrators. In addition, FACT provides experiences for candidates to demonstrate an understanding of issues of diversity in the context of formative assessment activities. Professional development sessions, workshops, and the assistance and guidance of trained, qualified support providers are also provided. Components of the FACT system offer participating teachers opportunities to apply lessons learned and reflect upon their practice as it relates to equity for all.

Professional development is provided on an ongoing basis to program staff, candidates, and administrators. This professional development includes topics such as context for teaching and learning, strategies for English learners, assessment, working with special populations, technology, reflective conversation, preparing for instruction, and universal access - equity.

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

The following results are based upon interviews with MUSD BTSA Induction Program staff, site and district administration, support providers, participating teachers, program completers, Human Resources personnel, and members of the BTSA Induction Advisory Board, as well as a comprehensive review of documents. It is determined that the MUSD BTSA Induction Program ensures that, to complete the program, each candidate knows and demonstrates the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards.

Candidates' knowledge and skills are documented throughout the completion of the FACT system. Candidates collect evidence throughout the program to indicate meeting completion requirements in a BTSA Induction Portfolio. The BTSA Induction Director closely monitors candidate progress and records each candidate's progress on a monitoring spreadsheet. If a candidate is not making adequate progress, the BTSA Induction Director collaborates with the respective support provider to address concerns.

Program leadership has a clearly defined process for examining and monitoring participating teachers' application of the CSTP, BTSA Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. The process includes, but is not limited to, a review of participating teacher portfolios and Communication Logs. Participating teachers may also be observed by additional program staff, including the BTSA Induction Director.

Evidence indicates professional development offerings are designed to assist the candidates in their efforts to apply and demonstrate the professional knowledge and skills necessary to educate and effectively support students in meeting the state-adopted academic standards.

Candidates are required to submit a portfolio of completed FACT documents as evidence of growth over time. Portfolios include artifacts such as the Individualized Induction Plan (IIP), student work samples, Communication Logs, lesson plans, reflections, and assessments. At the completion of the program, candidates formally present their BTSA Induction Portfolio at a Colloquium. The Colloquium is attended by teachers, site and district administrators, principals, staff from throughout the District, members of the Advisory Board, and others. It is required that both the portfolio and the presentation demonstrate growth on the program standards as well as the CSTP.

Milpitas Unified School District BTSA Induction

Program Design

The Milpitas Unified School District (MUSD) Induction Program is housed in the Educational Services Division. The Director of Assessment and Special Projects, who also serves as the assigned BTSA Induction Director, provides day-to-day leadership of the program in addition to her other duties.

The established Leadership Team is responsible for implementing the program. The Leadership Team consists of the BTSA Induction Director and the Assistant Superintendent of Educational Services. Each team member has the expertise needed to lead the program, including knowledge of state-adopted academic content standards, preliminary teacher preparation, induction, and ongoing professional development. The Leadership Team meets weekly to review data, discuss issues, address needs, and develop strategies specific to support the BTSA Induction Program. A review of the MUSD organizational chart indicates that the Assistant Superintendent of Educational Services maintains direct communication with the Superintendent, who demonstrated detailed knowledge of the BTSA Induction Program. During interviews with principals, support providers, and participating teachers, it was discovered that there is high level of respect for, and trust in, program leadership.

The program also has a BTSA Advisory Board. Members include the Assistant Superintendent of Educational Services; BTSA Induction Director; Human Resources Director; two support providers; one participating teacher; a Vice Principal; a professional development trainer; and representatives from National Hispanic University, Santa Clara University, and San Jose State University. When asked to describe the function of the Board, members explained it was their task to provide a system of checks and balances, review data, provide diverse perspectives, advocate, and develop recommendations to support the program. Evidence of a meeting agenda and minutes were observed. Reports from members of the BTSA Induction Advisory Board and a review of meeting minutes indicate that input is formally solicited from Board members at least twice a year. Those interviewed reported they informally provide input to the BTSA Induction Program Director on an ongoing basis. Input includes program recommendations that reflect the expertise and perspectives of various Board members.

MUSD has an established history of effective support for new teachers that includes a long-standing relationship with San Jose State University, National Hispanic University, and Santa Clara University. This collaboration links the program with university efforts to prepare participating teachers and supports the implementation of the SB 2042 guidelines. Evidence of this is shown in that all three universities have representatives on the BTSA Advisory Board. When interviewed, representatives of the universities displayed knowledge of the district and, specifically, the BTSA Induction Program. Evidence suggests that expertise from a variety of sources is utilized to guide the MUSD BTSA Induction Program.

The Milpitas Unified School District BTSA Induction Program maintains ongoing communication with the MUSD Board of Education and district administration. The Board of Education receives annual program informational updates and supports implementation of curricular and instructional practices for participating teachers. In MUSD, administrators are introduced to the program's rationale, goals, and design, and in ways to assist and support participating teachers as they implement the strategies introduced in their trainings. Administrators are also informed about program confidentiality requirements and are consulted about program improvement planning through their response to the statewide survey,

administrative participation on the Advisory Board, and individual interviews with the BTSA Induction Director.

Multiple opportunities exist for BTSA Induction program stakeholders to provide input. Statewide and mid-year surveys are administered to participating teachers and support providers. Training feedback forms are completed by site administrators, support providers, and participating teachers. Through these measures, program leadership identifies areas of strengths, interests, and needs in the context of individual teaching assignments. Program evaluation data are shared with partners and used to improve the program on an ongoing basis.

Site administrators reported that the BTSA Induction Program Director communicates with them regularly regarding the needs and requirements of the program. She presents the findings of program evaluations, and solicits their recommendations for program improvement. Site administrators are also consulted regarding the impact of formative assessment requirements on the workload of participating teachers, and the impact of acting as a support provider while employed as a full-time classroom teacher.

BTSA Induction program staff, participating teachers, members of the Advisory Board, and district and site administrators report that a number of program modifications have taken place over the past two years. Participating teachers reported it is easier to reflect on their teaching, and that they find the formative assessment system more meaningful and manageable than in prior years. Additional evidence gathered during interviews indicated that participating teachers continue to reflect on their teaching and keep a portfolio even after the completion of the BTSA Program. Additionally, the results of interviews indicate there is significantly more contact between participating teachers and support providers during the current year, than in the past. This increased contact has resulted in a higher level of participation in the formative assessment system.

Economic challenges have reduced the number of new teachers in MUSD, specifically those eligible for the BTSA Induction Program. In response, there has been a reduced need for support providers. However, BTSA Induction Program staff, leadership, and partners indicated the program continues to be a key factor in contributing to the success of MUSD. The consensus among interviewees is that the program has flourished under the current leadership.

Following selection and initial training, full-time classroom teachers are assigned as support providers to eligible teachers within two weeks of the program's receipt of a candidate's Induction Program Eligibility Form. Matches are based on content area, grade level, or school site.

As candidates progress through the formative assessment system, they collaborate with their support provider to develop, teach, and discuss lesson plans. Through engagement in the inquiry process, participating teachers explore best-practice strategies for equity, English Language learners, and students representing special populations; demonstrate proficiency in technology and classroom management; develop an Individual Induction Plan; and demonstrate application in the classroom beyond the learning that took place in their preparation program.

Participating teachers and support providers receive training in the steps necessary for completing the formative assessment system. These trainings consist of information and practical

application components. Discussions during interviews with support providers indicated that the formative assessment system was being implemented with participating teachers on an ongoing basis. This was additionally evidenced upon review of the completed BTSA Induction portfolios.

Support providers and participating teachers attend monthly BTSA Induction Program meetings. These meetings are training opportunities and a forum for providing feedback about the program to the BTSA Induction Program Director. The BTSA Induction Director also solicits feedback from participating teachers regarding the effectiveness of support providers.

Course of Study

The Milpitas Unified School District BTSA Induction Program uses the *Formative Assessment for California Teachers* (FACT) system for participating teachers. The series of FACT assessment modules focus teachers on a plan teach, reflect, and apply (PTRA) cycle which underlies all activities in the FACT system. As candidates progress through each of the FACT modules, they follow a delineated cycle of:

- Planning for instructional activities
- Teaching specific lessons or a series of lessons, and/or groups of students
- Reflecting upon that teaching experience
- Applying new knowledge to future practice

FACT activities are compared against the six standards of the *California Standards for the Teaching Profession* (CSTP), representing in a comprehensive manner the knowledge, skills, and abilities possessed by an accomplished teacher. Interviews with participating teachers confirmed reflection on their practice using multiple measures that include observations, norms of inquiry, collaboration with colleagues, data-driven dialogue, and reflective conversations to improve student learning.

In *Context for Teaching and Learning*, candidates learn about their teaching environment and the resources and challenges it offers them and their students. With a support provider, candidates discuss prompts focused on their classroom, school, district, and community. The information gathered will guide classroom decision-making and help identify areas for professional growth.

During *Initial Assessment of Teaching and Learning*, candidates consider their prior knowledge and skills gained from teacher preparation, their current context for teaching, and evidence based upon the CSTP gathered in a classroom observation of the candidate by a trained support provider. Participating teachers use this evidence for initial self-assessment on the Continuum of Teaching Practice, identifying strengths and areas for growth.

Through *Inquiry into Teaching and Learning*, candidates develop an Individual Induction Plan (IIP) identifying an area of focus, a focus question about their teaching practice, CSTP elements to be addressed, and measurable student performance outcomes for the inquiry. Participating teachers examine research, develop an action plan, implement that action plan, reflect on collected evidence, and apply new learning to future practice. This inquiry-based system guides and informs candidates about their own professional growth.

The *Summary of Teaching and Learning* is a holistic reflection on teaching through a review of the Assessment of Teaching and Learning, Context for Teaching and Learning, and Inquiry into

Teaching and Learning modules. This reflection documents the candidate's progress related to the CSTP, the state-adopted academic content standards for students, and the Induction Program Standards.

The MUSD BTSA Induction Program offers professional development opportunities by trained presenters who are selected, prepared, and assigned to work with participating teachers and support providers based on their background expertise, and understanding of the CSTP. The BTSA Induction Director receives on-going professional development ensuring a knowledgeable grasp of the program, and is fully trained in formative assessment and adult learning theory. Support providers attend a mandatory program orientation and follow-up professional development throughout the year. Professional development for support providers focuses on formative assessment, mentoring, the CSTP, and the development of knowledge and skills required to assist participating teachers in the completion of the induction program.

Candidate Competence

Candidates are informed of induction requirements during an orientation held before the school year begins. Participating teachers receive a BTSA Induction Handbook and information about the district's BTSA Induction Program. The Handbook contains information regarding credentialing requirements, suggested timelines, specific activities, and required training dates that will lead to the completion of requirements. It describes participant and program responsibilities, the process to verify completion of requirements, procedures for requesting an extension of the induction timeline, and contact information for key program staff and Human Resources Department personnel. The Early Completion Option is described in the Handbook as well. At the end of the program, participating teachers submit all FACT documents as proof of meeting the *California Standards for the Teaching Profession* and the Induction Standards. The emphasis in the program is on developing as an educator, thus movement on the *Continuum of Teaching Practice* is the focus, rather than expectations that all teachers achieve the highest level of competency. Evidence of the above is contained in the BTSA Induction Handbook and was confirmed through interviews.

Evidence of teaching practice, such as documented demonstration of Induction Standards and student work samples, is collected over the two year induction period. Participating teachers' teaching practice is measured against the *Continuum of Teaching Practice* (CTP) enabling the participating teachers and support providers to collaboratively look at growth and practice over time. Document reviews of the mid-year survey, taken by the participating teachers at the end of the year, informs the program design of professional development opportunities at the district level. The data identifies areas of strengths, interests, and needs in the context of their teaching assignment and is used to improve the induction program on an ongoing basis. In regards to the training sessions on how to embed the CSTP into everyday teaching practice, interviewed participating teachers stated that trainings helped them to do this, as well as direct support from their respective support providers. Participating teachers stated that their input was considered, and they were able to acquire more strategies for teaching through these professional development opportunities. A review of training schedules further supported this finding.

Participating teachers have multiple opportunities to learn and demonstrate their knowledge, understanding, and application of the CSTP over a two year period. Review of the participating teachers' Individual Induction Plans (IIP) contained a CSTP growth goal that assists the

participating teacher and support provider to prepare a plan for professional learning, a step-by-step implementation plan which includes evidence, resources, and a completion date. The IIP guided the direction for professional development in at least one content area of focus.

Each participating teacher completes and submits a portfolio that contains documentation of program completion, including evidence of FACT formative assessment elements, attendance at seminars, participation in program evaluation, and ongoing collaboration with respective support providers. The support provider completes the BTSA Induction Completion Record and submits it to the director. Using the Induction Completion Record, the director completes a monitoring spreadsheet to ensure completion. A review of the BTSA Induction Completion Record and the monitoring spreadsheet further confirmed this finding.

Findings on Standards:

After review of the institutional report and supporting documentation; and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.