

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

June 2014

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Sacramento City Unified School District. The report of the team presents the findings based upon reading the institutional self-study reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
for all Programs Offered by the Institution**

Common Standards	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		

***Program
Standards***

	<i>Total Program Standards</i>	<i>Program Standards</i>		
		<i>Met</i>	<i>Met with Concerns</i>	<i>Not Met</i>
Induction	6	5	1	

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: Sacramento City Unified School District

Dates of Visit: May 19-21, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with program leadership, district administrators (including the Superintendent, Assistant Superintendent, and Coordinator of the Induction Program, school site administrators (including elementary and secondary sites), human resources personnel (including Director of Employee Relations), the local institution of higher education (IHE) partner representative, support providers, candidates, completers, advisory team members, and leadership team members; along with additional information requested from program leadership during the visit.

The accreditation site team recommends that SCUSD respond to the concerns raised in this report in its next regularly scheduled Biennial Report. The Biennial Report should address steps that the institution has taken to implement a systemic process to regularly collaborate with school district personnel, including human resource professionals and site administrators, to increase participation in and knowledge of program requirements.

The 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 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 each of eight Common Standards and determined whether the standard was "met", "not met", or "met with concerns". The site visit team found all 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 Induction Program. Following discussion, the team considered whether the program standards were "met", "not met", or "met with concerns". The CTC accreditation team found that 5 program standards are "**Met**" and 1 program standard is "**Met with Concerns**".

Overall Recommendation

The team completed a thorough review of program documents, program data, FACT documents, interviews with program leadership, district administrators (including the Superintendent, Assistant Superintendent, and Coordinator of the Induction Program), school site administrators (representing elementary and secondary sites), human resources personnel (including a Director of Employee Relations), local IHE partners, support providers, candidates, completers, advisory team and leadership team members; along with additional information requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are “Met” and all Program Standards are “Met” with the exception of Standard 2 (Communication and Collaboration) which is “Met with Concerns” the team unanimously recommends a decision of **Accreditation**.

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

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Sacramento City Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Sacramento 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.
- Sacramento Unified School District report on the concerns regarding the lack of systemic processes to regularly collaborate with school district personnel, including human resource professionals and site administrators, to increase participation in and knowledge of program requirements in its next biennial report.

Accreditation Team

Team Leader:

Karen Harvey
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Common Standards Cluster:

Leonor Rebosura
Newark Unified School District

Programs Cluster:

Karman Mak
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Staff to the Visit:

Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

District Organizational Chart	BTSA Induction Journey Documents
BTSA Induction Budget	Informational Program Documents
Induction Program Brochure	Professional Development Calendar
Induction Activity Log	FACT Documents
ECO Information	Individual Induction Plans
SA Commitments Document	Program Meeting Agendas
BTSA Induction Handbook	SCUSD BTSA Induction Virtual Website
Portfolio Submission Process	Intake Document
Biennial Report Feedback	Letter of Completion
Program Summary	Orientation Meeting Documents
Common Standards Report	District Professional Development Table of Contents
Statewide Survey Results	SCUSD Induction Leadership Team Meeting Agenda
Mid-year Survey Results	SCUSD Administrative Team Meeting Agendas (2013/2014)
Candidate Portfolios	
Induction Portfolio Review Document	

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	3	4	6	13
Completers	2	8	7	17
Site Administrators	5	2	1	8
Human Resources Personnel		1	1	2
Credential Analysts	1	1		2
Professional Development Providers	1		1	2
Institutional Administration	1	1	1	3
Program Director	1	1	1	3
Support Providers	8	3	3	14
IHE Partner	1	1	1	3
Totals	23	22	22	67

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

Background Information

Sacramento City Unified School District is one of the oldest K-12 districts in the western United States (established in 1854). SCUSD is the 11th largest school district in California and serves 47,900 students on 81 campuses spanning 76 square miles. SCUSD is home to a 2013 California

Distinguished School (West Campus High School), the only public Waldorf-inspired high school in the nation (George Washington Carver), and the only Hmong language immersion program in the state (Susan B. Anthony Elementary School).

The Sacramento City Unified School District Board-adopted mission statement promises the community that the students will “graduate as globally competitive life-long learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.” In the last two years, SCUSD has launched two major teaching and learning initiatives to improve the quality of classroom instruction and the climate for learning at our schools: The California Common Core State Standards and Social-Emotional Learning. These initiatives are about providing a “whole child” education to the students that SCUSD serves.

SCUSD’s students reflect the rich diversity that is the hallmark of Sacramento’s central city. The student population is 37.1 percent Hispanic or Latino; 17.4 percent Asian; 17.7 percent African American; and 18.8 percent White. About 5.3 percent of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 38 percent of students do not speak English at home.

Education Unit

The SCUSD Induction Program, a single district program, has been in existence for fifteen years. The journey of the professional educator requires a life-long commitment to learning about teacher practice and student achievement. Continuous improvement of the Participating Teacher’s knowledge, skills and teaching practice is critical in increasing student achievement. The Program design incorporates a purposeful and structured sequence of professional development enabling the PT develop habits of the mind as they reflect on activities within their classroom to meet the academic needs of all students. The Program design is based on the California Standards for the Teaching Profession (CSTP), The Standards of Quality and Effectiveness Professional Teacher Induction Programs and ongoing research pertaining to new teacher development.

The SCUSD Induction Program is a two year process, utilizing the FACT with the goal of candidates being recommended for a clear credential at completion. Within the process, candidates submit a completed portfolio throughout a two year period to demonstrate competency for Program Standards 5 and 6. The SCUSD Induction Program oversight is provided by a program coordinator, who reports directly to the Assistant Superintendent of HR/EC.

**Table 1
Program Review Status**

Program Name	Number of Program completers (2011-12)	Number of Program completers (2012-13)	Number of candidates Enrolled or Admitted (13-14)	Agency Reviewing Programs
General Education (MS/SS) Induction Program	47	45	88	CTC

The Visit

The visit began at 10:30 a.m. on Monday, May 19, 2014, the team members convened at the hotel late Monday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, and drafting of interview questions. At noon, the team convened at the Sacramento City Unified School District office where the team attended a program orientation, was given a tour of the facilities, and had full access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon interviewing stakeholder groups and reviewing program documents. A team meeting was held that first night wherein the team reviewed each Common Standard, the program summary and identified additional information needed to confirm that the program was meeting standards. Interviews of stakeholder groups continued on Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, May 21, 2014.

There were no unusual circumstances associated with this visit.

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

Evidence from documents and from interviews with program and institutional leadership indicate that the institution, Sacramento City Unified School District, and its education unit, the Induction Program, articulate a vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks. A formal leadership team comprised of support providers, the Induction Program Coordinator and support personnel ensure the dissemination of the institutional vision and direct candidate performance, experiences, collaboration, and accountability to stakeholders. An advisory board, comprised of IHE and district administrators, assumes additional responsibilities for program governance and decision making. Evidence from documents and from interviews with program and institutional leadership (including the Superintendent, Assistant Superintendent, program coordinator, and the business director) indicate that unit leadership has the authority and institutional support needed to create effective strategies to meet the needs of the program and represents the interests of the program within the institution. Documents and interviews with program leadership, candidates, and human resources staff indicate processes in place for accountability for teacher experiences, professional development and submission of evidence.

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

Document reviews and interviews with program leadership, staff and candidates indicate that the Sacramento City Unified School District Induction Program has an assessment system for ongoing program evaluation and improvement. The program leadership collects and analyzes data through professional development feedback, statewide and local surveys, activity logs, Individual Induction Plans, reflective logs and Milestone completions. The system also collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Additionally, it collects data from the Individual Induction Plan (IIP) from each PT. Support providers report that participating teachers have opportunities to refine their Individual Induction

Plan through regular reflection on their teaching practice which leads to improvements in their teaching strategies.

Interviews confirmed that the program has a multi-level system of analyzing data. Data is collected and compiled by the Program Coordinator who then shares it with the Leadership Team. During monthly Leadership Team meetings, data is analyzed and aligned with program activities and design. The Leadership Team makes recommendations for possible changes and revisions considering fiscal and personnel resources. Changes and modifications are prioritized as well. These recommendations are then forwarded to the Advisory Board for their input and recommendations. Items requiring fiscal or financial support are forwarded to the Cabinet for approval.

Data collected is also analyzed throughout the year resulting in program modifications. For example, a significant program change, as reported by the Program Coordinator, resulted from feedback from Candidates and their desire for meaningful professional development workshops. As a result, additional Professional Development Providers were recruited and workshop topics were more directed to the needs of the participating teachers. During interviews, participating teachers expressed appreciation for the revisions. Professional development surveys confirmed an increase in teacher satisfaction.

The Biennial Report, interviews with support providers, and the review of portfolio documents demonstrate ongoing data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. After comprehensive review, it is apparent that the commitment to program improvement, which is based upon the needs of candidates, is a program focus.

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

Evidence from documents and interviews with program and institutional leadership, including the Superintendent, Assistant Superintendent, Induction Program Director, and business personnel, indicate that 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. Accordingly, SCUSD maintains sufficient resources, including monetary, qualified personnel, and operational resources to support all aspects of the candidates' induction experience. This experience includes formative assessment activities, professional development offerings, and support and assistance. Evidence indicates that resources and funds are equitably and consistently distributed to the program to ensure

effective preparation of participants as identified in the Commission-approved Induction Standards.

Evidence from documents and interviews with program and institutional leadership indicate that sufficient resources are consistently allocated for effective operation of the induction program for coordination, admission, advisement, professional development, support providers, and assessment management. Sufficient resources are allocated by SCUSD to provide a qualified coordinator who oversees operations and program management. SCUSD Induction Program budget supports the following essential components: qualified personnel (e.g., support staff, professional development providers, and support providers) and professional development (e.g., release time for candidates and support providers for observations, Induction support provider training).

Evidence from documents and interviews with program and institutional leadership indicate that sufficient information resources (e.g., newly implemented flash drives containing a well-organized compilation of all program documents) and support staff are available to meet program and candidate needs. This includes ongoing advice and assistance, professional development and support within the candidates' current teaching assignment.

Evidence from documents and interviews with program and institutional leadership indicate processes are in place to determine resource needs. To that end, the Assistant Superintendent of Human Resources and Employee Compensation, is responsible for program budgets and receives fiscal input from the Advisory Board and leadership team to maximize the use of funding from multiple sources. Expenditures (e.g., training, hourly compensation, substitute days) are monitored and the budget is adjusted accordingly.

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.
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Findings

Evidence from documents, interviews with the Assistant Superintendent of Human Resources and Employee Compensation, the Director of Human Resources, Advisory Board, and the Leadership Team indicate that qualified persons are employed and assigned to teach all courses and to provide professional development in the induction program. Specifically, the Sacramento City Unified School District Induction Program provides qualified staff to deliver professional development, and support and assistance to candidates. The management of the Sacramento City Unified School District Induction Program is overseen by the Assistant Superintendent of

Human Resources and Employee Compensation. A Coordinator is responsible for the day-to-day operations of the program, collaboration with other district departments and personnel, supervision of support providers, and credentialing recommendations. Program leadership collaborates with support providers and other personnel in the design and delivery of professional development and supervision of field-based experiences.

Evidence from documents and from interviews with program leadership, support providers, completers, and candidates indicate that instructional personnel 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. Accordingly, faculty are required to demonstrate a working knowledge of state-adopted academic content standards and frameworks, California Standards for the Teaching Profession (CSTP), content and grade-level pedagogy, developmental levels of learning, and accountability systems that drive the curriculum of public schools. Induction personnel demonstrate a strong understanding of formative assessment including the Inquiry Process as a means of developing one's practice to improve student learning. The Plan, Teach, Reflect, Apply (PTRA) cycle is used to inform instruction. Potential support providers are identified by program leaders. The program requires the faculty to be reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.

Evidence from documents and from interviews with program leadership, support providers completers, and current candidates indicate that institutional leadership ensures that all program personnel are well-trained for their roles and are provided regularly scheduled training in order to develop and refine skills and knowledge of the CSTP, coaching, and formative assessment as well as the specifics of FACT. There is ongoing evaluation of the services provided. The Advisory Board meets three times annually and collaborates with colleagues in P-12 settings. Program leadership participates in networking with the broader educational community, including institutes of higher education participants in the Capitol Region Teacher Preparation Network, to improve transitions from pre-service to teaching, candidate learning, and educator preparation.

Evidence from documents and from interviews with program leadership, faculty, completers, and candidates indicate that the program only retains competent faculty and instructional personnel through the utilization of both formal and informal evaluation. Ongoing data is collected and analyzed throughout the year from program participants through surveys and feedback forms, regarding the quality of services provided. Interviews with completers and current candidates indicate that continuation of service and changes to assignments for support providers are based on this feedback.

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

The SCUSD Human Resources department has well-defined admission criteria and procedures, including all Commission-adopted requirements. All teachers with preliminary credentials hired by the district, or through one of the private or independent charter schools within the District service area are eligible to participate in the Induction Program. Additionally, through a grant from Bechtel and in partnership with Sacramento State University, an Alternative Induction Program (AIP) is available for teachers who are laid-off, substituting, or recent graduates unable to find teaching positions.

Interviews with the Induction Program Coordinator and SCUSD leadership indicate the program works in conjunction with the human resources department in an effort to coordinate new teacher processing. The Induction Program Coordinator verifies eligibility of participants who sign participating teacher agreements which detail credentialing requirements.

SCUSD employee relations personnel review the credential and application information to verify eligibility. When candidates are identified for Induction program participation, written and verbal information about the program is provided by the employee relations department. The *New Teacher Hire Form*, *The Participating Teacher Application* and *Participating Teacher Agreements* are signed at the Human Resources department.

New participants to the induction program have an additional opportunity to understand the purpose, goals and requirements of the induction program at the Induction Orientation and Advisement meeting.

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 retain 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 SCUSD Induction program advises candidates about their academic, professional, and personal development to assist each Participating Teacher's professional placement. The Program Coordinator and program staff identify and advise participating teachers about their

credential renewal requirements and eligibility status for participating in the SCUSD Induction program.

Candidate interviews confirmed that program requirements are effectively communicated through the support provider, the www.BTSA Support.com website, and emails. Candidates use Milestones, online benchmark checklists, to monitor progress. Candidates also report that weekly meetings with their support providers and/or their Induction groups provide access to additional support and guidance to understand and know how to complete program requirements. Support providers report they receive sufficient training and appropriate support from Induction program leaders as well as additional guidance and assistance as needed.

SCUSD utilizes the Formative Assessment for California Teachers (FACT) over the course of the two-year program. Candidates meet with their support providers on a weekly basis to develop an Individual Induction Plan, activity logs, and activities that follow the Plan-Teach-Reflect-Apply (PTRA) cycle. Teams of participating teachers and support providers are organized in groups by grade-level, site, or content area. Candidates report that the support, advice, and assistance provided by support providers and the Induction groups meet their individual professional and personal needs.

Each participating teacher collects evidence of practice as outlined in the FACT system. The *BTSA Participating Teacher Journey* outlines the two year process for clear credential recommendation. Completion evidence is submitted at regularly scheduled intervals. Support providers and program leadership engage in calibration exercises for the FACT submitted documents and provide completion evidence feedback. Additional candidate support as needed is provided through the program. Candidates indicate that they are supported and provided assistance in monitoring completion of their documentation required. Support providers verify meetings with their participating teachers are designed to clarify the expectations and activities of FACT, discuss challenges and successes, coordinate resources for teacher needs, and determine appropriate professional growth goals. At the end of the year, Year Two teachers who have successfully met all program requirements are then recommended for clear credentials.

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 from documents reviewed and interviews with the Induction Coordinator, support providers, participating teachers, and completers indicate that the SCUSD Induction Program implements and evaluates a planned sequence of field-based experiences 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. Specifically,

the program uses the FACT to deliver sequenced field experiences. FACT provides job-embedded, context specific experiences for candidates. The program is designed to support each candidate in an ongoing manner over time to enhance his or her ability to transfer the theory learned in teacher preparation programs into actual effective application within the context of his or her individual teaching assignment. It engages the participating teacher in the PTR cycle which fosters self-assessment and reflection. Testimonials from support providers confirm that they have seen the most growth in their participating teachers when they internalize these habits of mind.

As per candidate and completer interviews, support providers are selected and matched with candidates based on subject matter, grade level, and geographical area. Additionally, SCUSD Induction Program utilizes a system of organizing candidates and their support providers in groups for networking and support. Interviews revealed that these groups have provided an additional level of support and guidance in understanding and managing the complex and diverse teaching responsibilities of each candidate.

The Induction Coordinator organizes multiple professional development opportunities, in conjunction with the district, to meet the needs of new teachers-including classroom management, supporting students with special needs, Common Core State Standards, and supporting English Learners.

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.

Findings

Common Standard 8 does not apply to Tier II credential programs.

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 in the Sacramento City Unified School District Induction Program learn of the professional knowledge and skills they will need to demonstrate by signing a Participating Teacher Agreement and attending a program orientation meeting. Candidates also received a copy of the SCUSD Induction Participant Handbook which outlines the requirements.

Requirements that must be met include, but are not limited to: participating fully in the FACT modules in order to strengthen candidates’ teaching practice; meeting regularly and working

collaboratively with their assigned support provider; participating in professional development as related to program standards and/or Individual Induction Plan; and having their support providers observe them throughout the year. FACT is used to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous Plan, Teach, Reflect, Apply (PTRA) cycle.

SCUSD Induction Program has a process in place for examining and monitoring candidates' implementation of the CSTP within their classrooms, Induction Program Standard 5: Pedagogy; and Standard 6: Universal Access: Equity for All Students. Assessment of the effectiveness of this implementation includes: support logs, support provider's documented observations of candidates' classrooms, and portfolios.

Observations by support providers, reflections, analysis of student work, and case studies of specific focus students are found in the candidates' portfolio, as evidence of candidate competence. The program leadership and support providers review portfolios on a regular basis. Upon completion of all program requirements, the candidate is recommended to the CTC for a clear credential.

Program Reports

General Education Induction

Program Design

The Sacramento City Unified School District (SCUSD) Induction program provides clear and appropriate allocation of authority and resources to support program implementation. The Assistant Superintendent of Human Resources and Employee Compensation communicates program information and advocates for BTSA Induction with senior management. The Assistant Superintendent also provides leadership and vision for program growth by advising the Induction Coordinator, and by supporting the Advisory Board with larger programmatic changes.

The Induction Coordinator has the authority to make program and credentialing decisions in consultation with the credential analyst and Employee Relations personnel. The Induction Coordinator provides the day-to-day leadership and consistently collaborates with the Assistant Superintendent of Human Resources and Employee Compensation. Additionally, the Induction office technician provides assistance with operations and program organization. The Advisory Board which includes stakeholders such as site administrators, district personnel, support providers, and local university partners meets three times a year to review progress and evaluate the program data and feedback. In addition, the Leadership Team, consisting of support providers, the Induction Coordinator, and Induction Office Technician meets once a month to provide program guidance. The team reviews credentialing and program updates and also analyzes program data and feedback to determine next steps for Professional Development for both support providers and participating teachers. Additionally, the SCUSD Induction Program collaborates with university teacher preparation programs through a network which meets quarterly and includes Induction Program representatives from the greater Sacramento area.

The SCUSD Induction program serves teachers who hold a preliminary teaching credential. The two-year program is a sequenced inquiry-based formative assessment system built upon the *California Standards for the Teaching Profession* (CSTP). Participating teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Participating teachers measure their practice several times during the year in relationship to the CSTP using the Continuum of Practice (CTP).

Program evaluation data is gathered from participating teachers and support providers through multiple sources including mid-year surveys, Induction statewide surveys, exit review surveys, professional development feedback forms, notes from support provider meetings, notes from group participating teacher meetings, and minutes from Leadership Team meetings. This data guides changes to increase program effectiveness and quality. Stakeholder group interviews corroborated that program modifications are shared during support provider monthly meetings, participating teacher quarterly meetings, Advisory Board, and Leadership Team meetings. Based upon this input, the coordinator consults with the Advisory Board and Leadership Council to analyze, plan, and implement program modifications.

Interviews with stakeholders confirm program responsiveness. For example, changes suggested by participating teachers and support providers about professional development resulted in the creation of differentiated choice of professional development. These changes were vetted through the Advisory Board and the Leadership Team. Interviews with Year 2 participating teachers showed that they appreciated the changes and that the choice of professional development sessions was helpful.

The modifications made by the program allow the SCUSD Induction Program to continue to develop the linkages between professional development and formative assessment system. Focusing on the linkages enables stakeholders to further understand the importance and relevance of the induction formative assessment system.

Interviews with site administrators and the Induction Program Coordinator reveal that collaboration and communication between site administrators and the Induction program is a growth area. The Induction Program coordinator shared future plans to increase communication with site administrators. Interviews with candidates further indicate a need for a consistent system for all new hires to learn about the induction program.

Course of Study

The SCUSD Induction Program utilizes a combination of group mentoring support, formative assessment, and professional development offerings to support the growth of participating teachers. The program's course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the state-adopted academic content standards and state-adopted curriculum frameworks. Participating teachers are provided systematic field-work embedded opportunities to demonstrate their growth through the Formative Assessment for California Teachers (FACT) modules. Upon enrollment, the

Induction Coordinator meets with participating teachers to give the orientation to the program documents and processes.

Support providers meet with participating teachers weekly in groups to focus on the components of the four FACT Modules and the Plan-Teach-Reflect-Apply cycle. Support providers also review timelines with participating teachers, which help to ensure that module documents are completed in a timely manner. The milestones tracker on www.BTSAsupport.com is an important tool that helps with progress monitoring and completion. Support providers also complete several observations (both informal and formal in format) with feedback provided. Support providers meet monthly with the Induction Coordinator to calibrate assessment of FACT document completion, to discuss updates in the program, and to further develop their coaching/mentoring skills. Support providers submit SP/PT Meeting logs through www.BTSAsupport.com; interviews confirmed that participating teachers met with support providers weekly.

Stakeholder interviews and a review of FACT portfolios, especially the artifacts pertaining to Program Standards 5 and 6, show that candidates develop an understanding of diversity related to background experiences, skills and abilities of P-12 California student populations.

Program graduate interviews (completers) and Year 2 participating teacher interviews affirm that the mentoring from their support providers and collegial groups had the most significant impact during their Induction experience. Words such as “supportive” and “helpful” were used to describe their relationship with their support provider; specifically, one participating teacher said, “Very understanding and supportive, very easy to talk to and explains expectations well” when describing her support provider.

Additionally, Year 2 participating teachers expressed that FACT Module C, *Inquiry into Teaching and Learning* was most helpful in improving their practice. Candidates further cited that reflection documents, classroom management strategies, and differentiation strategies were valuable for their professional growth.

Candidate Competence

The teacher development spectrum described in the Continuum of Teaching Practice (CTP) serves as the assessment tool for identifying various levels of teacher performance. Data about the participating teacher’s progress toward completion is used to determine recommendation at the end of induction. Teacher performance is measured utilizing Support Provider Meeting Logs, Formative Assessment for California Teachers (FACT) and Induction Portfolio reviews. Support providers and participating teachers receive feedback during periodic reviews. This data is also used to evaluate and improve program operation, training and support provided to participating teachers.

The support providers and the Induction Program personnel review participating teacher’s progress towards completion, as evidenced in their Induction Portfolio, SP/PT Meeting Logs, and attendance data at Induction Professional Development events. Completion of FACT Modules is verified by the Induction Program office personnel. Once participating teachers have

completed the two-year induction requirements they are recommended by the Induction Coordinator to the California Commission on Teacher Credentialing for a California Clear Credential. Electronic copies of the Online Recommendations are retained in the SCUSD BTSA Induction Office. Interviews of program completers and Year 2 participating teachers confirmed this process.

Program Standard 2: Communication and Collaboration **Met with Concerns**

Limited evidence was found to demonstrate that the SCUSD Induction program offers “professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers’ success and implementing effective steps to ameliorate or overcome challenging aspects of teachers’ work environments.” Interviews with site administrators and the Induction Program Coordinator confirm this finding.

Candidate, completer, and site administrator interviews reveal that a systematic process which uniformly identifies and supports new hires and potential candidates' awareness of program eligibility is needed. Implementing stronger communication and collaboration processes will allow for all induction candidates to be appropriately identified in a timely manner.