

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

April 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Campbell Union 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 Standard	Standard Met	Standard Met with Concerns	Standard Not Met
Standard 1: Education Leadership	X		
Standard 2: Unit and Program Assessment and Evaluation	X		
Standard 3: Resources	X		
Standard 4: Faculty and Instructional Personnel	X		
Standard 5: Admission	X		
Standard 6: Advice and Assistance	X		
Standard 7: Field Experience and Clinical Practice	X		
Standard 8:	NA		
Standard 9: Assessment of Candidate Competence	X		

Program Standards

Multiple Subject/ Single Subject Clear Program	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
	6	6		

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

Institution: Campbell Union School District

Dates of Visit: March 12 – March 15, 2012

**Accreditation Team
Recommendation:** Accreditation

Rationale:

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

Common Standards

The entire team reviewed eight Common Standards and determined whether the standard was Met, Not Met, or Met with Concerns. The Site Visit Team determined that all Common Standards were **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the program. Following these discussions, the total team considered whether the program standards were Met, Met with Concerns, or Not Met, in the Multiple Subject/Single Subject Clear Program. The site visit team found that all program standards are **Met**.

Overall Recommendation

The site review team completed a thorough review of program documents, program database, Formative Assessment (FACT), e-portfolios, print portfolios, as well as interviews with program leadership, district Superintendents, Assistant Superintendent of Human Resource, Associate Superintendent of Instructional Services, Coordinator of Business Services, school site administrators, human resource personnel, support providers, candidates, completers, lead support providers Advisory Council, institution of higher education partners and Steering Committee members. Due to the findings that all Common Standards are **Met**, and all six program standards are **Met**, the site visit 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

Clear Multiple Subject

Clear Single Subject

Staff recommends that:

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

Accreditation Team**Team Leader:****Anne Yarroll-Melnick**

San Diego Unified School District

Common Standards Cluster:**Suzanne Borgese**

Placentia Yorba-Linda Unified School District

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Advanced/Services Programs Cluster:**Pat Kishi**

Retired Educator

Staff to the Visit:**Marsha Buckley-Boyle**

San Diego County Office of Education

Documents Reviewed

Candidate Print Portfolio	Program Website
Candidate Files	E-Portfolio
Common Standards Report	Biennial Report Feedback
Consortium Budget Plan	Advisement Documents
Current Support Provider Applications	Calendar for Professional development
Survey Results	Completion Records
Individual Induction Plans	Consortium Member District MOU
Needs Analysis Results	File Maker Pro Database
Participating Teacher Timelines	Formative Feedback-Emails
Professional Development Schedules	Mid-year Survey Results
Sign Ins	Professional Development Provider Vitaes
Sinclair Lewis Survey Analysis	Program Assessment Report/Finding

Site Visit Documentation	South Bay Consortia Handbook
Site Administrator Orientation Handout	Steering Comm. Meeting Agenda and Minutes
Support Provider Growth Plan	Support Provider Job Description and Applications
Support Provider Trainings/Meetings/Agendas	Support Provider Logs
Teacher Education Collaborative Residency Program Options	Support Provider Reflections

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	11	11	11	33
Completers		8		8
Institution of Higher Education	3	3		6
Institutional Administration-Superintendent		1	1	2
Program Leadership Coordinators-Sharon Weight	1	1	1	3
LEA Program District Leads	2		2	4
Fiscal Coordinator	1			1
Asst. Superintendent of Instructional Services	1		1	2
Support Providers	9	13	4	26
Professional Development Providers SP-full time release	6	6		12
Steering Committee	6	6		12
Credential Analysts and Staff		3		3
Advisory Council Members		6	6	12
Asst. Superintendent of Human Resources		1		1
Site Administrators	9	9	9	27
TOTAL				153

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

Campbell Union School District is the Local Education Agency (LEA) and program sponsor for the South Bay BTSA Consortium. It has been in existence since September 7,

1921. Campbell USD serves the following communities: Campbell, Los Gatos, Monte Sereno, San Jose, Santa Clara, and Saratoga. The district's 13 schools serve preschool through Grade 8. There are 9 Elementary, 3 Middle and 1 Community Day School serving a total of 7,836 students Preschool-8th. Of that total population, 2,704 are English learners (35%). The district employs: 384 teachers (52% of staff), 304 classified/support staff (41%) 25 pupil support (4%) and 26 administrators (26%) totaling 740 people. The district API has risen from 751 in 2003 to 834 in 2011, rising 26 points in the last two years.

Education Unit

The BTSA South Bay Consortium is a regional consortium located in Santa Clara County. It is comprised of seven K-8 public school districts (Cambrian, Campbell, Franklin-McKinley, Luther Burbank, Moreland, Orchard, Union), Voices College-Bound Language Academy public charter, private schools, and San José State University.

The Consortium districts have been experiencing multiple changes in the midst of the State's economic crisis. Of the seven superintendents, four of them have two or less years of experience. Fifty of the eighty support providers are in their first year of participating in the Induction Program. Four of the member districts have changed from a full-time release Support Provider model to classroom teacher model.

The administrative structure of the Consortium has been designed to maximize the availability of local support and services. A conscientious effort has been made to distribute resources across districts and to provide job-embedded induction that aligns with each district's instructional needs.

The administrative structure includes the Consortium Coordinator, employed by Campbell Union School District, the Consortium LEA. The Consortium Coordinator manages the overall operations including the supervision and guidance of the professional development. Each member district selects a District Coordinator who manages the day-to-day operations of his or her district. The Steering Committee, comprised of the District Coordinators, provides professional development, guidance, support, advice, and oversight to the consortium. At the heart of the program are the support providers and candidates. All of the administrative resources are focused toward providing an exemplary support and formative assessment system for candidates.

The Consortium currently has a combined Year 1 and Year 2 enrollment of 125 candidates (100 public, 25 private). The support provider/candidate ratio was 1:2 in 2010 and ranges from 1:8 to 1:1 in 2011 with 84 support providers in 2010 and 69 support providers in 2011. There were 6 Early Completion candidates in 2010 and 21 in 2011. The number of Multiple Subject/Single Subject credentials recommended was 78 in 2010 and 64 in 2011.

Building upon the candidate's pre-service experience, the South Bay Consortium is dedicated to providing a supported induction into the teaching profession for candidates. The program is a collaborative model, consisting of an Advisory Council made up of each member district's administrative representative who advises the Steering Committee member from their district regarding fiscal issues and budgetary decisions, as needed.

Site Administrator interviews substantiated the growth of support providers in addition to the candidate's induction. The team would like it to be noted that two-thirds of the site administrators interviewed participated in the Induction program themselves as support providers, candidates or Coordinators

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 or Association Reviewing Programs
Multiple/Single Subject	Advanced	78	129	CTC

The Visit

The site visit began on March 12, 2012 and was completed on March 15, 2012. The site visit team consisted of 1 Team Lead, 2 Team Members, and was supported by 1 State Facilitator. The site visit took place at Campbell Union School District Office.

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

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:

Campbell Union School District's and the BTSA South Bay Consortium has created and articulated a research-based vision for their educator preparation program. The vision statement of *Maximizing opportunities for Candidates to experience success by providing contextualized support that aligns with each partner district's student achievement goals* is documented on the website, in recruitment literature and in program documentation. Interviews conducted with the Leadership Team, site administrators, as well as Advisory Council members support the fact that the district empowers candidates to become reflective practitioners. Interviews with the Leadership Team, site administrators, support providers and candidates reflect the fact that the district creates a culture of ongoing learning through professional development opportunities. This is evidenced in the fact that the candidates participate in professional development, which supports their Individual Induction Plan (IIP) goals.

The Leadership Team, Advisory Council, Steering Committee, and Professional Development Providers, and relevant stakeholders are actively involved in the organization, coordination, and governance of all program components. The program is a collaborative model, consisting of an Advisory Council made up of each member district's administrative representative who advises the Steering Committee member from their district regarding fiscal issues and budgetary decisions, as needed. The Steering Committee is comprised of the Consortium Coordinator, LEA Lead support providers and Coordinators from each partner district, who meet on a regular basis to collaborate on program decisions. Each District Coordinator acts as a liaison with their Advisory Council member to provide information regarding program modifications and to receive feedback as needed.

The program has three 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 Consortium Coordinator and the Associate Superintendent of Instructional Services. Regular meetings are held between the Associate Superintendent of Instructional Services and the Consortium Coordinator. At these meetings, the overall program is discussed for guidance and planning purposes. Interviews with the Consortium Coordinator and the

Associate Superintendent of Instructional Services evidenced the fact that these weekly 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 professional development planning. The next level of leadership is the Advisory Council. The council works together to review programmatic issues and report information to the Steering Committee for implementation.

The program has the support of the Campbell Union School District with district personnel and resources dedicated to ensuring the success of the candidates in developing as exemplary educators. The Consortium Coordinator reports directly to the Associate Superintendent of Instructional 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, Advisory Council and Steering Committee.

The program implements and monitors a clear process for Candidate completion. The process begins with the candidate's initial acceptance into the BTSA Induction Program and continues through program completion. Upon hire, the Candidate completes an Eligibility and Enrollment form and a Clear Credential Candidate Consent Form. Once candidates are accepted into the program, the candidates' participation is monitored through support providers' verification within the program database, FACT documents in the e-portfolio, along with Colloquium program. Program documentation, participating teacher e-portfolios, and Support Provider collaborative logs were reviewed as evidence and were aligned with interview responses of the support providers, candidates and site administrators. In addition, candidates' attendance at various site, district, and program professional development opportunities is monitored. Evidence is collected that supports the candidates' fulfillment of all requirements for the recommendation for the Clear Credential. This process is documented in the South Bay Consortium Handbook, website and verified through interviews with candidates, Program Completers, site administrators, support providers and program leadership interviews.

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:

Multiple document sources as well as interviews with stakeholders including members of the Advisory Council and Steering Committee, support providers, candidates, Completers, Associate Superintendent of Instructional Services and Campbell Union School District BTSA South Bay Consortium Leadership take into consideration the multiple sources from which the system collects, analyzes and utilizes data, including the FACT portfolio,

Individual Induction Plans (IIPs), logs of attendance and follow-up implementation plans for professional development. The State BTSA program has required methods of program evaluation of all program standards. The Education Preparation accreditation system provides a comprehensive look at the entire program and the standards with a focus on the demonstrated competence of candidates.

The system uses ongoing data collection through a 7-year cycle of activities. The cycle of activities include accountability through continuous data collection, site visits and focused intervention; quality through consistent adherence to program quality standards and candidate performance; standards that demonstrate how the state requirements and program standards are met; program improvement decisions are based on ongoing improvement through the application of analysis of candidate competence data; data on candidate competence are reported electronically to the state through biennial reports that are reviewed by Commission staff and reported to the Committee on Accreditation (COA); the program uses assessment reports as indicators of candidate competence such as performance on assessments to update the program and provide data-based rationale for any changes. Reports are reviewed and summarized by the Steering Committee and then reported to the COA.

Some of the methods used to collect and analyze data include the annual BTSA State Survey, which provides cumulative program data from support providers, candidates and site administrators as well as mid-year surveys completed by candidates and support providers used as an additional source of data to triangulate with other sources for program planning purposes. This data is used to evaluate the presenter effectiveness, the value of the content, strengths of the training, suggestions, and additional questions or comments. This information has been verified by a review of documents including an evaluation of survey results, e-portfolios completed by candidates, monthly BTSA Academy reviews completed by candidates and support providers as well as culminating activities at BTSA Colloquiums. Moreover, candidate, Support Provider, Completer, BTSA Steering Committee and Site Administrator interviews substantiate these activities.

Assessment in all programs includes the pre and post assessments of the Continuum of Teaching Practices as specified by the Commission on Teacher Credentialing (CTC). This information is used to assess candidate growth over time. The pre-assessment is also used to inform the BTSA Academy professional development areas of focus. The Review Team, made up of Consortium Coordinator and Lead support providers, uses the *Candidate Inquiry Self-Assessment Rubric* to verify the candidate's self-assessment of the content of their FACT formative assessment evidence against the program standards for thoroughness and completion of each induction element supported by evidence of their growth over time. At the end of each year, candidates submit their FACT Inquiry evidence along with their Inquiry Self-Assessment Rubric for verification by the BTSA Review Team. In addition, an end-of-year Colloquium provides each candidate with the opportunity to share their Action Research results with others and celebrate their journey. The Steering Committee analyzes these evaluations for planning purposes and program delivery improvement. Program assessment reports on indicators of candidate competence such as performance on assessments are used to update the program and provide data-based rationale for program changes.

Each Support Provider is evaluated pursuant to each district’s contract and the California Education Code. A review of documents such as Support Provider Collaborative Logs, Support Provider Description of Practice and Support Provider Individual Growth and Action Plan as well as interviews with site administrators, support providers, BTSA Coordinators indicates that the criteria for providing competent advisement and assistance to candidates has been met.

The Consortium biennial report lists survey results collected from state mid-year and year-end surveys. Lists of proposed changes and professional development activities are described relative to each concern revealed in the most recent biennial report. Responses to concerns addressed both specific Candidate, Completer and Support Provider issues. Interviews with BTSA Program Leadership and Human Resources staff revealed that data regarding the qualifications of candidates are reviewed by BTSA Program Leadership and Human Resources staff, and maintained in the Human Resources Department. Interviews with BTSA Program Leadership, site administrators, and District Administrators, as well as a review of documents, such as FACT portfolios, reveal that assessment is ongoing and comprehensive.

Program Leadership members describe using the Consortium’s results compared to those of the state in order to identify areas of strength and areas of improvement. A review of Support Provider Collaborative Logs along with interviews with site administrators, Program Leadership, support providers and candidates indicates weekly meetings guide ongoing candidate progress between candidates and support providers, professional development and three-way meetings between candidates, support providers and site administrators. Finally, year-end feedback from culminating Colloquium events for completers help guide program changes for increased effectiveness in supporting the attainment of proficiencies and competencies.

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 Induction Program is housed in the Instructional Services Department of the Campbell Union School District and is overseen by the Associate Superintendent of Instructional Services. The day-to-day operation of the program is overseen by the BTSA Consortium Coordinator. The BTSA Consortium Coordinator communicates about the program with stakeholders and provides expertise and assistance in the development and implementation of effective services for the support of candidates. Interviews with the Associate Superintendent of Instructional Services, Program Leadership, the Steering Committee and Professional Development Providers confirms that the Coordinator is part of the

Instructional Services Team, which is a group of eight district leaders that specialize in professional development in mathematics, English Language Development, equity, Thinking Maps, curriculum writing and Gifted and Talented Education (GATE). The Coordinator role on this team is vital in bringing the needs of candidates to all areas of professional development for the district.

Additionally, the BTSA Consortium Coordinator provides training for candidates 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, candidates, and support providers in addition to the district organizational chart, Coordinator Roles and Responsibilities, and resume provided confirmation of district structure and Coordinator responsibilities.

A review of program documentation as well as interviews with the Steering Committee, Program Leadership and the Coordinator of Fiscal Services confirm that adequate funding is provided to the BTSA South Bay Consortium. Although the funds provided by the State of California are now in the Tier III funding system, the Campbell Union School District has continued to allocate these funds to the BTSA Induction Program. Campbell has reserved the unused funding from each year's allocation. The reserves will provide funding to support future candidates.

In addition, to the Tier III funds, the Campbell Union School District provides a part-time Coordinator position, one full-time release Lead Support Provider, one part-time Lead Support Provider and a .5 support staff.

Interviews with the Leadership Team, Advisory Council, Steering Committee, candidates and support providers verify resources such as technology, professional development, and program staff are available to candidates.

All personnel and partners have direct input into the Induction Program at the planning and delivery stages. Evidence collected through interviews with the District Leadership Team, Steering Committee and Coordinator of Fiscal Services as well as budget documentation review confirms that the Consortium Coordinator develops a proposed budgetary plan containing the projected resources for the overall BTSA Induction Program for the upcoming year. The Coordinator of the Induction Program and the Coordinator of Fiscal Services meet formally three times a year: once in the beginning of the year to formulate the budget, mid-year to discuss progress and possible additional financial support and again at the end of the year to evaluate the process and plan the budget for the upcoming year. The Coordinator then shares the information with the Steering Committee for discussion and finalization.

The program's website, is hosted by the Campbell Union School District, and 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, candidates and support providers stated that the professional development offered through the Induction Program is free of charge to the candidates and support providers and is one of the greatest resources offered within the program.

A review of the South Bay Consortium partner district hiring processes was confirmed through documentation and interviews with the Leadership Team, Assistant Superintendent of Human Resources and Associate Superintendent of Educational Services. The Human Resource Departments of the member districts provide the Induction Program with a list of Induction-qualified candidates as they are hired within each member district. In addition, the Human Resource Departments carefully monitor any changes in Candidate credential status and alerts the Consortium Coordinator.

Observation of instructional practice is an essential element of candidate development. Multiple opportunities are provided and funded by the Program. Support Providers are given release opportunities to observe the candidates for purposes of formative assessment completion. Candidates are given release time to see expert teachers in the District as part of their research in the FACT inquiry module. This practice was confirmed through a review of the program budget, as well as interviews with candidates, support providers and program leadership.

District professional development opportunities are provided to both support providers and candidates. Monthly Support Provider training, hosted at the district office, provides coaching, FACT and instructional strategies training. Additional individual assistance is offered to support providers from the Consortium Coordinator via email and Drop-In clinics.

A review of training agenda and Power Point presentations, professional development feedback, and interviews with support providers, candidates and Professional Development Providers (PDP) confirmed that the Program builds capacity in ELD, 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 Campbell Union School District during orientation days that occur prior to the start of their teaching year. The 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 consortium professional development as research opportunities for use in the formative assessment process.

Information available on the Induction Program's website in conjunction with timely responses from the Consortium Coordinator, Leadership Team and support staff provides immediate access to information about the Program. Candidates have access to information regarding program completion, procedures, FACT documents and frequently asked questions on the website. Interviews with support providers, candidates and site administrators confirmed the responsiveness of the Program staff. It was repeatedly reported that the BTSA Consortium Coordinator has an open-door policy and is consistently available to support individual needs.

Candidates, support providers, and site administrator interviews substantiated that resources are accessible.

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 the Biennial Report, job descriptions, District Memoranda of Understanding (MOUs), training documentation and interviews with candidates, support providers, administrators, Advisory Council, and Steering Committee verify that the Campbell Union School District BTSA South Bay Consortium provides the unit with sufficient personnel including the Program Coordinator, two lead support providers, and a .5 clerical assistant. The member districts commit to provide a District Coordinator to oversee the program and be a member of the Professional Development team that provides the monthly BTSA Academy Formative Assessment training, if needed.

Interviews with the Program Coordinator, evidence from the e-portfolio, and Support Provider applications indicate that the support providers are reflective of a diverse society and are knowledgeable in the content they teach, model best practices, and assist the candidates with research-based strategies to meet the diverse abilities, cultural, language, ethnic and gender diversity of students and meet the program's Support Provider criteria prescribed in the BTSA Handbook.

The Steering Committee members collaborate with colleagues to improve teaching, candidate competence and educator preparation through attendance and participation at cluster meetings, San Jose State University (SJSU) Advisory Council Meetings, Teacher Education Collaborative Residency Program at SJSU, Advisory Board meetings and IHE/BTSA collaborative meetings, as confirmed by agendas, minutes and interviews.

A review of program documents along with interview responses from corresponding stakeholders verifies that that support providers participate in on-going professional development. They complete a yearly self-assessment and develop a professional growth plan, which includes trainings at BTSA academies, opportunities to attend Drop-In Clinics with induction program leadership personnel and participate in pre-service trainings during the summer. Performance is monitored through site administrator observations, candidate feedback and ongoing e-portfolio FACT system module progress.

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, including the eligibility process, and interviews with stakeholders, it was determined that only those candidates who meet the Commission-adopted requirements are admitted to the Induction Program. As soon as possible after a new candidate is hired, Human Resources and Induction Program staff determine eligibility for Induction and provide information about the requirements to enter the program. A BTSA Eligibility Form is included in each Partner District's hiring packet. Personnel from Human Resources provide the completed form to the District Coordinator who verifies teacher eligibility and begins the process of assigning a qualified Support Provider to mentor the candidate. Human Resources Department staff provides Induction Leadership with a list of the names of all new hires and second-year candidates.

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. All program stakeholders, including Human Resources staff, support these well-defined criteria and procedures. Program staff and Human Resources personnel collaborate to provide candidates with information about BTSA Induction requirements. The admissions criteria are posted on the Induction website, printed in the Handbook and provided on documents shared during orientation. The Handbook contains contact information for key program staff, indicating candidates may seek additional information from the Induction and Human Resources Departments.

Candidates are informed of the requirements for the Early Completion Option (ECO) through the Handbook and at orientation. The complete application process for the ECO and the contact information for those who advise candidates are included in the Handbook. From interviews with Program Leadership and candidates, and a review of the Handbook and site documents, the team determined that specific procedures for identifying, admitting, and supporting candidates relative to the Early Completion Options are implemented.

Each candidate who is accepted to the Induction Program must hold the appropriate preliminary credential. 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.

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:

Information gathered through interviews with Program Leadership, site administrators, support providers and candidates, and a review of documents, such as Support Provider Criteria and the application process listed in the Handbook, indicate that qualified members are assigned and available to advise candidates. Interview comments from the above listed stakeholders along with logs of meetings and comments in e-portfolios between support providers and candidates reveal that support providers meet with individual candidates to review and discuss progress. Consistent feedback from stakeholders and document evidence confirms examples that support providers offer guidance regarding professional development opportunities, effective teaching strategies, instructional tools and resources. Candidates and completers report that support providers promote personal development by empowering candidates to incorporate new ideas and techniques into their practice. Candidate/Support Provider matches are also reviewed, and when necessary, site administrators and Program Leadership consider a change in Support Provider.

The accessibility of appropriate information to guide each candidate's attainment of all program requirements is made possible through the South Bay BTSA Consortium website and e-portfolio, Academy Meeting Calendars, Candidate Orientation Meetings, FACT system documents, candidates, support providers and the BTSA Steering committee. Information was reported in interviews that this multi-system of dissemination of information about program requirements ensures candidate awareness of responsibilities.

A newly instituted Drop-In clinic facilitated by Induction Program Leadership is just one of the many supports, described by support providers and candidates, which are provided to both stakeholders listed in order to provide prompt response to individual professional development needs. Additionally, a defined sequence of FACT system benchmarks to be attained by candidates is prescribed and overseen on a regular basis by support providers during weekly meetings promoting formative and summative assessment of teaching profession standards competencies. Site Administrators, Steering Committee Members, candidates and support providers all verify that performance observations and release time are provided in order for candidates to complete formative and summative assessment activities. Information from Induction Program Leadership interviews as well as the Handbook was provided regarding candidates who are informed of incomplete requirements throughout the school year and are provided with a written notice of non-completion should requirements for induction not be met by the end of their second year in the Induction Program. Depending on candidate circumstances, an application for extension of his or her Induction Program may be submitted to Program Leadership.

Candidates who do not complete the program within two years and who do not receive an extension, receive a written notice of non-completion from the Program Coordinator.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its school 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:

A review of documents including meeting agendas, meeting notes, calendars, survey results, and input from interviews with Advisory Council, Steering Committee and Consortium Coordinator confirm that the leadership infrastructure of the Campbell Union School District BTSA South Bay Consortium is comprised of an Advisory Council made up of each member district’s administrative representatives who advise on fiscal issues and budgetary decisions along with a Steering Committee whose members include the Consortium Coordinator, the Coordinator from each member district, and the LEA lead support providers. The Steering Committee meets regularly to examine program goals, needs, and to evaluate data in relation to the “day-to-day” operations, program decision-making, planning of Support Provider and candidate professional development.

With regard to design and implementation of a planned sequence of events, the program piloted the FACT system with year one candidates and support providers during the 2008-2009 year and with year two candidates incorporated in 2009-2010. Full implementation of the FACT system is now provided for all candidates. The Steering Committee designs and implements the two-year program with input from participation in Cluster One and Two collaborative FACT Implementation Meetings.

A multi-faceted evaluation system is implemented by the unit as evidenced by BTSA State Survey results yielding data from candidate, Support Provider and site administrator responses, reports from the Sinclair Research Group as an outside evaluator of the program components, monthly feedback forms from support providers and candidates regarding monthly academy effectiveness and suggestions. In addition, feedback from interviews with stakeholders along with completed FACT system formative assessment evidence such as inquiries, observed lessons with demonstration of the essential components of instruction and differentiated instruction, evidence-based self reflections on observations, demonstrates and verifies an on-going assessment candidate competence.

The Campbell Union School District BTSA South Bay Consortium provides a system involving an application process and site needs in selecting classroom teachers to act as

support providers. This process is documented and provided to site administrators during a yearly beginning of the school year orientation meeting. This process is devised and agreed upon by the Advisory Council and Steering Committee and is described in the Handbook. On-going training and professional development opportunities are available based on school and grade level assignment. If additional support providers are needed, the recruitment process includes a job description and application/ interview process. Based on information derived from the Handbook as well as interviews with the Program Coordinator, there are also two other categories of support providers: retired teachers and Full Time Equivalent (FTE) support providers who participate in the same application, selection and training process. They provide additional flexibility because they can be placed at more than one site as a limited term contract teacher (LTE), as needed.

Through teams consisting of the Consortium Coordinator, two lead support providers from the LEA, and the Partner District Coordinators, the Steering Committee makes decisions and provides for the day-to-day needs of the program, including professional development for the FACT system, candidates, and support providers. The FACT system professional development is provided systematically during monthly BTSA academies and additionally on an “as needed” basis through a newly instituted Drop-In Clinic, described in stakeholder interviews, which is staffed by Program leadership. After-school Support Provider/Candidate FACT System professional development is provided for both the support providers and candidates per a review of agendas, the Professional Development Calendar. The Support Provider breakout sessions focus on skill building around the tools of mentoring. Each member of the professional development team has attended all Cluster FACT professional development sessions and Mentoring Matters, Skill-Building, and Trainer-of-Trainers professional development. The team meets monthly to plan and coordinate the after-school professional development meetings.

A wide variety of completed documents were reviewed from multiple Candidate portfolios verifying that field-based work is embedded in each candidate’s classroom assignment through the FACT system components. Interviews with stakeholders such as completers, candidates, support providers, Steering Committee members and site administrators confirm that the FACT system is completed over the course of the two-year induction program, and provides the evidence used to demonstrate the candidate’s qualifications for a Clear Credential. Candidates participate in self-assessment, reflection on practice, determine “next steps” and provide progress monitoring for student learning through the FACT system. Beginning with the Context for Teaching and Learning component, candidates create a yearly Class Profile in which they examine and reflect upon the racial, linguistic and socio-economic makeup of their class. Candidates document and reflect upon the variety of equity and diversity issues that affect their teaching and students throughout the formative assessment process. Specific elements that address diversity include the Class Profile, the CSTP Continuum of Teaching, the Induction standards self-assessments, Essential Components of Instruction, the analysis of student work, the Focus Student Selection, the Observation reflection, the Summary Assessment reflection, and the Summary of Teaching and Learning culminating reflection on the candidate’s growth over time. During completer, candidate and Support Provider interviews, a consistent theme in response to the induction process that reflection on practice engendered by the inquiry process embedded in the FACT system was most effective in fostering candidate competence. As part of the Focus Student Selection activity, one student is chosen from the

English Language learner population and another of the three is selected from the Special Needs population. Candidates reflect on their teaching practice with an emphasis on the three focus students. Candidates document development of the skills necessary to differentiate instruction for all students and apply their findings to future lessons. This formative assessment work occurs in weekly meetings with a trained Support Provider and the components of the FACT system.

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 Campbell Union School District BTSA South Bay Consortium utilizes the FACT system of formative assessment to guide Candidate preparation to serve as competent professional educators. The criteria is set forth in the CSTP Continuum of Teaching Practice and Inquiry Self Assessment Rubric for year one and year two candidates. Evidence of supporting documents for these on-going assessment strategies in print and e-portfolios was reviewed as well as feedback obtained from the Superintendent, Assistant Superintendent of Human Resources, The Steering Committee, candidates, support providers and completers attesting to the professional growth and Commission-adopted competency requirements achieved by candidates.

Program Leadership, the Steering Committee and Advisory Council members confirmed in interviews that the Consortium requires each element of the program to be completed by the candidate in order to be recommended for a Clear Credential. Candidate progress and feedback is tracked through the following sequence: 1. Completion Record in which elements are verified complete by support providers. 2. FACT Inquiry Review, which is conducted by the Review Team. 3. Candidate Inquiry Self-Assessment Rubric to verify that the candidates' self-assessment of the content of their FACT formative assessment evidence against the program standards for thoroughness and completion of each induction element supported by evidence of their growth over time. 4. Candidates submit their FACT evidence along with their Inquiry Self-Assessment Rubric for verification by the Induction Program Review Team. If the Review Team cannot verify the documentation a Not Met designation is noted on the Rubric indicating that it does not meet expectations. 5. Program Coordinators and support providers use the Inquiry Self-Assessment to verify that the candidate's evidence meets the criteria. 6. Completers and support providers described their culminating experience of An End-of-Year Key Learning Colloquium as providing an opportunity to share acquired insights and evidence from their Induction program in grade level/content alike settings.

General Education (MS/SS) Induction Program

Program Design

Interviews with candidates, support providers, Advisory Council, district leadership, site administrators, and Steering Committee and evidence from the biennial report indicate the effectiveness of leadership and communication and collaboration among all stakeholders. Campbell Union School District and the South Bay Consortium is dedicated to providing candidates a supported induction into the teaching profession for candidates. The program is a collaborative model, consisting of an Advisory Council made up of a administrative representative from each member district who advises the Steering Committee member from their district regarding fiscal issues and budgetary decisions, as needed. The Steering Committee consists of the Consortium Coordinator, the LEA Lead Support Provider, and each member district's Program Coordinator. The Steering Committee plans and coordinates the administrative components including admission, advisement, candidate support and assessment, Support Provider preparation, and program evaluation.

The Steering Committee meets on a regular basis to examine program goals and evaluation data in relation to program decision-making. Decisions about the day-to-day operations of the program are based on state survey and local feedback data from support providers, candidates and site administrators. With the assistance of an outside evaluator, Sinclair Research Group, evaluations from professional development meetings, a mid-year local survey of support providers and candidates, and the state survey are used as the basis for program modifications. A review of the Sinclair report, professional development evaluations and state survey results as well as interviews with the Steering Committee, Program Leadership, candidates and support providers confirmed the use of the data to make program modifications.

Documentation of Steering Committee agendas, minutes and interviews with the Steering Committee members as well as Advisory Council confirm that the Steering Committee, with input from the Advisory Council, collaborate with the Consortium Coordinator to allocate resources equitably in relation to the number of candidates per District and the costs of operating the program. An agreed upon amount of BTSA funding is retained by CUSD to offset administrative costs as per the MOU with each district. CUSD supports the program with a .5 support staff.

Interviews with the Steering Committee and the review of evaluation data provided consistent evidence that the Steering Committee collects stakeholder input on program quality from all data sources: the Accreditation Review, the state survey, Mid-Year Survey, Candidates/Support Provider meeting surveys, Support Provider Collaborative Logs, Support Provider Self-Assessments, candidates CSTP Continuum of Teaching Practice and Induction Inquiry Assessment rubrics. The information from these sources is reviewed during the Steering Committee meetings in order to identify strengths and weaknesses in the Program. Future planning is based on these results. The following modifications have been made since the last Program Assessment; implementation of an e-portfolio, a database tracking system and use of the Continuum of Teaching Practice criteria based on the new CSTP. Candidates and support providers confirmed that program changes are meeting their needs.

Review of e-portfolios and interviews confirm that the program provides the necessary opportunities for each candidate to complete all Clear Credential requirements through the FACT system. Induction professional development support for candidates and support providers is provided through regularly scheduled after-school meetings and a menu of professional development choices offered during the year. Professional development focuses on the FACT system elements and skill-building components designed to increase expertise in the mentoring skills of the support providers.

Course of Study (Coursework and Field Experience)

The FACT system is the basis for the professional growth of the candidates. FACT is a reflective assessment and support process designed to help the candidate develop as a competent educator. Through the FACT system, the candidate identifies areas of strength and areas of study or focus. The purpose is to improve teaching as measured by each standard of the CSTP and the Induction program standards in relation to the state adopted academic content standards and performance levels for students. FACT is designed to assist in meeting the learning needs of students in a job-embedded environment while growing as a professional and feeling greater confidence as a teacher.

A thorough review of candidate FACT documentation and e-portfolio submissions verified the process was fully implemented. The team substantiated individual candidates, collaborate with their Support Provider, self-assess and reflect on their teaching practice to then be able to identify their strengths and areas for growth. This analysis then becomes the basis for an individualized Inquiry each year. The Inquiry includes: a focus question, professional development to support the Inquiry, implementation of strategies and concepts learned from the professional development and application of learnings in the context of the candidate's classroom. This lesson design identifies focus students, analysis of student work, differentiation and assessment driven instruction. A trained Support Provider using the evidence from observations, student work, and self-assessment guides reflective conversations. At the end of each year, candidates complete the meta-cognitive Summary of Teaching and Learning component and present their documented evidence of growth during the End-of-Year Colloquium. Induction Program candidates and support providers attend monthly BTSA meetings, meet weekly as recorded on the collaborative log, and submit documents electronically as evidenced by sign-ins, interviews with candidates and support providers and steering committee. E-portfolio submission enables immediate feedback as to completion or need to revise and resubmit as evidenced by e-portfolio email dialogue. The e-portfolio and Program database maintains the evidence for this process.

Candidate Assessment

Effectiveness of candidate competence is illustrated through the use of multiple measures, inclusion of information from a variety of sources, administration of tools on an ongoing basis, timely interpretation of results, implementation of data-driven recommendations, and continuous review of the validity of the process and measures of evaluation.

Interviewed candidates and support providers and review of documents including the database system and e-portfolios validate the program thoroughly verifies Candidate competency and only recommends candidates who have met all program requirements including demonstration of Program Standards 5 and 6. Requirements are made clear at

orientation and reviewed monthly at meetings. Support Providers and the FACT Timelines are an integral part in keeping the candidates on track for completion. Progress is monitored through weekly candidate and Support Provider meetings, Support Provider collaborative logs, attendance and feedback at professional development meetings, professional development choice offerings and monthly e-portfolio reviews. Verification of demonstration of Candidate Competence is conducted through submission of all documents to e-portfolios and print portfolios. The Leadership Team evaluates the documents and immediate feedback is sent to candidates and their support providers noting successful completion or need to revise and resubmit. Candidate progress and feedback is tracked through the following elements: South Bay Consortium Participating Teacher Transcripts, Inquiry Self-Assessment Rubric, and End of Year Colloquium.

The process for Non-Completers was verified through review of the Handbook, interviews and documents. At orientation, candidates received the BTSA South Bay Consortium Handbook that outlines the procedure for candidates who do not complete induction within the two-year induction program. candidates may complete a Program Extension Request that includes the elements of the Induction Program that need to be completed, the plan for completion, and the reason for the request. The District or Consortium Coordinator approves and monitors the completion timeline. A candidate who does not complete the requirements within the two-year induction program timeline and who does not have an Extension Request on file receives a formal notification letter by mail with a copy submitted to the partner district Human Resource department by the District and/or Consortium Coordinator. All documentation of program completion records is kept in the candidate's electronic credential verification file that is maintained by the program.