Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Bellflower Unified School District
Professional Services Division
April 2016

Overview of This Report

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

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

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

Program Standards

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

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: **Bellflower Unified School District**

Dates of Visit: **March 14-16, 2016**

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

Program Standards– General Education (MS/SS) Induction
Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The team found that all six Program Standards were **Met**.

Overall Recommendation
The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers, administrators, and other stakeholders. 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 Subject/Single Subject) Clear

Staff recommends that:

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

Accreditation Team

Team Leader: **Melissa Meetze-Hall**
                                          The Center for Teacher Innovation (RCOE)/
                                          San Bernardino County Superintendent of Schools

Common Standards Cluster: **Carolyn Csongradi**
                                          Santa Clara University

Advanced/Services Programs Cluster: **Pat Pawlak**
                                          Pomona Unified School District

Staff to the Visit   **Gay Roby**
                                          Commission on Teacher Credentialing

Documents Reviewed

Advisement Documents	Biennial Report Feedback
Candidate completion documents	Candidate portfolios
Common Standards Report	Course Syllabi
Enrollment and advisement documents	Evidence of application
Faculty Vitae	Field Experience Notebooks
Fieldwork Handbooks	Follow-up Survey Results
Induction Director Roles & Responsibilities	Induction handbook
Induction newsletters	Induction training calendar
Leadership Team Agenda	Leadership Team Minutes and Attendance
Needs Analysis Results	NTC-FAS instruction Guidelines
NTC-FAS Tools	Online database of NTC-FAS tools
Orientation materials	Participants' roles and responsibilities
Participating teacher roster	Participating Teacher's Journey
Participating teacher/support provider match	Portfolios
Professional Development Offerings	Program Assessment Feedback
Program Completion Plan	Schedule of Classes

Staff Development Brochures

Support Provider Forum Agendas

Support Provider Tools

Survey Results

Support Provider Application

Support Provider Agendas/Training Content

Support Provider Training Agendas

Year End Survey Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	12
Completers	9
Site Administrators	6
Institutional Administration	3
Program Coordinators	1
Professional Development Providers	6
Support Providers	14
Leadership Team	8
Credentialing Personnel	3
Support Staff	1
Total Interviews	63

Background information

Bellflower is a city in Los Angeles County, California, and is a suburb of Los Angeles. It was incorporated on September 3, 1957. As of the 2010 census, the city had a total population of 76,616. F.E. Woodruff founded the city in 1906, and its name is derived from the *bellefleur* apple, which was grown in local orchards during the early 1900s.

Originally settled by small communities of dairy farmers of Dutch, Japanese, and Portuguese descent, Bellflower and neighboring Paramount served first as the apple and later the milk production centers for Southern California until soaring post-World War II property values and threatened annexations by Los Angeles led by real-estate syndicates forced most of the farmers to move several miles east. These farms were then divided up into large housing divisions for Los Angeles's growing, middle-class White American population which worked in the region's high-tech, skilled industrial, and service positions.

In 2010, the racial makeup of Bellflower was 42.2% White, 25.8% from other races, 14.0% African American, 11.6% Asian, 4.7% from two or more races, 1.0% Native American, and 0.8% Pacific Islander. Hispanic or Latino of any race was 52.3%. According to the 2010 United States

Census, Bellflower had a median household income of $49,637, with 17.1% of the population living below the federal poverty line.

Education Unit
Bellflower Unified School District serves the city of Bellflower as well as portions of Lakewood and Cerritos. The district includes ten elementary schools, two comprehensive middle/high schools (grades 7–12), one alternative high school, and one home education independent study academy. The district's current student enrollment is approximately 12,000 students including 22% English learners, 13% students with disabilities, 17% gifted and talented students, and 73% of students who are socioeconomically disadvantaged. The demographics for the diverse student population include 63% Hispanic or Latino, 14% African American, 12% Asian, and 11% Caucasian.

The district employs approximately 679 certificated staff. During the 2013-2014 school year, the General Education (MS/SS) Induction program served 34 new teachers. At the end of the school year in 2014, the district announced in the LCAP its plan to immediately implement class size reduction in grades kindergarten through third grade to 24:1. The district consequently hired 36 new elementary teachers, many of them with preliminary credentials. During the 2014-2015 school year, the Induction program numbers nearly doubled, increasing to 66 participants. This led to an influx of new support providers as well as bringing many support providers back to mentoring after a few years of inactivity.

The district sponsors a single credential program, General Education (MS/SS) Induction, housed in the instructional personnel division. Administrative oversight is provided by the Assistant Superintendent of Instructional Personnel while the day-to-day program implementation is provided by the program coordinator, who is a teacher on special assignment.

Table 1
Program Review Status

Program Name	Program Level	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education (MS/SS) Induction	Advanced	26	66

The Visit
The Bellflower Unified School District site visit was held on March 14-16, 2016 at the district office. The review team consisted of a team lead, a common standards reviewer, a program standards review team member, and a state consultant.

Common Standards

Standard 1: Educational Leadership   Met

> The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all the requirements.

Findings

Across its departments and programs, the Bellflower Unified School District employs a research-based vision of teacher education that is tied to *California's Standards for the Teaching Profession*. The superintendent articulated that the district's vision includes strong connections to research-based models such as direct interactive instruction (DII) and collaborative models, including professional learning communities. Education unit members expressed a depth of knowledge and understanding of the program goals while leadership team members articulated a clear understanding of their roles and responsibilities during group interviews conducted during the site visit.

The program then connects with the district vision, supporting both support providers and candidates. Interviews with stakeholder groups, including district and program leadership, leadership team members, and site administrators, confirmed that the program creates, articulates, and sustains the research-based induction program across all groups bringing integration and congruence to the program and district goals. This cohesive focus provides direction for Bellflower USD induction candidates, including a concentrated focus and connection with the state-adopted academic standards and curriculum frameworks.

The Bellflower USD Induction Program operates a research-based induction program utilizing the New Teacher Center-Formative Assessment System (NTC-FAS). On-site document reviews and interviews confirmed the implementation of NTC-FAS, its tools and processes, to support teacher growth. Candidate interviews confirmed NTC-FAS and the district program provided recurring opportunities to collaborate, providing a creative forum to learn with one another.

As referenced above, the district and program vision is driven by the philosophy that retention of successful teachers is the direct result of the support and training they receive as new teachers. Founded on this vision and its research-base, program goals and survey focus areas are designed and revised by district leadership in accordance with the Induction Program

Standards. The leadership team, comprised of teachers, administrators, support providers, candidates, and university partners are involved in both formal and informal program decisions, serving as an advisory team. A recent example of this collaborative decision-making is the expansion of a three-day English Learner institute. Based on training feedback, the training was provided to all new hires, not just program participants.

The program coordinator, assistant superintendent and superintendent confirmed that the program coordinator implements all components of the program, through formal and informal avenues. Support provider interviews and document reviews confirmed that the coordinator evaluates feedback from both support providers and training sessions to enhance their capacity to support candidate completion of NTC-FAS documents. The coordinator also conducts personal interviews to verify completion progress, reviews candidate portfolios, and monitors professional development participation for each candidate.

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

Bellflower USD is committed to an ongoing process of program improvement through the implementation of data collection and review that is aligned to program requirements and the district vision. Both candidate/completer data and unit operations are evaluated. The program actively invites feedback from all stakeholders throughout the year in the form of surveys, seminar feedback, self-assessments, and informal dialogue with site personnel. An external evaluator processes the raw data, compiles it, and prepares appropriate reports. The data and its analysis in the biennial reports are organized around program-chosen essential questions, compiling and examining key program components. The program coordinator and program director review the compiled data to evaluate program strengths, and identify areas of concerns. A summary of the data is then shared with the leadership team to obtain their insights and suggestions, before the director and coordinator determine any program changes. Interviews with stakeholders and review of documents confirmed the program's implementation of a recursive assessment system that results in annual program improvement. Site administrators shared the example of when data indicated that site administrators were unclear about new teacher development, the program coordinator then distributed professional articles to the site administrators on new teacher development cycles and growth. Analysis of survey data the following year revealed site administrators were more comfortable and aware in the area of new teacher development.

Throughout the components of the evaluation system, the program demonstrates a commitment to moving forward with continual refinement and growth. Program evidence highlighted the fact that data and analysis are clearly linked to program modifications. As noted in the 2015 Biennial report, data revealed that many support providers were unaware of modifications made to the program as a result of data evaluation. Until that time, data results and program modifications were reported in a limited number of formats. As part of their action plan, the district identified additional ways to share data-driven program changes specifically with support providers.

A review of the biennial reports shows an important area of data analysis is found in the annual candidate survey related to support provider effectiveness. As a result of assessing support provider effectiveness, the program is able to provide more focused professional development for these key personnel. Also, support providers are given feedback regarding their practice and plan for their own improvement as part of their annual evaluation.

The program coordinator, support providers, and professional development providers reported that previous required professional development that addressed program components was layered on top of "district initiatives" (required professional development for all Bellflower USD teachers). When survey data revealed that candidates and support providers alike felt overwhelmed by these requirements, the program responded by customizing the offerings, embedding program-required professional development into the district-wide professional development, thereby lessening the load.

Standard 3: Resources	Met
The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resources needs.	

Findings
Bellflower Unified School District provides the necessary budget, personnel, facilities, and other resources to effectively prepare candidates to meet state-adopted academic standards for educator preparation. The Bellflower USD Induction program is fiscally sound and utilizes its resources in an appropriate and cost-effective manner. Monies are designated for coordination, admission, advisement, curriculum, professional development, instruction, field-based supervision, and assessment management. Other expenditures include contract services for program evaluation and data analysis. BUSD has assigned an experienced and qualified

coordinator to collaboratively lead and coordinate its induction program. The program is staffed with a program coordinator, reporting to an assistant superintendent who also serves as the program director, and a program secretary who is responsible for travel plans, purchase orders, emails, room requests and other behind-the-scenes operations. According to the Chief Business Officer (CBO), budget development is based on allocation of program components coupled with budget assumptions provided by his office.

The program director and assistant superintendent of instructional personnel review the budget guidelines. Interviews with the leadership team and review of program documents during the site visit confirmed that resources were allocated for the effective operation of the program. An examination of the budget shows that distribution of resources is allocated to support all program elements. Interviews with the CBO's office validate program budget documents and decisions.

Distribution of resources includes, but is not limited to, materials, support provider stipends, training release days, and substitute expenses for observation release days along with other professional development. All new teachers received instructional technology for classroom use and Mimeo training. Interviews and budget documents confirm that support providers receive a stipend.

In the Bellflower USD Induction Program, the support provider roles and responsibilities are clearly defined in the support provider nomination forms, application packet, and support provider memorandum of understanding. Program handbooks are provided to each candidate and support provider. Additional resources also include facilities for support provider staff, meetings, training, professional development, and technology. The annual budget provides for personnel, support providers, professional development, assessment of candidate progress, advice and assistance, supplies, formative assessment materials, and professional development books and materials.

Standard 4: Faculty and Instructional Personnel **Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Document review and interviews with site administrators confirmed qualified personnel are hired and assigned to supervise and support the Bellflower USD candidates. The support providers are consultant teachers who guide and assist candidates one-on-one through the formative assessment activities and the induction process, providing both professional development and mentor support.

A review of documents shows prospective support providers are required to complete an application that reveals credential verification, teaching experiences, professional growth, and provides professional references. Following a paper screening of applicants and follow-up conversations with references, the program coordinator contacts the site administrator and seeks a match between a support provider and candidate after securing the recommendation of the site administrator. The selection is based upon clearly defined criteria for the support provider and candidate roles and responsibilities presented in the induction handbook, which is distributed during mandatory orientation meetings. Whenever possible, the support provider and candidate are located at the same school and share credential areas.

As part of what the superintendent terms his "district initiatives," all Bellflower USD teachers participate in common professional development that increases their knowledge of the content they teach and equips them to model best professional practices. An interview with the program coordinator confirmed that a thoughtful alignment of professional development choices for induction and district needs increased the opportunities for candidates and support providers to attend training sessions together throughout the school year, increasing professional growth. Site administrators reported, and support provider self-assessment surveys confirmed that veteran teachers have said they became better classroom instructors as a result of serving as support providers. A review of documents demonstrates the program's support provider selection process, professional development opportunities such as Backward

Planning, and portfolio assessments show a direct link between academic standards, frameworks, and systems that drive the curriculum in public schools.

The program leaders collect regular feedback about the program quality and support provider effectiveness from all participants, including the leadership team, site administrators, support providers, and candidates. After sharing the data with pertinent stakeholder groups, the program director and coordinator determine the retention or release of each support provider. If professional development providers and support providers are successful according to their assigned roles, they continue to provide support through the program. If it is determined that a professional development provider or support provider is not effective, they are not assigned again.

Interviews with the assistant superintendent of instructional personnel revealed a recruiting process that focused on hiring those best fit for the job. Bellflower USD seeks a diverse pool of new hires through job fairs, postings on Ed-Join, paper applications and interviews. The data outcomes show an increasing number of African American and Hispanic certificated staff in alignment with current student demographics. Additionally, with experience, new teachers recruited into the district ultimately serve as a primary source for the Bellflower USD support providers.

Interviews with the program coordinator confirmed that support providers have had multiple opportunities to collaborate with each other via seminars, threaded discussions, workshops in cognitive coaching, and NTC-FAS mentor/coach forums. Additionally, selected online webinars are used to connect support providers to higher education faculty and personnel.

Standard 5: Admission **Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings
Bellflower USD is an equal opportunity and affirmative action employer, recruiting for new teachers by advertising in Ed-Join, participating in job fairs and soliciting paper applications and interviews to secure a broad base of potential employees. The district follows all state and federal guidelines for non-discriminatory hiring practices. The leadership of Bellflower USD collaborates in the recruitment and hiring process to encourage and support applicants from diverse populations.

Newly hired potential program candidates are contacted by the district's personnel technician. The personnel technician reviews the new hire's completed paperwork and fills out an intake form. After the credentialing team of program director, coordinator and personnel technician review all credentials to make sure they are suitable for California; candidates receive an invitation to an orientation session. Interviews with candidates confirmed that they received a prompt communication from the program coordinator identifying their support provider and inviting them to the BTSA program orientation. If a new hire arrives later in the year, the process is the same, although the program coordinator confirmed in an interview that new late hires would have to wait a year to join the induction program if they were hired after October.

A review of the Biennial Report shows that all eligible candidates employed within BUSD are identified, admitted, and served in the induction program.

Standard 6: Advice and Assistance	Met
Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.	

Findings

Interviews with the Induction coordinator and other stakeholders and a review of documents confirm the program coordinator and support providers advise candidates of the credential completion and induction requirements for a clear credential. Candidates sign a Notification of Eligibility and Responsibility that described general induction program requirements. The program director and program coordinator review and confirm eligibility and assign a support provider to each candidate. Documents reveal that program staff and support providers follow up on the initial informational documents during orientation, informal gatherings and at individual meetings between the support providers and candidates. Interviews with candidates indicated that the Early Completion Option was offered to experienced new teachers who met the eligibility criteria as outlined in the program documentation.

At mandatory orientations, candidates are also given an Induction Handbook. A review of the handbook showed that it is an important source of forms and information about stakeholder roles and responsibilities. A sample of orientation agenda topics confirms the use of the NTC-FAS Learning Zone and Online Tools, the Professional Development Calendar, and if it is needed, the Support Provider Reassignment Policy.

Opportunities to extend induction beyond the two-year period are provided on a case-by-case basis. Conditions for extensions are limited to extenuating circumstances only. These extensions are offered according to stated program criteria and at the candidate's request. Candidates are informed of the opportunity to extend during the Induction Orientation and in writing in the Induction Handbook.

A review of the Portfolio Road Map shows that candidates and support providers work together to meet agreed upon standards of completion. Interviews with candidates substantiate that during their weekly meetings, support providers and candidates have learning focused conversations about teaching content and current instructional strengths and challenges. Support providers give ongoing advice and assistance to candidates at monthly seminars and weekly one-on-one meetings.

Interviews with candidates confirm that program staff advise and assist candidates regarding program completion. Along with required assessments submitted to the program coordinator as noted in the Induction Handbook, tracking documents show that portfolios were reviewed online to monitor and ensure progress toward the clear credential. When the candidate has a review with the program coordinator, the Portfolio Completion Tracking Sheet assists support providers and candidates in identifying areas where the portfolio requires additional work and where it is complete.

Standard 7: Field Experience and Clinical Practice	Met
The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.	

Findings
The Induction program uses The New Teacher Center Formative Assessment System (NTC-FAS), which provides multiple opportunities for candidates to demonstrate the application of both knowledge and skills they have acquired to educate and support all students effectively. As part of the induction experience, candidates gather and display application of their knowledge into a portfolio display that is discussed during exit/completion interviews. Reviews of candidate portfolios and other documents reveal a planned sequence of outcomes designed around the CSTP and state-adopted content standards. A review of professional development opportunities provided by the district and the program showed that topics were aligned to

academic content standards and many of the NTC-FAS tools required candidates to assess their practices and student learning in light of these state standards.

Eligible candidates are hired by district and site administrators; it is the program's responsibility to enroll them expediently. Candidates and completers both confirmed that support providers were assigned to them at the beginning of the school year, helping them with initial teaching duties.

A review of documents and interviews with Induction program staff showed communication within their cluster and across academic boundaries to develop an effective, efficient program for candidates. The unit communicates regularly with other induction programs in Cluster 4 and local university credentialing programs such as Cal State Fullerton and Brandman universities, where candidates have opportunities for academic credit for their work in the induction program. The program coordinator confirmed that participation at these types of events provides professional development for her and her support providers.

NTC-FAS activities provide candidates with opportunities to understand and address issues of diversity and to help students develop research-based strategies for improving student learning. Examination of portfolios demonstrates that candidates engage in case studies of students with diverse learning needs. A review of induction program professional development options confirms that the leadership has thoughtfully aligned choices for candidates (Thinking Maps: Working with English Language Learners, Backward Planning, Culture of Poverty) that support candidate case study development, utilizing formative assessments to design learning experiences for diverse students. A review of Biennial Reports data affirmed that candidates also felt prepared to differentiate instruction to meet the needs of diverse learners as a result of their induction experiences.

Standard 8: District-Employed Supervisors   **Not Applicable**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence   **Met**

> Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Program leadership has a clearly defined process for examining and monitoring the participating teacher's application of the *California Standards for the Teaching Profession* (CSTP) and documentation of the knowledge, skills, and abilities required to earn a clear credential. An examination of fieldwork binders and completed NTC-FAS documents from candidates and completers in the Bellflower USD Induction Program showed that candidates acquire the knowledge and skills to support all students in the academic content standards before being recommended for the clear credential. Candidate interviews revealed that teachers find that the inquiry-based learning and self-selected professional development prepare and provide them with strategies they then use in their classrooms to meet the needs of their students, implementing new strategies with their support provider's assistance.

The NTC-FAS formative assessment system features the development and completion of Individual Learning Plans and engagement in student-focused case studies. Individual Learning Plans include pertinent elements of the Continuum of Teaching Practice for each of the six CSTP focus elements for the year. Candidates self-assess and identify their level of practice on all six elements at the beginning and end of the year. The review of candidate portfolios provided evidence that candidates demonstrate growth in their professional knowledge and skills.

Candidates attend a program orientation meeting during which they are presented with the requirements to earn their Clear credential. Review of program documents and interviews with various stakeholder groups confirmed a solid understanding of program and completion requirements, including the compilation of a portfolio showing their professional growth. Requirements include participation in support provider collaboration, professional development offerings related to the Individual Learning Plan, and documentation of successful implementation of new learnings using NTC-FAS processes and documents.

Candidate evidence is reviewed formally by support providers and program leadership on an ongoing basis, in the context of NTC-FAS online. To ensure progress toward successful program completion, the Bellflower USD Induction Program maintains an electronic database of program requirements related to the induction program standards. The program director recommends all candidates who successfully complete program requirements for the clear credential. The Induction program coordinator reported that she submits online recommendations for clear credentials to the Commission on Teacher Credentialing.

Exit interviews with candidates provide evidence regarding their growth in pedagogical skills and ability to provide equal access to the core curriculum. An analysis of exit interview rubrics

corroborate that these exit interviews assist in demonstrating competence with planning and presenting around state-adopted academic standards with an emphasis on designing learning experiences for a diverse student population. Interviews with candidates and support providers and an analysis of portfolio binders show that candidates are informed whether their work is complete or incomplete.

General Education (Multiple Subject/Single Subject) Induction Credential

Program Design
The Bellflower Unified School District induction program is a single district, two-year program aimed at providing support and assistance to teachers entering the teaching profession. Teachers participating in the program experience an individualized program of professional development that has been designed to expressly meet their needs while completing clear credential requirements. Interviews and portfolio reviews demonstrate that the program also collaborates to support teachers from private and charter schools within the area.

The induction program director and the induction coordinator are responsible for the implementation of the program. The assistant superintendent of instructional personnel serves as the induction director, and provides direction, leadership, and guidance to the coordinator regarding the integration of the induction program with district curriculum and instructional priorities. The induction coordinator oversees the day-to-day operations of the Induction Program, including overseeing the collection and maintenance of participant data and records, providing feedback to candidates regarding their online portfolio entries, and serving as a resource for support providers and candidates who need additional assistance. In interviews, candidates, completers, and support providers, all commented how supportive the induction coordinator was, stating they didn't feel alone in their struggles, noting that she would meet one-on-one with anyone who asked and she is an open door for assistance. The leadership team commented that she's always receptive to feedback, very reflective, is always wondering how things could be better, and listens to others' ideas.

The induction program leadership team meets four times a year and consists of the induction director and coordinator, elementary and secondary school administrators, support providers, candidates in both years of the program, a union representative, and university representatives. Interviews with leadership team members confirmed that the meetings are very well planned and include sharing of program assessment data and requests for their reactions and feedback, noting they appreciated the opportunity to hear about the induction program from a variety of perspectives. They confirmed that their feedback was heard, and offered an example of a program change made from their recommendations -- the suggestion for more technology-based portfolios.

Program admission and advisement begins in the instructional personnel department upon new hire processing. The interview with the credentialing team (program director, coordinator, and credential technician) confirmed that at the point of hire, eligible participants are informed of their obligation to participate in an induction program, and that the induction director re-checks credential status and then sends a list of new hires eligible for induction to the induction coordinator. The coordinator then invites them to new teacher orientation and to induction orientation, where they receive more information on the induction program. In interviews with candidates, they identified new teacher orientation and induction orientation as the beginning of their induction program experience.

The program coordinator explained how she matches classroom-based support providers with candidates, taking into consideration credentials held, relevant experience, current assignments, and geographic proximity. Candidates confirmed that these matches were made around, if not prior to, the first day of school; one described how her support provider even helped her set up her classroom. Together, the mentor and candidate enter into a process of inquiry into best teaching practices for the full range of learners, using tools from New Teacher's Center Formative Assessment System (NTC-FAS) to guide their work and to provide evidence of program completion for credentialing purposes.

Support providers receive two years of intensive training through the NTC Mentor Academy Series to guide their work with their candidates. They learn about the program itself, and then go on to in-depth training in conducting observations, conferencing with candidates, helping candidates effectively analyze student work, and use the analysis to guide instruction. Support providers described three full days of training done right away and having received materials which they use all the time. The support providers also engage in ongoing training at monthly forums, which they described as the time when they review forms and discuss upcoming NTC-FAS activities.

When asked what kind of feedback they had received on their services, support providers agreed that when the program coordinator reads and makes comments on their candidates' online portfolios, those comments also serve as feedback to them -- they see their own strengths and areas for growth in their support provider role. Survey data from the candidates regarding the support they received is shared with the support providers, and one commented that having the opportunity to see last year's data really helped her better understand her new role as a support provider.

Interviews and documentation confirmed partnerships with universities. Representatives from California State University, Fullerton and Whittier College serve on the induction program leadership team, and the induction program coordinator serves on the IHE advisory panels of both of these, plus that of California State University, Long Beach. Bellflower USD also participates in Institute of Higher Education Southern California collaborative meetings, which strengthens the induction program as IHE share candidates' experiences in their preliminary

credential programs. In return, Bellflower USD articulates Induction expectations for incoming candidates. The University of San Diego, Brandman University, and Dominican University of California offer extension units for program participants. University representatives on the leadership team confirmed that the program coordinator informs them of openings in the district and invites IHE representatives to the end-of-year colloquium, and that they have provided professional development assistance to the program.

Course of Study
The New Teacher's Center Formative Assessment System (NTC-FAS) is comprised of tools and processes that help candidates and support providers identify accomplishments and challenges in their classroom practice while connecting their work to professional areas for growth. Together, the support provider and candidate enter into a process of inquiry focused on the California Standards for the Teaching profession. One candidate commented on how the NTC-FAS tools helped her focus on CSTP elements and short-term goals.

During each year of the two-year program, candidates focus on six elements of the *California Standards for the Teaching Profession*. For each element, they identify a professional growth goal and create an Individual Learning Plan (ILP) for the year, which includes a self-assessment and evidence of their current practice related to each element, a summary of their strengths and areas for growth, and next steps and support desired in achieving the goal. Each induction candidate is required to complete two activities/experiences of professional development per CSTP element, for a total of 12 each year. Portfolio reviews confirmed candidate creation of the ILP. During candidate interviews a year-two participant favorably commented on how her induction work was so connected to her day-to-day teaching, given the wide-range of students in her class.

Each fall, candidates conduct a case study for an English learner in year one, and for a student with special needs in year two. Case studies include examination of class profiles and relevant test scores, assessment of student work, creation of lesson plans showing modifications for the study student, and a formal lesson observation and feedback from the support provider. Program completers lauded the case studies as having made one of the greatest contributions to their practice -- they are now more cognizant of the diverse populations in their classes and are careful to make use of leveled questions in order to meet all of their students' needs.

During the second semester of each year, candidates design an Inquiry Action Plan related to using assessment data to establish learning goals and to plan, differentiate and modify instruction. To document evidence of growth in their practice within the inquiry cycle, candidates use formative assessment tools such as lesson plans, classroom observation data, and collaborative assessment logs. Program completers identified the Inquiry Action Plan as one of the activities in NTC-FAS they feel contributed most to their ability to educate and support all students effectively. Completers reported their appreciation of the fact that the

NTC-FAS work with their support providers provided for ongoing conversation rather than homework that they completed alone and the support providers reviewed later.

Candidate Competence
During the orientation to the Induction program, candidates are advised of the requirements for program completion, and they receive a copy of the transportability document, which lists the requirements for each year of participation in the Induction Program Handbook. Dated entries on the Individual Learning Plan for each element demonstrate that candidates and support providers assess the candidate's practice on six CSTP elements, using the five levels described on the Continuum of Teacher Practice, at the beginning and end of each year.

During their first year in the program, candidates focus on pedagogy and during the second year, universal access. Portfolio evidence confirms that candidates engage in activities and experiences in the areas of pedagogy and universal access, including case studies on an English language learner and on a student with special needs, to support their growth in the six CSTP elements each year.

Candidate progress is monitored throughout their program participation by support providers and the program coordinator – through personal contact and collaborative work on formative assessment activities, and through online entries and feedback on portfolio documents. All three have access to the candidate's online portfolio, and, in interviews, confirmed that both the support providers and program coordinator give them feedback on each document.

At individual candidate exit interviews, the program coordinator and candidate discuss the evidence of program completion, using the transportability document to insure that each requirement has been met. The program coordinator explained that she gives candidates the option to lead the discussion, or simply follow her lead. Once the program coordinator has confirmed that the candidate has fulfilled all induction requirements, she recommends the candidate for the clear credential on the Commission on Teacher Credentialing website.

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the General Education (MS/SS) Induction program.