

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

April 2014

Overview of this Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
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 Report

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

Institution: Selma Unified School District

Dates of Visit: March 11-13, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with 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 Common Standards and determined whether the standard were met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the induction program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC accreditation team found that all program standards are **Met**.

The program was approved for an Education Specialist Clear Induction Program in June 2013, and began the program in September 2013, with 4 participants. All Program Standards were Preliminarily Aligned, and no interviews took place for the program.

Overall Recommendation

The team completed a thorough review of program documents, program data, FACT portfolios, interviews with program leadership, district administrators, school site administrators, support providers, participating teachers, completers, and Leadership Team members. Due to the finding that all Common Standards are **Met**, and all program standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Induction
Education Specialist Clear Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Selma Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Selma 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 Riverside County Office of Education
Common Standards Cluster:	Marcia Hamilton Ventura County Office of Education
Induction Program Cluster:	Sandy Beller Foothill BTSA Induction
Staff to the Visit	Bob Loux California Commission on Teacher Credentialing

Documents Reviewed

Program Assessment Feedback	PT Mid-Year/Year-End Survey Results
Biennial Report and Feedback	SP/PT Contact Log
BTSA Coordinator Job Description	Conference Attendance Request
Organizational Chart	PD Evaluations
SP Application Part I & II	New Teacher Letter
SP MOU	BTSA Induction Orientation Agenda
Professional Development Application	New Teacher Handbook
PD Applications and Resumes	Program Completion Checklist
FACT/Skill Building Training Agendas	Database Transcripts
SP Meeting Agendas	SP Matching Letter
New Support Providers	Professional Development Log
FACT Guidebook	BTSA Calendar of Events
State Survey Results	Verification of Completion of BTSA Program
Local Survey Results	Form
IIP	Program Extension Request/Program Completion
BAC Agendas (Advisory Committee)	Plan
FACT context for teaching and learning	Selma Workshop/Meeting Feedback Form
Edmodo- completed FACT documents	PD Reflection Record
Video Tutorial in Edmodo regarding	Observation Reflection Record
Competency Expectations	Expectations for Documentation
Program Summary and Feedback	Completer Survey
Program Budget	Inquiry Documents
Conversation Guide	Analysis of Student Work
Job Descriptions	Training Feedback
Training Calendar	Training Materials
Portfolio Expectations	SP Criteria Ranking Sheet
PD Needs Assessment Form	Equity Conversation Guide
SP/PT Match	District MOUs

Interviews Conducted

	Common Standards Cluster	Induction Sampling Cluster	TOTAL
Candidates	24	26	50
Completers	0	9	9
Employers	14	4	18
Institutional Administration	2	0	2
Program Coordinators	2	1	3
District SP	26	17	43
Credential Analysts and Staff	1	0	1
Advisory Board Members	18	0	18
PD Supervisors	7	7	14
PD	0	5	5
Totals	94	69	163

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

Selma Unified School District is located in the Central Valley of California, midway between Sacramento and Los Angeles, in the heart of California's farmland. With 11 school sites supporting nearly 6,000 students, from Pre-school to Adult School. Selma USD student population is 42% English Language Learners, and 4% of the population is migrant students.

Selma USD is also supporting induction for the neighboring districts of Riverdale Unified School District, (Riverdale), Clay Joint Elementary School District, (Kingsburg), Kerman Unified School District, (Kerman), and Kingsburg Elementary Charter School District, (Kingsburg).

Education Unit

Selma Unified School District operates a General Education Induction Program for Multiple Subject and Single Subject Credential holders. In June of 2013 they were approved for Education Specialist Induction and began with the first group in the Fall of 2013.

Table 1
Program Review Status

Program Name	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (12-13)	Agency Reviewing Programs
General Education Induction	30	65	CTC

Clear Education Specialist Induction	N/A	4	CTC
--------------------------------------	-----	---	-----

The Visit

The visit began at 8:00 AM on Tuesday, March 11, 2014. The team members convened at the Selma Unified School District Induction Office Tuesday morning for a program orientation and had full access to program documents not already accessed online in the virtual evidence room. The team then met in their workroom and reviewed the accreditation process, roles and responsibilities of team members, and drafting of interview questions. The team spent the rest of the morning and afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summary and identified additional information needed to confirm that the program was meeting standards. Interviews of stakeholder groups continued on Wednesday and concluded late in the afternoon. Final consensus was reached on all standards on Wednesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held the morning of Thursday, March 13, 2014.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Standard 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.

Interviews with the program director, participating teachers and support providers indicate that the Selma Unified Induction Program Consortium operates a research-based Induction Program utilizing the state developed Formative Assessment for California Teachers (FACT) system. FACT was formulated from current research and practice as it relates to new teacher development and formative assessment. On-site document reviews confirm the implementation of FACT to support teacher growth.

Stakeholders and program documents provided a clear picture of the collaboration among the Induction Program, Instructional Services and Fiscal Services. Interviews with a variety of stakeholder groups indicate an ownership of the programs—the work of the unit belongs to everyone in the consortium. The shared vision and strong consortium-wide support for professional development guides the districts in retaining new teachers who are competent in the skills articulated in the vision and in the professional development offerings to all teachers based on the same goals prescribed for the Induction participating teachers, resulting in continuous district improvement.

As referenced above, the 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 research, program goals are designed by the Advisory Team and are revised as needed in accordance with the Induction Program Standards during Advisory Meetings. Further supporting evidence of this vision was articulated in interviews with a variety of stakeholder groups. Stakeholders, including site administrators, professional development trainers, support providers (SPs), advisory council members and participating teachers (PTs), articulate that the Selma Induction Program is designed to assist teachers in meeting the learning needs of students while helping them grow professionally.

The advisory board meetings are consistently attended by representatives from local IHEs and participating districts. Sign-in sheets and meeting agendas indicate that stakeholders not only consistently attend but are actively involved in data analysis. Advisory interviews conducted during the visit affirm a strong collaborative stance across agencies. This data analysis includes: feedback, and surveys, and SP logs, and is used to guide program specifications. This consistent and active involvement in the program supports and promotes the development of a clear vision, allowing for full participation and integration.

Interviews with the program director and the superintendent confirm that the program director implements all components of the program. It is apparent to the team that many leadership and administrative functions are performed via formal and informal means. These multiple avenues of communication are appreciated across all role types. SP interviews and document reviews across all districts confirmed that the director evaluates SP and training feedback to enhance their support of their PT's completion of FACT documents.

Stakeholders report a credential recommendation process that assures candidates have met all requirements. The coordinator and leadership personnel conduct personal interviews, review candidate portfolios, and monitor professional development participation for each program participant.

Standard 2: Unit and Program Assessment and Evaluation

Standard 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.

Document review and multiple group interviews with staff and stakeholders indicate the Selma Unified Induction Program Consortium has a process for collecting data on program and unit evaluation and improvement.

Feedback from the Mid-Year and State Survey is currently utilized for program improvement. The program director reports that program improvement is based on both formal and informal feedback data from candidates and coaches. In response to these preliminary findings, the program director implemented a process to inform all stakeholders by documenting evaluative findings and programmatic responses. These findings are also a valuable part of the site administrator information provided with Selma Unified. Monthly Communication Logs are completed by each Support Provider and submitted via Edmodo. Review of these online logs provides evidence to document the intended learning-centered nature of the support.

Within the broad data sets, information on candidate and program completers and Support providers are collected and analyzed. These data include the State Survey of Program Effectiveness, professional development feedback surveys, and PT Assessment of Support Providers. The Sinclair Group has been contracted to assist the Program Director in collecting and analyzing program and candidate data. In addition, the Program Director conducts individual on-going analysis of PT submissions via Edmodo. Specifics of these program effectiveness data and processes are captured in professional development evaluations and the State Survey of Program Effectiveness.

Standard 3: Resources**Standard 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.

The district leadership expresses a strong commitment to educator preparation as documented by providing the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. This unified support was confirmed through evidence of funding allocated to support this process supports, PTs in becoming effective and productive members of the teaching profession as measured by the California Standards for the Teaching Profession and Induction Program Standards. Funding is allocated to support the technical delivery of all programs and districts support the program with professional development seminars and teacher release days.

Through a review of documentation and interviews with program leadership it is evident the scope of work for the Induction Coordinator includes oversight for the program design, implementation, budget, staffing, and allocation of resources for support of the participating teachers in the program. Evaluating the program, relaying induction information to the Induction advisory council, other district departments, and communicating with stakeholders are all part of the process used to determine and allocate resources needed.

All financial resources are consistently allocated for effective operation of each credential program. The monies are designated for coordination, admission, advisement, curriculum, professional development, instruction, field-based supervision, and assessment management. A portion of the funds for the program are provided to districts as partial reimbursement for expenses for Support Provider stipends, substitute pay and other related expenses that serve and support Participating Teachers enrolled in the induction program.

Standard 4: Faculty and Instructional Personnel**Standard 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.

A review of documents reveals that Selma Unified Induction Program Consortium has written, well-defined criteria for the Support Provider (SP) positions. The selection criteria includes appropriate credential, permanent status, at least three full years of exemplary teaching experience, ability to work cooperatively and effectively with other teachers and administrators, effective leadership and communication skills, knowledge of the developmental needs of participating teachers, working knowledge of state-adopted academic content standards and frameworks, specific needs of the student population of the district, and commitment to their personal professional growth and learning. During the application process information is collected regarding the prospective SPs and is used in selection process. In addition, prospective SP's must provide two letters of recommendation. Interviews confirm districts select SPs based on this set criteria: within the context of their district. Attempts are made to select SPs on the same site and/or PT teaching assignment. Program Coordinator has worked with union groups within the consortium to shift the historical selection from longevity to a criterion based selection process.

Potential Professional Development Providers complete and submit an application and resume to the coordinator. The application process includes a ranking from beginning to experienced, of the potential Professional Development Provider's knowledge of state-adopted content standards; CSTP; knowledge of teacher development and the research base that informs induction content and practices; understanding of adult learning theory; knowledge of group process and high quality PD elements; understanding of cultural, ethnic, language/linguistic, cognitive, and gender diversity; willingness to work with others; possession of effective interpersonal communication skills; and demonstration of a commitment to personal growth and learning. Interviews with Professional Development Providers (PDP) reveal that highly qualified individuals are sought out and invited to present by the Program Coordinator

As verified by resume and application review Selma Induction employs highly qualified SPs and PDPs. Review of records reveals employees hold appropriate credentials, have years of experience in areas assigned, and have attended and/or produced professional development in assigned areas.

SP MOU agreement that indicates attendance at an additional SP refresher Training and/or Special Assistance Sessions is determined by the BTSA Coordinator. As outlined in the SP MOU the sponsoring agency agrees to provide FACT training and professional development opportunities for SPs. Interviews with Advisory Board and SPs confirms there is ongoing training including new information on Common Core, ELD standards, updates to the FACT system, and specialized training determined by program needs. Based on statewide survey results, Program Coordinator provides training in cognitive coaching for the SPs, PDPs and Site administrators.

Record review indicates multiple days of specified training are conducted for PDPs including trainings on adult learning theory, FACT, Formative vs. Summative, Generational Differences, Understanding new Teacher Needs and Development, Context for Teaching, and Assessment of Teaching and Learning. The Induction program also offers library of professional resources, financial support for additional training, and opportunities for monthly district network meetings for PDPs to review and evaluate upcoming trainings for Participating Teachers. Interviews with PDPs confirm these individuals have appropriate resources to complete their responsibilities and

opportunities to attend trainings as determined by providers and program coordinator. In addition, PDPs attend trainings selected by the program coordinator including Mentoring Matters, Hard Conversations, Cognitive Coaching, and the New Teacher Center Symposium on Teacher Induction.

Interviews indicate that both instructional personnel and SPs have an opportunity to regularly and systematically collaborate with colleagues in P-12 and college/university settings during quarterly Advisory Board meetings and portfolio panel review meetings. During the Advising meetings mid-year and end-year survey results are shared with the group. Discussion groups are formed to review the results, and board members provide input into needed changes regarding communication, support, professional development, and/or transition planning from teacher preparation to induction. During the portfolio panel-reviews, the program coordinator guides a calibration process using the Expectations for Documentation form. Participants including the SPs and PDPs, discuss results and determine program needs based on results. For example, a tutorial of portfolio expectations was developed as a result of identified responses on candidate documentation. This video tutorial is accessible via Edmodo for participants. Furthermore, SPs report opportunities to collaborate directly with site administrators in the annual triad meeting as well as informally throughout the school year. This was validated in interviews with site administrators, SPs, and participating teachers. In addition, the Advisory Board provides opportunities for SPs and PDPs to collaborate with local IHEs (CSU-Fresno and Fresno Pacific) on integration new initiatives including CCSS and revised ELD standards.

As confirmed by documentation and interviews, participating teachers complete a mid-year and end-year survey in which they are asked various questions regarding SPs skills, knowledge, and support. Multiple sources are used to evaluate SPs including surveys, SP logs, attendance at trainings, and FACT modules completed. The Program Coordinator works closely with district administration to ensure high quality SPs are retained. Interviews with SPs and Site Administration confirmed that ineffective SPs have been released and replaced.

Participating teachers complete written evaluations after each professional development. These evaluations are used to determine effectiveness of professional development and to plan for the following year. PDPs meet with Program Coordinator to review previous year's professional development, evaluations, and determine needs for the following year.

Standard 5: Admission

Standard Met

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

The Selma Unified Induction Consortium Induction Handbook 2013-2014 clearly defines the admission process and the eligibility/credential requirement guidelines. Selma Unified Induction Consortium admits into the Induction programs only those individuals who hold a Preliminary General Education (MS/SS) or Education Specialist Preliminary or Level I credential, and who

are assigned to teach in a setting that allows them to demonstrate the knowledge and skills required by the induction program standards. Review of documents and interviews with participating teachers confirm that participating teachers are advised and notified of their eligibility status upon hiring. The Human Resources Analyst from each participating district and the Program Coordinator verify all participating teachers holding a preliminary credential, and are qualified to participate in the Induction Program, are admitted into the appropriate induction program.

The issuance of the Preliminary teaching credential coupled with the district interview processes ensure that participating teachers have appropriate pre-professional experiences and personal characteristics including sensitivity of California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Standard 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.

Program leadership, Support Providers (SP), and district human resource analyst provide advice and assistance to participating teachers about their academic, professional and personal development during their two-year induction program. Interviews with site administrators and Program Coordinator verify participating teachers are informed about the Induction program and participation prior to employment.

Once employed by a Consortium district, a Welcome Letter of Eligibility explains the program overview and requests the PT contact the Coordinator to design a program to meet their individual credential needs. The Induction Program Coordinator (and personnel/credential staff, as necessary) meets individually with participating teachers in order to clarify program goals and requirements. When necessary, an individualized plan for completion of the missing components will be submitted by the Participating Teacher to the Program Coordinator within two weeks.

Further advisement is provided throughout the two-year induction process, at professional development sessions, Field Work Evidence Reviews, Bulletins, SP/PT ARC collaboration meetings, and phone and email communications with the Program Coordinator.

Information is available and accessible in a variety of formats to guide participating teachers in their program requirements. Support Provider logs list weekly contact requirements and FACT requirements for Year 1 and Year 2. The Selma Unified Induction Handbook also describes the program goals, outlines the Eligibility Map, and defines the program requirements. Moreover, PTs receive a Program Completion Checklist. At the end of each year PTs receive a personal-transcript indicating progress within the program.

Program Coordinator maintains a database housing the PTs' status towards completion. The completion checklist and portfolios are reviewed bi-annually by the Program Coordinator and staff. The FACT documentation is submitted to the Program Coordinator at the end of the two-year Induction Program and used in the program's consideration of the professional credential recommendation for the Participating Teacher.

PTs are informed of their progress twice a year when their portfolios are collected to determine individual progress and performance. Program Coordinator provides PTs with Portfolio Review forms documenting competency of standards that also provides specific feedback. The feedback clearly informs the candidate of progress made and any necessary next steps. Program Coordinator offers special assistance meetings to advise PTs on progress, explain program expectations, and/or offer assistance in making portfolio changes.

Standard 7: Field Experience and Clinical Practice

Standard 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.

Evidence obtained through interviews with Participating Teachers (PT), Program Coordinator, district and school administrators, and Advisory Board members, as well as a comprehensive review of program documentation, indicates that 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 to meet state-adopted academic standards.

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

The FACT system provides opportunities for new teachers to engage in a planned sequence of field-based work and experiences that are infused in the PTs' classroom assignment. As PTs move through the FACT system, they work with their support provider to develop, teach, and discuss lesson plans. They also explore best-practice strategies for equity, English Language Learners, and special population students. The PT must demonstrate proficiency in technology and classroom management. Through the use of observation, inquiry, reflection and the writing and practice of an Individual Induction Plan, the PT shows application in the classroom beyond the learning that took place in their preparation program. As reported by a site principal, our induction program is "not just a hoop to jump through. This is real-life, this is real-teaching".

Interviews verified the use of FACT documentation instills reflective thinking and thoughtfulness in planning, assessing, and instructing all students effectively.

The Advisory Team, including members from local college/universities, districts, and program staff, meets regularly to collaborate regarding analysis of program data and determination of program personnel, professional development, and field-based experiences. Results from mid-year and end-year surveys are shared with the Advisory Board so that future program decisions can be determined.

Interviews revealed the State Survey results and professional development feedback forms are used in improving the program's content and addressing PTs specific needs. In addressing issues of diversity, the Induction program previously relied on Towards Equity Training. Based upon survey results and participating teacher feedback including PD feedback forms, the program reconfigured the equity diversity content to be more reflective of the local context and supportive of local needs. In addition, PTs site administrators, and SPs reported reflection was an integral part of the induction program. An assistant superintendent stated throughout the Induction program PTs "morph from greener than green to very highly qualified reflective educators."

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

Standard 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.

Participating Teachers in the Selma Unified Induction Program attend a program orientation meeting during which they receive requirements to earn their Clear credential. Review of program documents and interviews with various stakeholder groups confirm a solid understanding of program and completion requirements throughout the Consortium. These requirements include participation in support provider collaboration and professional development offerings related to the Individual Induction Plan, and documentation of successful implementation of new learnings using FACT processes and documents.

The program exemplifies a clear process for examining and monitoring participating teachers' application of the *California Standards for the Teaching Profession*, academic content standards and Induction Standards 5 – Pedagogy and 6 – Universal Access. Interviews with stakeholder groups confirm this process is well articulated throughout the program. It includes a review of

document submission and formative feedback by the program coordinator, mid-year portfolio review conducted by mentors on all portfolios, and year end exit interviews of second year participating teachers conducted by the program coordinator, support providers and site and district administrators.

To ensure accuracy of records, documents are submitted and reviewed via the online web system, Edmodo. Satisfactory completion of FACT documents demonstrating the ability to differentiate instruction resulting in student achievement and showing growth in CSTPs is used to determine candidate competence and leads to recommendation for a Clear Credential.

Program Standards

General Education Induction Clear Education Specialist Induction

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with participating teachers, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the General Education Induction Program.

Program Design

The Selma Unified Consortium District serves as the Assessment Induction Program for five small neighboring unified school districts (Clay, Kerman, Kingsburg Joint Union, Riverdale, and Selma). The program design incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students. The design of the program has been collaboratively developed by the five consortium districts to provide participating teachers with a two year Induction experience pertinent to local contexts, local educational priorities, and goals for student learning. The program goals include:

- Developing teachers who regularly reflect on their instructional practice and their progress towards professional development goals.
- Guiding teachers in using reflection to make changes in their instructional practices leading to increased student achievement.
- Providing new teachers with quality mentoring and support in their first years of teaching.
- Recommending successful eligible teachers for a CA Clear credential.

With these goals in mind, the Induction program utilizes the **Formative Assessment for California Teachers (FACT)** to provide a cycle of extended preparation and professional development. Participating teachers with the guidance of a support provider, engage in a variety of activities based on FACT processes and the California Standards for the Teaching Profession (CSTP). The California Standards for the Teaching Profession (CSTP) remain the “lens” for assessing teaching, while the student content standards and curriculum frameworks provide the “road map” for planning, teaching, reflecting and applying within each FACT Module. Participating teachers and support providers also use the state-adopted academic content standards, frameworks, and performance levels for students to apply the standards and concepts required to meet the academic learning needs of all P-12 students. The FACT system, via modules entitled *Context for Teaching and Learning*, *Assessment of Teaching and Learning*; *Inquiry Introduction Teaching and Learning* and *Reflections on Teaching and Learning* provides the necessary path of preparation and professional development that prepares participating teachers for rigorous professional expectations, and retains high quality instruction.

The Selma Induction Program Consortium designates the Program Coordinator with the authority to make program and credentialing decisions, to provide day to day leadership and to collaborate regularly with partnering districts. An Advisory Committee comprised of the Program Coordinator, district office administrators, site administrators, bargaining unit representatives, support providers from the consortium partner districts, and IHE representatives is in place. Through quarterly Advisory Committee meetings, the Program Coordinator disseminates information regarding the Induction Program to the consortium stakeholders. Stakeholder interviews confirm each member of the committee has varied educational experiences and provides multiple perspectives to the Program Coordinator regarding improvements to foster teacher support. Support provider Leads represent support providers, as well as participating teachers by relaying concerns to the program coordinator, and provide insight into how program oversight and implementation may affect the teachers, while teachers' union representatives ensure program implementation adheres to the agreed teacher's contract. In some districts, teacher's union representatives also sit on the support provider selection committee, and have knowledge of program design and beginning teacher development in mind.

The Program Coordinator works with Human Resources personnel from each of the partnering districts to identify teachers who hold a preliminary credential, and are therefore eligible for participation in the Induction Program. Stakeholder interviews confirm procedures are in place throughout the Consortium to ensure all eligible teachers receive necessary Program information, including calendars, and credential and professional development requirements. The induction program respects the experience and knowledge of participants, and provides them with opportunities to expand, enrich and deepen their professional practice through collegial reflection and ongoing preparation. The program is a two-year sequenced inquiry based formative assessment system built upon the tenets of increasing new teachers' efficacy and improving student achievement.

The Induction Program Coordinator communicate regularly with designees from consortium partners and other stake holders through meetings, phone calls, emails, memos, BTSA Beat Newsletter, and is available to address questions or concerns whenever necessary. The designees are the Assistant Superintendent of Personnel and Instruction from Riverdale Unified, the Superintendent of Clay Joint Elementary, and the Directors of Curriculum and Instruction from both Kerman Unified and Kingsburg Elementary Charter. Site administrators shared a solid understanding of program requirements and a strong support of induction related experiences. As one administrator shared, "My goals for them align with their goals for induction. The work they do in collaboration with their support provider takes the mystery out, and supports them to improve their practice and impact their students' learning."

Program evaluation data gathered on program effectiveness and candidate competency guide program modifications. Support providers, participating teachers, and site administrators provide program feedback through multiple modes including professional development evaluations, and state and local surveys.

Stakeholder group interviews corroborate updates on program modifications are a result of survey and evaluation data and are designed specifically to enhance new teachers' induction experiences and to provide a focused, organized and accountable approach to improving program

quality. For example, Support and Professional Development providers noticed equity training previously utilized was not supportive of the local context and were supported to make revisions to the content. Participating teachers shared a need for more classroom management strategies and the Professional Development offerings were modified to include a stronger emphasis in this area. As one support provider shared, “This is a very thoughtful program that is focused on supporting new teachers and their students.”

Course of Study (Curriculum and Field Experience)

The Selma Unified Induction Program utilizes a combination of mentoring support, formative assessment and professional development offerings to support the growth of participating teachers. The program’s course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the state adopted academic content standards, state adopted curriculum frameworks and the *California Standards for the Teaching Profession*. Participating teachers are provided systematic field-work embedded opportunities to demonstrate their growth through the *Formative Assessment for California Teachers (FACT)* modules. During the BTSA Induction Program Orientation meeting, the Program Coordinator informs each participating teacher of his/her responsibility for accumulating and maintaining evidence regarding professional growth. This accumulation of evidence is uploaded to the Edmodo program site where it is tracked for submission, revision and completion. Interviews with participating teachers indicate they are appreciative of program guidance and mentor support to understand and complete program requirements. Program completers indicated a clear understanding of program requirements, especially in the second year when they weren’t as overwhelmed as in Year One.

Participating teachers are required to complete 50 hours of professional development activities including collaboration with their support providers, independent research, and attendance at optional professional development offerings or monthly Action Research Collaboration meetings. Topics covered include equity and diversity, strategies to support the unique learning needs of special populations students and English learners, technology and classroom management. Together with their support providers, participating teachers gather information about the context of their teaching and their students’ diverse backgrounds and learning needs. The information gathered guides instructional decision making and identifies areas for further professional growth and development.

Support providers attend most professional development activities with their participating teachers and interviews with both groups indicate a strong impact of the learnings on their instructional practice. A thorough review of completed FACT documents shows understanding of equitable and inclusive classroom communities through thoughtful and deliberate differentiation of environments and learning opportunities to support the needs of English Learners and students with unique learning needs. Throughout the consortium there is evidence of a high level of support for the work being done by the Induction Program to positively impact new teacher development and create safe equitable learning environments in support of student learning.

The Selma Unified Induction Program utilizes defined criteria to select and assign support providers to each participating teacher. A review of application packets indicates a high level of the initial skill set needed for effective mentoring evident upon hiring. Site and district administrators collaborate with the induction coordinator to match support providers and participating teachers based on site proximity and assignment. Support providers receive initial training in FACT modules during the summer, and ongoing training to advance mentor skills and program understanding throughout the year. The program coordinator conducts annual in-field observations of Support Provider/Participating teacher meetings and semiannual observations of new mentors. Formative Feedback is sent to each mentor within a week of each observation to support mentor growth and skill development. Monthly support provider contact logs are submitted via Edmodo and reviewed by the program coordinator to ensure successful SP/PT collaboration and progress toward completion. During interviews participating teachers and support providers indicated a high degree of success with their partnerships and collaborations and indicated a belief that if concerns should arise, these could be shared with the program coordinator and a resolution would be made. Participating teachers felt the strongest matches occur when support providers are on the same campus as the assigned participating teacher.

Assessment of Candidates

The Selma Unified Consortium District Induction Program fully recognizes the effective professional growth and development of participating teachers requires on-going assessment and specific feedback regarding their classroom practices. In order to provide an on-going, consistent, practical assessment of each Participating Teacher's individual growth and development, the Selma Unified Consortium District Induction Program's support providers utilize the Formative Assessment for California Teachers (FACT) materials together with a well-established process to track progress toward completion and candidate competence.

The FACT System focuses on new teacher professional growth, guides the work of the Support Provider and generates evidence for credentialing requirements. Just as formative assessment data guides the classroom teacher in planning appropriate instruction and assists each student in focusing their learning, formative assessment also:

- Documents Induction Standard 5 and 6 for credentialing
- Focuses PT professional growth
- Helps the SP provide support tailored to individual PT needs
- Involves new teachers and support providers in continuous reflection and discussion of evidence in order to make professional judgments about their professional practice.
- Includes all elements of thoughtful practice: inquiry, reflection, observation, goal-setting

THE FACT SYSTEM:

- Focuses on Action Research,
- Allows participating teachers to identify areas of strength and areas of study or focus, directly related to his/her classroom,
- Is centered on data and research,
- Engages the support provider as a guide and agent for growth,

- Is designed to assist teachers in meeting the learning needs of students while growing as professional educators, and
- Promotes teacher confidence, efficacy, and increases teacher retention.

The utilization of the FACT system allows participating teachers to enter the program with their own individual unique skill set and grow professionally in response to their own individual needs with respect for the work that is most pressing in their classroom or school environment. Twice each year during the two-year program, Participating Teachers collaborate with their support providers as they engage in an evidenced-based assessment of their teaching practice using the Continuum of Teaching Practice. The Continuum supports new teachers to assess and track their progress across the *California Standards for the Teaching Profession*. and Induction Program requirements.

FACT documents are submitted via Edmodo throughout the induction experience and are reviewed by the program coordinator for submission, revision and completion. Upon completion of modules of work, participating teachers receive formative feedback regarding their submitted work from the program coordinator. At mid-year, Support Providers participate in a collaborative document review to ensure participating teachers' successful development and application of knowledge and skills within Induction Standards 5 and 6, and timely progress toward completion. Year 1 participating teachers' portfolios are reviewed by support providers during Year-End Induction Field Work Evidence Review sessions and Year 2 Participating Teachers participate in program Exit Interviews conducted by the program coordinator and constituents from throughout the Consortium including support providers, site and district administrators, and IHE representatives. During the exit interviews participating teachers share their growth and plans for next steps.

During interviews, Site administrators discussed the high level of competence and reflection shared by participating teachers during the exit interviews. Completer interviewees shared that the exit interview process forced them to realize how much they had really accomplished during their induction experience. Program completers also indicated a rapid acceleration of their confidence levels as a result of participation in induction. One completer commented, "BTSA allowed me to make mistakes and use them as stepping stones to grow." His statement was affirmed by the entire group. Upon completion of the Induction program, Participating Teacher's meet with the Induction Coordinator to apply for the California clear credential.

Findings on Standards:

After review of the institutional report and supporting documentation and conducting interviews of candidates, completers, employers, professional development providers, and support providers, the team determined that all program standards are **Met**.