

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

April 2015

Overview of this Report

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

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

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

Program Standards

Program Standards	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	6		
Education Specialist Clear Induction	7	7		

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: Brentwood Union School District

Dates of Visit: February 23-25, 2015

**Accreditation Team
Recommendation:** Accreditation

Rationale:

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

The accreditation site visit team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed each of eight Common Standards and determined whether the standard was "met", "not met", or "met with concerns". The site visit team found eight out of eight applicable Common Standards are "**Met**".

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, New Teacher Center Formative Assessment System (FAS) portfolios, interviews with program leadership, district administrators (including the Superintendent, Assistant Superintendents, and Director of the Curriculum and Instruction), school site administrators (representing elementary and

secondary sites), human resources personnel (including a credentials analyst), one local IHE partner representatives, support providers, candidates, completers, and leadership team members; along with additional information requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are **“Met”** and all Program Standards are **“Met”**, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Clear
Education Specialist (Mild/ Moderate; Moderate/ Severe)

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Brentwood Union School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Brentwood Union 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:

Karen Harvey
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Common Standards Cluster:

Stella Padron-Duarte
Selma Unified School District

Sue Hall
Murrieta Valley Unified School District

Programs Cluster:

Carrie Kears
Visalia Unified School District

Staff to the Visit:

Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

- Biennial Report Feedback
- Program Summary
- Common Standards Report
- Statewide Survey Results
- Advisement Documents
- District Organizational Chart
- Mid-year Survey Results
- Survey Questions
- Program Assessment Feedback
- Candidate Portfolios
- Continuum of Teaching Practice
- Support Provider Logs
- BUSD Administrative Team Meeting Notes
- Agendas (2013/2014)
- Professional Development Content Binders
- Induction Program Handbook
- BUSD Special Education Handbook
- Advisory Agenda/ Minutes
- Portfolio Share Procedure
- Graphic: PT Journey
- Informational Program Documents
- Early Completion Option Application
- Professional Development Calendar
- FAS Documents
- NTC Online Tools
- Formative Assessment Database
- Program Meeting Agendas
- Individual Learning Plans
- BUSD BTSA Induction Virtual Website
- Credential Information Form
- Welcome Letter-PTs and SPs
- BTSA Induction Budget
- Memorandum of Understanding
- Orientation Meeting Agenda
- Support Provider Training Manual
- Email Correspondence
- Newsletter Sample
- PT Pre Assessment Form
- Evidence of Application Document

Interviews Conducted	
Candidates	24
Completers	9
Site and District Administrators	8
Program Coordinators	2
Faculty- Professional Deveopment	4
Suport Providers	13
Advisory Board and Advisors	10
Credential Analysts	5
Others	2
Total	77

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

Background Information

The Brentwood Union School District (BUSD) is located in far east Contra Costa County, CA and includes 11 schools and 460 teachers that serve 8,562 students in grades TK through 12. There are eight primary TK-5 schools and three middle 6-8 schools. In addition to a quality K-8 educational program, the district is the Lead Educational Agency for the Far East Contra Costa County Induction Consortium (FECCC), comprised of five local districts: Brentwood Union, Liberty, Oakley, Knightson, and Byron, comprised of grades K-5, 6-8, K-8, and 9-12. The Induction Program provides MS/ SS clear credential opportunities. In 2014 the program was approved to service Education Specialists (MM-MS) for credential clearance.

Brentwood Union School District Demographics

Sub Groups	Student Number <i>(may be represented in more than 1 subgroup)</i>
English Learners	1,046
Special Education	1,033
Social- Economically Disadvantaged	2,401

Brentwood is a city located in the East Bay region of the San Francisco Bay Area. Brentwood began as a farming community, and is still known throughout the Bay Area for its agricultural products, primarily corn, cherries and peaches. Due to the urban sprawl many of the old farms and orchards have been replaced by suburban developments since 1990. The population is 51,481, an increase of 121 percent from 23,302 at the 2000 census. Many families move to Brentwood because of the well-rated school district. It is a city rich in parks and playgrounds, and open spaces abound.

Education Unit

Brentwood Union School District (BUSD) is the LEA for the Far East Contra Costa County(FECCC) Induction Program. The BUSD Program is a consortium of five school districts: Brentwood Union School District, Byron Union School District, Knightsen School District, Liberty Union High School District, and Oakley Union Elementary School District. The consortium became an approved induction program in 2006. Members of the BUSD Induction Program leadership include the Coordinator of New Teacher Induction who oversees the General and Special Education Induction Program. This Coordinator's assignment in this position began in January, 2011. The program is currently housed within the Brentwood and Liberty School Districts' Educational Services Division.

As with many programs throughout the state, the BUSD Induction Program has experienced fluctuating participant numbers due to budget cuts. In the 2013-14 school year the program had a total of 23 candidates completing the program and in the current 2014-15 school year, the program has 82 candidates enrolled, and all Year 2 candidates are anticipated to complete. The BUSD supports the program as LEA by overseeing governing board items, housing program documents, providing professional development, and funding resources.

The BUSD Induction Program is a two year completion process, utilizing the Formative Assessment System with the goal of candidates being recommended for a clear credential at completion. Within the process, candidates submit a completed portfolio each year to demonstrate competency for Program Standards 5 and 6. At the end of each year, a Colloquium is held to celebrate the accomplishments of the completers. Year 2 candidates provide a brief presentation to site administrators and mentor teachers, through Portfolio Share, on their learning outcomes over the course of their participation.

**Table 1
Program Review Status**

Program Name	Number of Program completers (2012-13)	Number of Program completers (2013-14)	Number of candidates Enrolled or Admitted (14-15)	Agency Reviewing Programs
General Education (MS/SS) Induction Program	21	23	82	CTC
Ed. Specialists (MM/MS)	0	0	8	CTC

The Visit

The visit began at 10:30 a.m. on Monday, February 22, 2015. The team members convened at the hotel late Monday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. In the early afternoon, the team convened at the Brentwood Union School District office where the team attended a program orientation and had full access to program documents not already accessed online in the virtual evidence room. The team spent the 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 Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, February 24, 2015.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

Evidence from documents and from interviews with program and institutional leadership indicate that the institution, Brentwood Union School District, and its education unit, the Induction Program, articulate a vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks. The current coordinator assumed responsibility in 2011. Program leadership oversees the Advisory Board, providing a formal leadership team which ensures the dissemination of the institutional vision and direct candidate performance, experiences, service, collaboration, and unit accountability. Evidence from documents and from interviews with program and institutional leadership (including the Superintendent, Assistant Superintendents, Program Coordinator, and the Director of Curriculum and Instruction) indicate that unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of the programs and represents the interests of the districts and programs within the consortium. Evidence from documents and from interviews with program leadership and Human Resources staff indicate that the education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Document review and multiple group interviews with staff and stakeholders indicate the Brentwood Union District Induction Program has a process for collecting data on program and unit evaluation and improvement. Data collected through formal and informal means is analyzed by Program Leadership and the Advisory Team to inform decision-making processes

and program revisions. The Program Coordinator meets regularly with the Advisory Team to identify program needs.

The program collects data from multiple sources including professional development surveys, participating teacher and mentor mid-year survey, Site Administrator Survey, and mentor and participating teacher and Collaboration logs. These data collection tools are administered by program leadership and results are shared with the Advisory Team. The Advisory Team, along with the Program Coordinator, discuss and make program decisions based upon the data analysis. Participating Teachers and mentors cite specific examples of program improvements as a direct result of their feedback. Site Administrators are afforded opportunities to provide feedback to program leadership through informal and formal processes. Interviews confirm that the Program Coordinator does not hesitate to email, call or visit a campus to assist with any support needed for both the Mentor and teacher. Similarly, Site Administrators report ease in contacting Program Leadership with any concerns or suggestions. Site Administrators complete an annual Site Administrator survey, of which the results indicate that induction of new teachers is a district priority with strong district support. The feedback and support from Site Administrators provides the Program Coordinator information and allows for meaningful modifications to be made.

The program collects data related to candidate qualification, proficiencies and competence through use of portfolios and electronic submission tools. Candidates work alongside their Mentor during the mid-year and year-end portfolio review process. Feedback from their mentors is shared directly with Participating Teachers.. The results of this review process assist the Program Leadership in identifying participants who may need additional assistance or support in a specific area that may be addressed through professional development provided by the program. As a culminating event, each Participating Teacher participates in a “Portfolio Share” where they present their completed portfolio. Mentors, administrators, and program leadership facilitate a discussion which allows Participating Teachers the opportunity to demonstrate and provide evidence of program application and completion requirements. Site Administrators shared their participation in the Portfolio Share provided them an opportunity to celebrate the journey and growth evident in each Participating Teacher.

Standard 3: Resources

Met

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

Findings

As the Local Educational Agency (LEA) for the Induction Program, Brentwood Union School District, funds and provides the necessary facilities, technology, and business support for effective operation of the Brentwood Union District Induction Program. Interviews and a review of documents confirm resources and funds are distributed throughout the program to ensure effective preparation of participants, as identified in the state approved induction standards. The standards include admission guidelines, advice and assistance, support from a trained and qualified Mentor, formative assessment and professional development.

The Advisory Team members from among the five consortium districts work closely with their CBO's and Program Leadership to ensure sufficient funds are available to meet the daily administrative operations of the program. Interviews with the Advisory Team confirm specific changes made based on the review of each line item within the budget, resulting in an increase and greater equity in mentor stipends across participating districts. In light of the new Local Control Funding Formula (LCFF), the districts have committed to continue funding the program and have added Teacher Induction as a priority in their Local Control Accountability Plan (LCAP). All consortium Advisory Team members indicate an unequivocal commitment to maintaining the consortium and incurring all costs.

Interviews with various groups confirm each district's commitment to providing funding for program operational expenses including personnel costs, trainer stipends, workshop and training materials, formative assessment materials, evaluation costs, and cost for Leadership attendance at Cluster and State meeting attendance. Each district also provides funding to pay for mentor stipends.

The District Liaisons work closely to coordinate professional development opportunities for participants. Participants are provided with ongoing Program sponsored professional development as well as various professional development resources, such as books and technology tools. Coordination among the districts allow most Participating Teachers the opportunity to select Program sponsored professional development or District sponsored professional development. Interviews with both Year 1 and Year 2 teachers confirm the districts' commitment to providing meaningful professional development for their teachers.

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

A review of documents indicate that The Brentwood Union School District and Far East Contra Costa County partner districts employ qualified staff to deliver the Induction Program to participating teachers. Program faculty and instructional personnel, including mentors and Professional Development Providers, collaborate in the design and delivery of professional development and field- based experiences.

Well-defined criteria for the selection of mentor positions is followed. The mentor Selection Protocol requires that mentors have knowledge of beginning teacher development, knowledge of state-adopted academic content, standards, framework, curriculum, and the CSTPS. Mentors are asked to engage in formative assessment processes including non-evaluative reflective conversations with participating teachers, to share ideas and materials, and deepen understanding of cultural, ethnic, cognitive, linguistic and gender diversity. In addition, mentors possess effective interpersonal communicative skills, commitment to personal professional growth and learning, and the ability to be excellent professional role models. During the application process information is collected regarding the prospective mentor and is used in selection process. In addition, prospective mentors complete a self-assessment and application to submit to their Site Administrator. Site Administrators recommend candidates by signing the application.

A review of records indicates multiple days of specified mentor training. The training includes topics such as the importance of mentors knowing their teachers' strengths, needs, backgrounds, and preferences in order to more strategically support their growth. Just as teachers want to know their students, mentors explore tools and processes that help them find ways to know their teachers and enables them to support them as strategically as possible. Mentor trainings also provide for collaboration and networking opportunities to help build their professional community of mentor practice. In addition, mentors are provided with

professional development which focuses on Mentoring for English Learners, Mentoring for Special Populations, and Mentoring for Diversity and Equity in the Classroom.

As confirmed through interviews, participating teachers complete a mid-year survey and Mentor assessment at the end of the year in which they are asked various questions regarding Mentor skills, knowledge and support. The Program Coordinator, in turn, shares the results directly with each Mentor. Additional sources are used to evaluate the mentors' effectiveness including the Mentor Collaboration Log, document submission and completion, and attendance at trainings. Program Leadership and partnering districts are committed to retaining only those mentors who are qualified and maintain their roles and responsibilities. Interviews with mentors and site administrators confirm that ineffective mentors are released and replaced.

Interviews with Professional Development Providers indicate a clear and well-defined criteria on selecting providers for program trainings. The Advisory Team discusses district goals to identify potential PD providers from their districts who are experts in a specific curricular areas. Once individuals are identified, they submit an Application and Agreement for Providing Professional Development Form. Potential providers are required to be familiar with the following topics: Induction Program 5 - Pedagogy and Universal Access, California Standards for the Teaching Profession (CSTP), adult learning practices, and knowledge of Formative Assessment processes. Self reporting during interviews with Participating Teachers confirm surveys are provided after each professional development session using Survey Monkey. The feedback provided from these sessions is used to determine the effectiveness of the professional development provided. Adjustments, as needed, make information relevant and applicable to teachers' instructional needs. Interviews with Year 2 Participating Teachers confirm that changes to current trainings have been made based on feedback provided at previous training.

Standard 5: Admission

Met

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

Findings

Brentwood Union School District is an equal opportunity/Affirmative Action employer as stated on their certificated application located on district websites. The website states, and interviews confirm, that the Human Resources staff seeks qualified applicants at teacher job fairs sponsored throughout Northern California (UC Davis, CSU Sacramento, Hayward and Chico and

the Contra Costa County office of Education, and recently San Jose State). In order to attract a diverse applicant pool, the Brentwood Unified School District website states they accept teacher applications year-round utilizing the online Edjoin application process as well as a paper admission process.

Interviews with Human Resources staff within the BUSD Teacher Induction Program Consortia and district administration verify newly hired teachers complete an initial assessment to verify they have prior teaching experience and credentials for their positions. This assessment includes multiple measures involving: current teaching in the district on a preliminary multiple, single subject, or Education Specialist credential; being NCLB compliant; having English Learner authorizations, and holding the appropriate credential(s) for eligibility to teach in the assignment they are given. For special education teachers needing to clear their Education Specialist credentials, transition or bridging documents are included in the Education Specialist Induction Handbook to link pre-service experience and current assignment. Education Specialists and general education candidates are offered a choice of professional development options to broaden and deepen their skills which includes both in-district professional development and /or partnerships with Institutes of Higher Education (St. Mary's College and Brandman University).

After initial intake with the human resources staff, BUSD has policies in place for identifying and admitting participating teachers into the Induction Program. The Human Resource staff gives notice to the Induction Program Leadership and sends a completed Credential Information Form to the Induction Program Coordinator. The Program Leadership reviews the form, verifies the credential, and determines eligibility for Induction. During New Teacher Orientation for each district, the Program Coordinator and/or District Leadership Team Representatives are present to meet with Induction candidates and sign agreement forms for Induction. At that time, Participating Teachers are given Induction Orientation dates where they meet as a whole Consortia. The BUSD Induction Handbook states, and stakeholder interviews confirm, that Participating Teachers are matched early in the admission process. Candidates shared that within the first weeks of school they were meeting with mentors to begin their work together in the Formative Assessment System (FAS).

Standard 6: Advice and Assistance

Met

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

Findings

Brentwood Union District Induction Program has a process in place by which candidates are screened to determine eligibility for participation in the Teacher Induction Program. During New Teacher Orientation for each district, the Program Coordinator and/or District Leadership Team Representatives are present to meet with Induction candidates and sign agreement and responsibility forms for Induction. At that time, Participating Teachers are given Induction Orientation dates and learn who will be their mentor. The BUSD Induction Handbook states, and stakeholder interviews confirm, that Participating Teachers are matched early in the process. Candidates indicate that within the first weeks of school they meet with mentors and begin their work together in the Formative Assessment System (FAS). Teachers report Mentor matches by site, department, and for Education Specialists by specific credential area. Site administrators confirm a shared responsibility in the matching process through working with program leadership to look for strong fit based on candidate need and mentor strengths. Triad meetings include Participating Teachers, mentors, and their Site Administrator are of value too. "It all made sense to me (the triad meeting) because we all got together to make the plan," stated one candidate. Triad implementation for candidates has emerged as a result of feedback to the program leadership.

Representatives from the Human Resources Department report meeting individually and in group settings with all newly-hired teachers to advise and assist those who qualify for the program. HR staff completes a Credential Information Form which is forwarded to the District Liaison and the BUSD Induction Program Leadership. The Education Specialist Handbook states that participating Special Education teachers meet with program leadership to specifically begin development of the Individual Induction Plan and plan professional development related to the current context for teaching.

Program participants receive detailed information during Induction Orientation regarding program requirements, including early completion option (ECO) eligibility. Education Specialists have an additional orientation to support their Induction process. Resources provided by the program are distributed and used to support the Participating Teacher throughout their Induction experience. Candidates receive information about their role, the role of their mentor, and the role of site administration in their Induction journey. Professional development opportunities and new teacher resources are provided at orientation and throughout the Induction experience. This information is also accessible in the Induction Handbook. Professional Development Providers support diverse student populations as noted by the Special Education Director and English Language Development Coordinator.

Participants report utilizing either the New Teacher Center Online tools for completing induction activities or the paper FAS documents provided by the program. Current candidates and program completers verify that checkpoints are provided throughout their Induction experience to ensure that they remain on track and complete program requirements in a timely manner. A mid-year review helps candidates and mentors check progress in meeting program

requirements. Mentor assess candidate progress and forward information to the Program Coordinator for review at the mid-year checkpoint.

Current participants and program completers report receiving on-going advice throughout the participation in the program from the Program Coordinator, professional development providers, mentors and program leadership. Attendance at regular induction and professional development meetings, emails, individualized mentor teacher sessions, and informal conversations with the Program Coordinator serve as a means to receiving assistance. Candidates must complete all program requirements, as verified by a completion review process in order to be recommended for a Professional Clear Credential. Site administrators overwhelmingly support new teachers at their sites by aligning induction work with participating teacher self-identified goals and organizing resources to support release time for observations as part of the inquiry process.

Participating teachers report meeting weekly with their mentors to work with the FAS to demonstrate evidence related to the California Standards for the Teaching Profession and for Program Standards 5 and 6 and for Education Specialists, Program Standard 7. Evidence is collected and submitted either in a binder format or an online submission process.

Candidates verify their mentor and the Program Coordinator advise and guide them through program requirements by giving formative feedback throughout the process. Participating Teachers, observed both formally and informally, collect evidence of practice for the CSTPs and Induction Program Standards. Participating teachers report that inquiry and reflection are powerful components of the program that lead to teacher growth and student achievement by focusing on the diverse needs of their students. Observation feedback is provided through the FAS tools and formal and informal observation processes. Site administrators acknowledge the FAS reflection tools create an open and transparent process that encourages the habit of reflective practice as the basis for on-going professional development. Administrators confirm the culminating portfolio share process is a way to celebrate the success and growth of participating teachers.

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

Brentwood Union District (FECCC) Induction Program provides a planned sequence of job-embedded experiences to support Participating Teachers as they move their practice forward. The program uses the New Teacher Center Formative Assessment System (FAS) to provide a structured formative assessment experience for their Induction candidates through which teachers assess and reflect upon their practices guided by a FAS-trained mentor teacher. This was evident in Participating Teacher interviews. “The reflection piece was, by far, the most valuable,” noted recent Induction graduates. Year two candidates articulated the growth they have seen in their professional practice since their year one Fall Inquiry, noting that they appreciate the focus on English Language Learners and special populations to help ensure they meet the needs of diverse learner types. The FAS focus on their classroom practices assist new teachers to develop more effective teaching practices. Interviews confirm professional development by Program Leadership supports their knowledge of working with diverse learners. Workshops focusing on student engagement strategies, and book studies such as *Teach Like A Champion* text are especially beneficial. District professional development offerings, and IHE partner offerings, (St. Mary’s College and Brandman University), are provided within the program. The Director of Special Education and the English Language Development (ELD) Coordinator partner with the program to provide support and professional development to Induction participants. Site administrations state that the “FAS tools provide guidance for reflective practice.”

Interviews confirm that professional development is chosen based on a Participating Teacher’s context for teaching and adjustments are made to professional development offerings based on candidate needs. The program guides candidates in completing an initial pre-assessment survey where data input identifies participating teachers’ professional development needs. Stakeholders report participation in an Individualized Learning Plan, and for Education Specialists an Individual Induction Plan (noted in Special Education Handbook) customize their Induction experience. Candidates use action research to strengthen focus areas of their own practice including lesson planning, analysis of student work, observation, and reflection.

Regular ongoing evaluation of the program occurs through surveying of candidates, mentors, and site administrators. Stakeholders note the Program Coordinator is highly responsive to individualized needs. Advisory Team members and Program Leadership review data regularly and make thoughtful adjustments to the program. Interviews with Advisory Team confirm that this year’s addition of the Education Specialist Clear Program is an outgrowth based on the needs of district teachers to be more closely aligned within their own district culture and initiatives through their Induction process. Interviews with stakeholders reveal a great deal of support in the offering of Induction for Education Specialists. In particular, participating teachers state they appreciate the addition of the program providing equity for clearing a credential within their districts as their general education colleagues do.

The unit collaborates among districts in their consortia through regular Advisory and District Liaison meetings. Human Resource personnel help support the early matching of participating teachers and mentors through their collaboration with the Program Coordinator.

Stakeholders report that the program requires candidates to provide evidence in the Induction Portfolio that demonstrates their ability to assess students' specific learning needs in order to plan and provide appropriate learning opportunities for students to master state-adopted content standards. Participating teachers and mentors work with site administrators on an ongoing basis to review the needs of the participating teachers. District Liaisons report working with site administration and program leadership to recruit, train, and retain qualified mentors. Interviews confirm a process in place when the participating teacher/mentor match is not meeting the needs of the candidate.

Stakeholders verify that the completion of inquiry-based action plans require them to investigate and implement a variety of research-based strategies focused on improving student learning. Participation in the required Portfolio Share process is the culminating measure of evidence the program utilizes to assess candidate competence in meeting the CSTPs and Induction Standards.

Standard 8: District-Employed Supervisors

N/A

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

Findings

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

Standard 9: Assessment of Candidate Competence

Met

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

Findings

In addition to new teacher orientation meetings in each district, candidates in the BUSD (FECCC) Induction Program learn of the professional knowledge and skills they will need to demonstrate during their orientation meeting conducted by the Induction Program on the third week of the academic year. At this meeting Participating Teachers, along with their mentors, are informed of the specific requirements which must be completed in order to obtain

recommendation for a clear credential. Participating Teachers are also provided with information regarding professional development options available, information on the program's Early Completion Option, as well as an overview of the Formative Assessment System (FAS). This information is also available to participants in the BUSD Induction Handbook.

Requirements for completion include: participating fully in the FAS system in order to strengthen candidates' teaching practice; meeting regularly and working collaboratively with their assigned mentor; participating in professional development as related to program standards and/or Individual Learning Plan; and reflecting upon their teaching practice and growth throughout the Induction process. Participating Teachers are offered choice points in professional development along with an opportunity to earn college credit for the professional development they choose to attend according to the guidelines set forth by the partnering universities.

The Brentwood Union School District Induction program utilizes The New Teacher Center (NTC) Formative Assessment System (FAS) to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous Plan, Teach, Reflect, Apply cycle. The assessment of the participating teacher's knowledge, interest, and skills is an ongoing focus of work between them and their mentors, culminating in a completed body of evidence which demonstrates completion of the CTC and program requirements. Interviews with candidates reveal that evidence includes documented observations by their mentors, reflections on the increased knowledge gained through reflecting upon their Individual Learning Plans, analysis of student work, and case studies of specific focus students. This work is evidenced in the candidates' portfolio. Interviews with candidates indicate an appreciation for the deeper reflection initiated through FAS.

BUSD Induction Program has a process in place for examining and monitoring candidates' progress through the program completion requirements. Candidates report receiving ongoing feedback on their portfolio from their mentors, as well as feedback from the program mid-year and at the end of the year. Completed portfolios are reviewed for compliance by the Program Coordinator and designees by utilizing the Evidence of Application document and a rubric from the New Teacher Center: NTC-FAS Rubric for Multiple/Single Subject Program Candidates and NTC-FAS Rubric for Education Specialist Program Candidates. Completers and mentors report having a clear understanding of the program requirements and the process for obtaining a clear credential and report the program conducts a mid-year portfolio review as well as an additional review at the end of the year. The recent change in the format of the mid-year review establishes a model of collaborative interaction between the Participating Teacher and Mentor resulting in a greater sense of value and meaning.

Upon completion of all program requirements, the candidate is recommended to the CTC for a clear credential.

Program Standards

General Education and Education Specialist Induction

Program Design

Brentwood Union School District (BUSD) is the LEA for the Far East Contra Costa County(FECCC) Induction Program. The BUSD Program is a consortium of five school districts: Brentwood Union School District, Byron Union School District, Knightsen School District, Liberty Union High School District, and Oakley Union Elementary School District. These four districts and the high school district are located in the far eastern part of the county and include the communities of Brentwood, Oakley, Knightsen, Byron and Discovery Bay. The Program provides a formal process for new teachers to move seamlessly from pre-service to employment, while accelerating professional growth of its candidates and veteran support providers.

The BUSD Induction Program staff includes a Program Coordinator who is housed in the Curriculum and Instruction Department and oversees all administrative aspects of the program, including the implementation of the program and all budgetary decisions. An Advisory Team, including the Program Coordinator, District Coordinators, and District Liaisons meet at least four times a year with additional meetings occurring as needed. Program leadership is comprised of the Program Coordinator and District Liaisons. This team meets monthly to focus on candidate and program needs. These groups advise on program design, implementation and assessment. In addition to the groups listed, and using the program's protocol, in collaboration with partnering districts, BUSD recruits and retains highly skilled exemplary mentor veteran teachers. Interviews with stakeholders indicate a strong flow of communication between the program and districts within the consortium. Because four of the districts in the consortium feed directly into the fifth, high school district, strong collaboration between the districts has been established in regards to curriculum and professional development, as well as the Induction Program. District Liaisons and District Coordinators maintain consistent communication between the program and partnering districts.

Recent program modifications include an increase in number of candidates and the transition to an electronic-based Formative Assessment System submission process. The Education Specialist Program was added Fall 2014. Year 1 candidates utilize the FAS online tools to complete their portfolios. Year 2 candidates report having choice between the traditional portfolio completion or electronic submission completion.

Program leadership and Advisory Team report regular collection and analysis of stakeholder input and assessment data. Regular surveys allow for data to drive decision making and individualization to meet the needs of all stakeholders. There exists daily opportunities for informal feedback and input with Program Coordinator. Interviews with stakeholder groups reveal a high level of comfort in discussing needs, concerns, and celebrations with program leadership. Stakeholders also report the program is responsive to feedback received. Of particular interest is the response to feedback regarding the connection of Induction to the

classroom. As program leadership was informed of a disconnect for some participants in making the connection between Induction and instructional practices, immediate action was taken to increase communication with, and work to deepen the understanding of candidates and mentor teachers.

Course of Study

Brentwood Union School District Induction Program utilizes the New Teacher Center (NTC) Formative Assessment System (FAS). The program's course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the state-adopted academic content standards and state-adopted curriculum frameworks. Participating Teachers are provided systematic fieldwork-embedded opportunities to demonstrate their growth through the FAS modules. Their reflective, learning focused conversations continue throughout the academic year and are relevant to the participating teacher's teaching context, current instructional challenges and the California Standards for the Teaching Profession (CSTP). The mentor captures notes of their weekly discussion using the Collaborative Assessment Log and other Formative Assessment System (FAS) tools and protocols. As the year progresses, highly trained mentors select from a repertoire of FAS tools and protocols to address their participating teachers' needs as related to experiences from previous years, the conditions and needs of the students in their current context, and to advance the skills of the participating teacher. Special Education candidates complete additional requirements in relation to program standard 7 to document evidence of professional development to expand his/her skills as an Education Specialist, enhanced teaching effectiveness for the current teaching assignment, and a depth of experience that challenges the Education Specialist in fostering critical reflection as well as demonstration of being a consumer of research. The process for documentation is outlined in the BUSD Education Specialist Induction Handbook.

Mentors meet with their participating teacher at the beginning of the academic year, often before the first day of class, to establish a relationship and provide assistance in the many challenges of the beginning of the school year. Interviews with candidates confirm immediate pairings with mentor teachers. Clearly evident is the importance the program and partnering districts place on providing immediate support for Participating Teachers. Interviews with site administration reinforces the collaborative effort of districts and Program Leadership to match participants with mentors quickly and carefully in order to best support the growth of Participating Teachers.

One on one mentoring provides regular individualized support and assistance to participating teachers through focused interactions and conversations. Mentors report continuous reflection throughout the Induction process and FAS results in greater professional growth for candidates. The value mentors see in the program is summed up in the comment of one Mentor during interviews, "I wish I was a PT in this program." The addition of online tools allows for individualization of support in order to best meet the needs of each Participating Teacher. Mentors also report consistent training experiences appropriate to each level of experience in

mentoring. Training includes development of mentoring skill such as facilitating reflective conversations, conducting observations, and training in the use of FAS training. The Program Coordinator provides Mentor training for new and veteran Mentor teachers.

Over the course of the two year Induction program, mentors help participating teachers collect and analyze evidence that demonstrates the application of each of the six CSTP and Induction program Standard 5 and 6. This evidence is collected in a physical binder or electronic portfolio. Program Leadership and designees review submitted evidence mid-year and at the end of the year. Participating teachers and their mentors attend a mid-year review as well as a culminating event called a “Colloquium” in which they reflect on their growth over the year. Second year candidates share their portfolio with program leadership in a culminating activity known as a Portfolio Share. Upon completion of all Induction requirements, the Program Coordinator makes a recommendation for a clear credential.

In order to keep the program relevant to contemporary conditions of teaching and learning, program leaders and mentors attend professional development to build skills, and learn current educational patterns and trends. A menu of professional development experiences is provided for participating teachers. Professional Development Providers (PDPs) come from the Curriculum and Instruction departments of the partnering districts. The Program Coordinator meets with PDPs individually to ensure each PDP has a thorough understanding of the Induction Process and the connection to planned professional development. Professional Development Providers regularly solicit and analyze participant feedback to determine professional development needs and effectiveness.

Program leaders work with district partners to integrate Induction activities with district system tools. Induction experiences are aligned to district and site professional learning goals and Individual Learn Plan Induction goals to integrate job-embedded Induction experiences, with other professional experiences. One example of the alignment between district/site initiatives and the Induction activities is the establishment of triad meetings in which participating teachers and their mentors meet with site administrators. Interviews confirm this is a valuable, positive, and collaborative experience designed to offer increased support for the Participating Teachers. The program has addressed the transition to the additional language in the program standards pertaining to English learners and is working with districts to support Participating Teachers in meeting the needs of English learners. There is a systematic approach in place to more deeply embed English Language Learner support into the Induction experience.

Participating Teachers are offered a variety of professional development opportunities that include topics related to common core state standards, English learner strategies, equity, special populations, student engagements, direct instruction, and classroom management. Special Education candidates also receive training that includes specialized laws and education code pertinent to their work. Interviews revealed a general appreciation for the variety and quality of professional development offered.

The BUSD Program uses the NTC Continuum of Teacher Development. Aligned with the CSTP and Induction Standards 5 and 6, it describes three levels of development: Beginning/Emerging, Applying, and Integrating/Innovating. As the participating teacher and mentor collect evidence of the participating teacher's practice, the Continuum enables them to identify strengths and challenges. The criterion described by the Continuum helps teachers set realistic and specific goals for their professional growth. Participating Teachers also commented on their individual professional growth reflected in reviewing their Individual Learning Plans, and made note of the role Inquiry played in improving teaching practices and in deepening reflections upon their teaching practice. The role of the Mentor in the BUSD Induction Program is noted as a program strength with Participating Teachers. Participating teachers find the support by their mentors encourages them to improve their teaching practice.

Site administrators report a strong connection between the work Participating Teachers complete during Induction and professional practice in the classroom. Induction is viewed by site administrators as a "platform for open dialogue and reflective practice" and make clear connections to Induction as a means of learning to apply theory earned during pre-service credential work. Site administrators find great value for their Participating Teachers participating in the Inquiry process.

Collected evidence is the documentation of a participating teacher's professional experiences. NTC FAS provides a set of tools that help the participating teacher and mentor collect evidence of a teacher's practice that is examined and analyzed together. The evidence collected by FAS includes classroom observation data, student work, and lesson plans which demonstrate the participating teacher's developing skills and help maintain a clear focus on instruction and student learning. Participating Teachers and mentors are guided through the FAS documents as they utilize the Evidence of Application document.

Portfolios are reviewed mid-year and at the end of the year. The mid-year review is conducted by mentors during a meeting, which also serves as a checkpoint for Participating Teacher progress within the program. Mentors submit the documentation of the review on the Evidence of Application and submit to the Program Coordinator. Individual written feedback is provided to the participating teacher and mentor.

Candidate Competence

The BUSD Induction Program mentoring relationship between the participating teacher and their mentor is the cornerstone of the professional development experience for each candidate. Together through the formative assessment process, they engage in the inquiry based, reflective process cycle. In addition, they investigate and explore professional development resources and opportunities for the participating teacher candidate that support professional and Induction goals. Candidates submit a portfolio at the end of each year of participation in the Induction program. This portfolio demonstrates regular meetings with a mentor(s), participation in the FAS process, participation in an inquiry based system, and evidence of many reflections throughout the year on practice as it relates to student learning.

When determining evidence from portfolio for candidate competence, BUSD has developed and uses a Rubric in addition to our program's Evidence of Completion for both physical binder and electronic portfolios. The rubric used defines criteria candidates may refer to when pursuing a highly effective portfolio to show competence. The Evidence of Application document is used by program participants as a reference for organization and contents included within portfolio. Participating Teachers receive written feedback as well as rubric scores after their portfolio is reviewed.

BUSD uses this information to offer individual support and analysis of trends to assist in developing topics for mentor professional development. Program Leadership also provides participating teachers with advice and assistance regarding completion of program requirements through Portfolio Document Reviews and end of program Portfolio Share Interviews. Upon completion of the BUSD Induction, the program recommends the candidate for a Clear Credential.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, human resources personnel, credentials analyst, support providers, candidates, completers, and the local IHE partner, the team determined that all program standards are **met** for Far East Contra Costa County (BUSD) General Education (MS/SS) Induction Program and Education Specialist Induction Program.