

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Program at Fontana Unified School District

April 2011  
Overview of this Report

## Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Fontana 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	N/A		
9) Assessment of Candidate Competence	X		

### Program Standards

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

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:** Fontana Unified School District

**Dates of Visit:** April 11-14, 2011

**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 office administrators, school site administrators, Teachers on Assignment (full-time support providers), support providers, candidates (participating teachers), completers, and Steering Committee members; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed eight Common Standards and determined whether each standard was Met, Not Met, or Met with Concerns. The site visit team found that all Common Standards were **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the BTSA Induction Program. Following discussion, the team considered whether the program standards were Met, Met with Concerns, Not Met. The site visit team found that all program standards were **Met**.

Overall Recommendation

The site review team completed a thorough review of program documents, program data, *Formative Assessment of California Teachers* (FACT), portfolios, and conducted interviews with program leadership, the district superintendent, Associate Superintendents of Business and of Instructional Support, other district personnel, school site administrators, Human Resources personnel, support providers, participating teachers, graduates, and Steering Committee members.

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

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

General Education (Multiple and Single Subject) Induction

(2) Staff recommends that:

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

**Accreditation Team**

<b>Team Leader:</b>	<b>Linda Sheppard</b> Marin County Office of Education
<b>Common Standards Cluster:</b>	<b>Mindy Sloan</b> Brandman University
<b>Program Sampling Cluster:</b>	<b>Sheila Ryskamp</b> Dos Palos Oro Loma JUSD
<b>Staff to the Accreditation Team:</b>	<b>Marsha Buckley-Boyle</b> San Diego County Office of Education

**Documents Reviewed**

Program Narrative	Candidate Progress Monitoring Database
Common Standards Report	Professional Development Transcript
Program Assessment Report/Findings	Portfolio Review Progress Form
Candidate Files	Verification of Completion Form
State Survey results	Professional Development Reflection Form
Program Assessment Feedback	Post for Vacant Positions for Support Providers
Biennial Report Feedback	Support Provider Job Description and Resumes
EJourney	Support Provider Self Reflections
Professional Development Schedule	All Stakeholder Mid-Year Surveys
Advisement Documents	Support Provider Meeting Notes
Professional Development Provider's Vitae	Support Provider Logs
Year 1 and 2 Participating Teacher Portfolio	Support Provider Handbook
Individual Induction Plans	Professional Development Evaluations
Portfolio Review Documents	Colloquium Display Boards/Presentation Notes
Participating Teacher Handbook	Organizational Chart
New Hire Binder	Standard 5/Standard 6 Course Discussion Board
Site Administrator Handbook	Board
Steering Committee Binders-agendas, sign-ins, handouts	Sign-ins for Professional Development, Induction Days, Grade-Level Network Meetings

### Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Participating Teachers	27	27	27	81
Completers	7		7	14
Superintendent	1			1
Associate Superintendent of Business Services		1		1
Associate Superintendent of Instruction and Student Services		1		1
Coordinator of Professional Development/Teacher Support	1	1	1	3
Director of Professional Development/Teacher Support	1	1		2
Credential Technician Certificated Human Resource	1			1
Coordinator of Certificated Human Resource			1	1
Director of Elementary Instruction			1	1
Director of Secondary Instruction			1	1
Full-time Support Providers	3	3	3	9
Site Administrators	6	6	6	18
Part-time Support Providers			12	12
Graduates	7		7	14
Steering Committee	6	6		12
<b>TOTAL</b>				<b>172</b>

### Background information

Fontana Unified School District is located in Southern California's Inland Empire. Fontana is a community 50 miles east of Los Angeles and encompasses 50 square miles. The district's 44 schools serve students from preschool through adult education in a diverse urban/suburban environment. Fontana transformed from an agricultural center in the 1920's to a leader in steel production in the 1950's. Today, Fontana is a center for technology, industry, and commerce to the Southern California marketplace. The district works collaboratively with the city to provide the best academic experiences for their P-12 students. Two years ago, Fontana had the highest rate of foreclosures in California, but has now turned around and is experiencing population growth and higher housing prices. Due to the significant population growth of the city, the Fontana Unified School District has grown to accommodate the 42,386 P-12 students of the community. Fontana has 29 elementary schools, seven middle schools, five high schools, and one adult school/Career Technical Education Center. Fontana employs 1,875 teachers; however the majority of the BTSA program participating teachers are now at the secondary level. This shift occurred due to budget cuts by state legislation and California's current economic crisis which caused an increase in class sizes and a large lay-off of multiple-subjects teachers.

Approximately 36 % of Fontana Unified student population is English learners. Of that 36.7%, 97.4% is Hispanic. The high school graduation rate is 80%, above the county rate of 73% and the State rate of 78.6%.

Currently, the district is a Year 3 Program Improvement district and has 13 out of the 43 schools in Program Improvement. One school is currently in Year 4 and two schools are in Year 5. One participating teacher is placed at one of the Year 5 schools.

The Fontana Unified School District has over 2,500 employees, nearly half of whom are teachers, and it is governed by a five-person board of education, passionate in supporting student growth. The district prides itself in retaining quality professionals from within their district. Site administrator retention rate is 12-14 years. Several administrators are products of the Fontana Unified School District. The superintendent is committed to progressing student academic success and is leading the district in its focus: to graduate all students prepared to succeed in a changing world.

**Education Unit**

The Fontana Unified School District Induction Program, a single district program, has provided Beginning Teacher Support and Assessment (BTSA) support to the teachers since the 2002 and became an approved Induction Program in 2004.

The program had a total of 57 participating teachers complete the program in the 2009-2010 school year, six of whom participated in the Early Completion Option. During the 2010-2011 school year, the program has 46 participating teachers and two Early Completion Option teachers. The program goal is to maintain a ratio of no more than five participating teachers/interns to every classroom-based support provider; and a ratio of no more than 15 participating teachers/Peer Assistance and Review (PAR) teachers per each non-classroom based support provider (Teachers on Assignment).

Members of the program leadership include the Coordinator of Professional Development/Teacher Support/BTSA and the Director of Professional Development/Teacher Support. The program is housed within the Professional Development/Teacher Support building.

**Table 1  
Program Review Status**

<b>Fontana Unified School District</b>	<b>Program Level (Initial or Advanced)</b>	<b>Number of program completers (2009-10)</b>	<b>Number of Candidates Enrolled (10-11)</b>	<b>Agency or Association Reviewing Programs</b>
General Education MS/SS Induction	Advanced	57	46	CTC

**The Visit**

A three-member team reviewed documentation and interviewed stakeholders over a four-day period from April 11, 2011 to April 14, 2011. The visit was held in the Professional Development Center of Fontana Unified School District Office.

# 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.

Information gathered through interviews with district, program, and site administrators and staff, as well as a review of documents such as FACT portfolios, indicates that the Fontana Unified School District has created and articulates a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The Fontana Induction Program is based upon the *California Standards for the Teaching Profession (CSTP)* and uses the Formative Assessment for California Teachers (FACT). The Fontana BTSA Induction Program Handbook describes the goals of the BTSA Program as: 1) improve the educational performance of students through better classroom instruction facilitated by improved training and support of beginning teachers; 2) hold all beginning teachers to high standards and expectations to ensure academic success for all students; 3) promote the professional success and retention of beginning teachers through a strong and nurturing support system; and 4) provide consistent and intensive support to each new teacher by a trained and experienced support provider.

District, Induction program, and site administrators and staff stated that the vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. Leadership of the district's instructional programs met to review and revise the mission and goals of each program to ensure complete alignment with district goals, mission, and vision. Program leaders were key participants in the meetings, ensuring that the Induction program vision was widely understood and established as a focus not only for Induction program decision-making, but as a consideration for district decision-making as well. Information collected through a review of documents, such as professional development calendars, FACT portfolios, biennial report, and minutes of the Steering Committee meetings, indicates that the program, courses, teaching, participating teacher performance and experiences, scholarship, service, collaboration, and unit accountability are aligned with the vision.

It was reported that full-time support providers and a variety of stakeholders, such as district and site administrators, are actively involved in the organization, coordination, and governance of the Induction program. A review of Steering Committee minutes reveals that support providers, a participating teacher, and BTSA leadership function in this capacity as well.

The BTSA program 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. District, program, and site administration and staff reported that BTSA program

leadership communicates program needs directly to district administration, ensuring that resources are identified and provided. For example, BTSA program leadership has collaborated with district administration to develop a plan that will provide funding for the program through 2013. In addition, key district administrators indicated they have successfully served as support providers in the past. They expressed a commitment to continued support for the induction program.

Program leadership, human resource personnel, and district administrators described a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. This process is also articulated in the Participating Teacher's Handbook. Progress towards completion is monitored and recorded in a database by program leadership. Information provided through interviews with district and program leadership indicate that upon completion, program leadership collaborate with human resources administration and staff to corroborate completion, notify participating teachers when deficiencies are discovered, and support participating teachers to fulfill all necessary requirements. A review of first and second year FACT portfolios reveals evidence that a checklist and records of meetings with support providers are indicators that participating teacher progress is monitored and that all requirements are met in regards to program completion.

## **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.

A review of participating teacher and graduate FACT portfolios, and interviews with participating teachers, support providers, and program leadership revealed that the Induction program has implemented the FACT system for ongoing program and unit evaluation and improvement. In addition, program leadership consider the quality and quantity of information provided in FACT portfolios, Individualized Induction Plans (IIPs), logs of attendance at professional development, participating teachers Exit Interviews, and professional development evaluations. The biennial report includes data obtained from the State and Mid-Year Surveys. As evidenced in the FACT portfolios, other elements of the assessment and evaluation system include direct observations by program leadership, reviews of participating teacher engagement in discussion boards, support providers evaluations by program leadership and participating teachers, and Colloquium feedback.

The program leadership described using program assessment data for ongoing program and unit evaluation and improvement. For example, program leadership and support providers review IIPs on an ongoing basis and FACT portfolios three times a year. A program completion update is provided to each candidate via a form indicating specific areas met or deficient. Trends and patterns are noted across IIPs and portfolios to inform program improvement. A review of IIPs revealed that participating teachers were not recording professional development activities that were aligned with focus areas. Additional support was provided to identify and direct participating teachers to professional development opportunities both within and outside the

district. A review of participating teacher portfolios and support provider logs reveal that support providers meet weekly with participating teachers. These weekly meetings may include a review of participating teacher FACT performance artifacts, observations of teaching, or other means of collecting formative assessment information. Another example of use of data for decision making came from examination of results of the most recent biennial report which indicated that site administrators did not believe they have adequate levels of knowledge regarding the BTSA program. Upon further investigation, program leadership discovered that while principals were completing the survey and attending the BTSA program trainings, it was assistant principals who were responsible for providing site-based support for the Induction program. In response, BTSA program leadership provides individualized training to assistant principals who are responsible for supporting beginning teachers at a site. Lists of proposed changes are described relative to each concern revealed in the most recent biennial report. Responses to concerns addressed both specific completer and unit operations issues. Interviews with BTSA program leadership and human resources staff revealed that data regarding the qualifications of participating teachers are reviewed by program leadership and human resources staff, and maintained in human resources. Interviews with program leadership, site administrators, and district administrators, as well as a review of documents, such as FACT portfolios, reveal that assessment is ongoing and comprehensive.

### **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.
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Professional development calendars and interviews with district staff, site administrators, support providers, and participating teachers revealed district support for the Fontana Induction Program through sufficient funding, dedicated professional development and meeting space, access to professional development colleagues, and human resources support. Funding is provided from Title I and II budgets. Interviews with the superintendent and assistant superintendents indicate strong understanding and support for the Induction Program and its leadership.

The BTSA Coordinator has adequate time to identify and advise candidates regarding their eligibility for and progress in the induction program. Human resource personnel and the BTSA Coordinator work together to determine credential status and eligibility when a new teacher is hired in the district and again when the teacher completes Induction and qualifies for the clear credential. Interviews with human resources personnel, BTSA Coordinator, and participating teachers confirm this working relationship.

Documentation and interviews confirmed there are three full time support providers/professional development providers and four part time support providers. The other seventeen support providers are part-time support providers who are also classroom teachers and receive a stipend

for their extra work. Support providers have access to district professional development providers in areas outside their own field of expertise, i.e., technology or special education.

Interviews with the BTSA Coordinator and full time support providers verified that the program tracks participating teacher involvement in district and electronic professional development. Interviews with participating teachers indicate EJournal was highly regarded and portfolio evidence verified deep “conversations” and collaboration among groups of participating teachers.

The BTSA Coordinator facilitates and conducts participating teacher induction portfolio reviews three times a year and reviews assessment data with support providers on a regular basis. According to interviews with the Steering Committee and support providers these reviews and assessment data serve as a basis for professional development for support providers.

A review of the participating teacher portfolios and interviews with participating teachers and site administrators confirmed that part-time support provider case loads are capped at no more than five participating teachers. This ratio enables them to meet weekly with their participating teachers. Full-time support providers are capped at no more than 15 participating teachers each. Support providers and the BTSA Coordinator review portfolios three times a year. The Coordinator advises participating teachers regarding progress toward meeting induction requirements.

Interviews with the Superintendent, Director of Professional Development, and the Associate Superintendent of Business Services support the existence of a budget development process. The Associate Superintendent of Business Services, formerly Human Resources Associate Superintendent, meets with the Director of Professional Development to determine BTSA resources needs. He makes recommendations to the Board and Superintendent regarding BTSA and other professional development programs.

#### **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.

Information collected through interviews with district and BTSA program leadership and a review of documents indicates qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences. For example, the resumes of full-time support providers and professional development providers reveal extensive training and experience relevant to effectively performing their job

responsibilities. Interviewees and resumes included additional details regarding extensive training in FACT, coaching, instructional strategies, differentiation, assessment, data-driven instruction, content, positive behavior supports, and diversity, as well as training of trainers opportunities. Interviews and observations indicate that full-time support providers are reflective of a diverse society. Responses during interviews, and a review of professional development attendance, indicate they are knowledgeable about, and attend training in diversity, including diversity in abilities, culture, language, ethnicity, and gender. Program leadership, site administrators, support providers, and participating teachers stated that participating teachers are provided ample opportunities to focus on students with English learning needs and exceptional challenges. In addition, as evidenced by FACT portfolios, supporting teachers work closely to guide participating teachers towards success in grasping the academic standards, frameworks, needs of instructing learners with diversities, and other instructional issues as they arise.

The process for identifying and selecting qualified persons includes posting open positions, a formal application, interviews, and the submission of a video in which the applicant is teaching in a classroom. The job vacancy posting lists the credentials, experience, knowledge, and abilities required to be selected as a support provider. They must have a history of effective classroom teaching and success in public schooling. Full-time support providers who are selected for a position are matched by program leadership to participating teachers based on site, content, and grade level.

Program leaders attend the ongoing BTSA Induction/IHE Collaborative Symposium meetings. Also in attendance are County Offices of Education. It was reported that BTSA program leadership also attend Cluster 6 regional meetings, FACT Network meetings, and technical support meetings. Interviews indicate valuable information is obtained at these meetings and is used for program improvement purposes.

Information collected through interviews and a review of professional development calendars indicates that the district provides extensive professional development opportunities to support providers. Examples of professional development attendance and the results of interviews indicate that funding is also available for participating teachers to attend non-district professional development trainings, such as university courses and conferences.

Interviews reveal that full-time support providers develop annual goals against which they are evaluated by program leadership. Support providers are evaluated by participating teachers. Information obtained through interviews with participating teachers indicates that on occasion, support providers have been changed to better meet the needs of a specific participating teacher. State and Mid-Year surveys are reviewed as another means for evaluating the performance of support providers. A review of documents indicates that support providers complete a self-reflection rubric regarding their own performance.

Evaluations of the workshop presenter are conducted after each professional development opportunity.

**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.

Fontana Unified School District uses well-defined admission criteria and multiple measures to determine induction applicant eligibility. The program narrative indicates that induction candidates hold a preliminary multiple or single subject credential, are NCLB compliant, have EL authorization, and hold the appropriate credential for the assignments they are given. District policy requires hiring through non-discriminatory practices. The program narrative and interviews with the Credential Analyst and the Coordinator of Human Resources verify these practices.

The Human Resources department reports that induction candidates demonstrate effective communication skills, basic academic skills, and appropriate prior experience through possession of a valid preliminary credential and participation in district hiring procedures. These procedures include application, clarification of the candidate's philosophy on education, and interviews.

**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.

Information gathered through interviews with program leadership, site administrators, and participating teachers, and a review of documents, such as posts for vacant positions, indicate that qualified members are assigned and available to advise participating teachers about their academic, professional and personal development, and to assist each participating teacher's professional placement. Logs of meetings between support providers and participating teachers reveal that support providers meet weekly with individual participating teachers to review and discuss progress. For example, support providers offer guidance regarding professional development opportunities, effective teaching strategies, instructional tools and resources. Participating teachers and graduates report support providers often provide support for personal development, attempting to empower new teachers to incorporate new ideas and techniques into their practice. Participating teacher/support provider matches are also reviewed, and when necessary, site administrators and program leadership consider a change of support provider.

Documents indicate, and interviewees describe a number of accessible tools that provide information to guide each participating teacher's attainment of all program requirements. These tools include the Participating Teacher Handbook, FACT portfolio review progress form,

Teacher Preparation and Induction Alignment Chart and Discussion Guide, IIP, and human resources monitoring information. BTSA program leadership collaborates with human resources staff and support providers, to gather, maintain, and report candidate progress on an ongoing basis. Participating teachers may access a log of their individual professional development attendance.

Support providers meet weekly with individual participating teachers. If deficiencies are noted or concerns with performance arise, program leadership is consulted. Records of weekly meetings between participating teachers and support providers reveal that effective strategies to support participating teachers are implemented and assessed.

The results of interviews with program leadership, site administrators, support providers, and participating teachers reveal that individual FACT portfolios are reviewed three times a year. Participating teacher and their support provider are given feedback on the portfolio. IIPs are collected and maintained on an ongoing basis. This provides the program leadership with data to support participating teacher participation and relevance regarding selected professional development. Given that the program's intent is to align professional development with the FACT inquiry, these data were used in the biennial report to strengthen the participating teachers' understanding of the relationship between professional development and their inquiry. Interviews with participating teachers indicate that this knowledge has resulted in targeted selection of appropriate professional development.

If deficiencies in individual participating teacher performance are noted, BTSA program leadership communicates the information to the participating teacher and assists him/her in developing a plan to address them. If concerns persist, supporting teachers consult with the BTSA Coordinator and create additional strategies to support individual participating teachers. Site administrators may be consulted and additional professional development provided as well.

## **Standard 7: Field Experience and Clinical Practice**

### **Standard Met**

<p>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.</p>
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The Fontana Unified School District Induction Program designs, implements, and regularly evaluates a planned sequence of field-based and clinical experiences using the FACT system (Formative Assessment for California Teachers). Under the guidance of support providers, participating teachers demonstrate knowledge and skills of the state-adopted academic standards with two inquiry cycles per year of participation through developing lessons, analyzing student work, and reflecting on support provider observations. Participating teachers take part in self-assessment and self-reflection with the *California Standards for the Teaching Profession* using the *CSTP Continuum of Teacher Practice*. Three portfolio reviews yearly, the statewide survey,

professional development evaluations, and local mid-year surveys evaluate participating teacher progress. Document reviews and interviews with program leaders, support providers, participating teachers, and program graduates provide verification of the sequence. First- and second-year participating teachers and program graduates indicate that this plan-teach-reflect-apply cycle benefits their practice and improves student achievement. Some of these stakeholders indicated they will continue this practice beyond the program requirements.

Program documents indicate that support providers, both full-time and part-time, are selected using defined criteria and multiple measures by the Coordinator of Professional Development/Teacher Support/BTSA and the Director of Professional Development/Teacher Support. Interviews with support providers and program leaders verify the selection process includes application, recommendations from site administration, and evaluation of a video of the applicants teaching in the classroom. PAR panel members interview applicants, review the videos, and provide recommendations for hire to the program leaders. Program leaders assign support providers to participating teachers, matching assignments according to site, content, and grade level whenever possible. Participating teachers interviewed report that the program leaders make successful matches most often. Some participating teachers reported a clear and quick process for reassignment when mismatches occur.

The FACT system and local professional development provide participating teachers many opportunities to address issues of diversity in the classroom and to develop research-based strategies for improving student learning. Interviews with support providers, participating teachers, and program graduates and the district's professional development calendar indicate opportunities for training during BTSA Induction Days for standards 5 and 6, standard 5 and 6 online classes, Teacher Expectations and Student Achievement (TESA) training, and Guided Language Acquisition Design (GLAD) training to meet the requirements of Induction Standards 5 and 6. Additionally, a review of FACT portfolios provides evidence of lesson plans, observation records, and observation reflections.

### **Standard 8: District-Employed Supervisors**

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.

Does not apply to Second Tier Credential Programs

### **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.

Portfolio review, survey data, and interviews with current and former participating teachers verify that the work participating teachers do during induction demonstrates their professional knowledge and skills to support all students in meeting the state-adopted academic content standards. Participating teachers have a clear understanding of the BSTA Program requirements as heard in participating teacher interviews and seen in the portfolios. The FACT program module documents and support provider logs of weekly meetings with participating teachers verify growth over time.

Participating teachers' application of the *CSTP*, BTSA Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students was evident in the portfolios and during the interviews with current and former participating teachers. FACT serves as documentation of the key components of lesson design, differentiation, analyzing data and using the results to guide instruction and all elements of the *CSTP* and Induction Standards 5 & 6 requirements. Observations by the support provider and reflections by the participating teachers support the competencies. Participating teachers report they continue to implement the essential learnings from FACT after they leave the BTSA program. For example, analyzing student work to drive instruction, reflecting on practice, multiple assessments, differentiation, data-driven instruction, and an ongoing commitment to professional development were highlighted by participating teachers during interviews.

The Induction program's assessment process includes three yearly reviews of participating teacher portfolios, examination of support provider logs, and exit interviews. Reviews of portfolios, the database, and exit interview documents supported the findings.

Once program requirements are met, the BTSA Coordinator forwards a completed 41-Induction form to the Human Resources department. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential through the Human Resources department.

## **Fontana Unified School District BTSA Induction Program**

### ***Program Design***

The Fontana Unified School District Induction Program is supervised by the Director of Professional Development/Teacher Support. The Coordinator of Professional Development/Teacher Support/BTSA directs day-to-day operations of the program. The Coordinator of Human Resources and Credential Analysts provide support in hiring, candidate eligibility, and teacher credentialing. The Associate Superintendent of Business Services, Director of Professional Development/Teacher Support, Coordinator of Professional Development/Teacher Support, a site administrator, a BTSA graduate, and three full-time support providers make up the Steering Committee that advises the program leadership.

The Coordinator is given the responsibility of ensuring that all Common and Program standards are met. In addition, the Coordinator is responsible for communicating to all stakeholders, providing Formative Assessment for California Teachers (FACT) training to support providers, planning and conducting Steering Committee meetings, monitoring the budget, collaborating with

the Director to coordinate and provide professional development, attending state, local, and cluster meetings, and providing training to site administrators. In recent years, the training for site administrators has been adjusted according to need. Data reported on the biennial report indicated a need to increase communication and collaboration with site administrators to include assistant principals. The Coordinator now provides training at each site in a one-on-one conversation.

The intensive two year sequenced program of preparation is formulated on an inquiry-based formative assessment system, built upon the *California Standards for the Teaching Profession* (CSTP). The Induction Program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic needs of all P-12 students and retain high quality teachers. The program uses the Formative Assessment for California Teachers system (FACT) to assist teachers in addressing competency on the *California Standards for the Teaching Profession* and Induction Standards 5 and 6. Both full-time and part-time support providers offer guidance with an inquiry-based program using a plan, teach, reflect, and apply cycle to improve teacher practice and student achievement. Application of the state-adopted academic content standards and performance levels for all students is demonstrated by the participating teachers as they create a healthy environment for student learning, support equity and diversity, and use technology to advance student learning.

The District provides a strong program for professional development that includes, but is not limited to, observation of other teachers, model lessons, addressing the needs of English language learners and special education students and classroom management. All professional development is designed and presented by support providers and Teachers on Assignment (TOA) or other qualified professionals. Site administrators, graduates, support providers, and participating teachers report that changes in the last two years to the number of professional development offerings reflect fewer opportunities for teachers but a stronger focus on the individual needs of participating teachers in regard to their Individual Instructional Plan (IIP) and inquiry plans. Participating teachers and program graduates report a strong and meaningful relationship with support providers who provide guidance through the inquiry-based modules of FACT and assist them in becoming reflective and effective teachers. Support providers also report an increase in effectiveness in their own practice as well.

### ***Course of Study***

Participating teachers and program graduates report program requirements are clearly presented in yearly orientations and progress is monitored continually by support providers and program leadership. Portfolio reviews three times during the year provide participating teachers with continual updates on progress toward completion. Program leadership review monthly logs to monitor support provider contact with participating teachers.

Support providers receive training in topics such as FACT, adult learning theory, coaching, *CSTP*, induction standards, reflective conversations, and self-assessment. Support providers and program leaders report that monthly meetings provide additional professional development and program information.

Participating teachers complete structured teaching activities that help them explore various aspects of their teaching practice as identified through the *CSTP* and Induction Standards 5 and 6. FACT involves a series of four modules and toolkit:

- Module A- Context for Teaching and Learning
- Module B- Assessment of Teaching and Learning
- Module C- Inquiry Into Teaching and Learning
- Module D- Summary of Teaching and Learning
- E- Toolkit- Reflections on Teaching and Learning Toolkit

FACT activities are compared against the six standards of the CSTPs, representing in a comprehensive manner the knowledge, skills, and abilities possessed by an accomplished teacher. Participating teachers have multiple opportunities to learn and demonstrate their knowledge, understanding, and application of the CSTP over a two year period. Review of the participating teachers' IIP contained a CSTP growth goal that assists the participating teacher and support provide to prepare a plan for professional learning, a step-by-step implementation plan which includes evidence, resources, and a completion date.

As participating teachers progress through each of these FACT modules, they follow a delineated cycle of planning for instructional activities, teaching specific lessons or a series of lessons, teaching groups of students, reflecting upon that teaching, and applying the new knowledge to future practice. By completing professional development opportunities, participating teachers enhance their ability to develop lessons that address the needs of all students including English language learners and special education students. With the assistance of their support providers, participating teachers reflect on the classroom observations and assessments of student work to improve practice. Examinations of participating teacher portfolios verify lesson plans, student assessment data, student work, observation records, and teacher reflections are used to document completion of Induction Standards 5 and 6. Participating teachers and program graduates report that this plan-teach-reflect-apply cycle will/has become part of their daily practice.

### ***Candidate Competence***

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

Participating teachers and program graduates interviewed indicate that program requirements are made clear at orientation and that support providers play an important part in keeping them on track for completion. Progress is monitored through support provider logs, attendance at professional development activities, portfolio reviews.

Participating teachers' portfolios are assessed three times each year. Support providers and the program coordinator evaluate teacher progress and depth of reflection within the portfolios. Teachers receive a checklist indicating items completed, items missing, and items in need of additional work. Only when it is clear that formative assessment documents adequately address Induction Standards 5 and 6 does the program leadership verify results for completion documentation.

All year two participating teachers attend the annual BTSA Colloquium. Teachers create display boards explaining their action research and inquiry questions, methods, and results. A review of display boards verifies teacher participation in this process. In addition, exit interviews are conducted to determine participating teacher competency.

***Findings on Standards:***

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for Fontana Unified School District Induction Program.