

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

**Professional Services Division
April 2014**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Palo Alto 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	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS,SS) Induction	6	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: Palo Alto Unified School District

Dates of Visit: March 3 – 5, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with program leadership, district administrators (including the Superintendent, Assistant Superintendents, Directors of Curriculum and Instruction, school site administrators), Credential Analyst, Institute of Higher Education partner representative, candidates, completers, and Coaches; 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 team reviewed each of the eight Common Standards and determined whether the standard was “met,” “not met,” or “met with concerns.” The site visit team found eight of the 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 General Education (MS, SS) Induction Program. Following discussion, the team considered whether the 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, *locally designed formative assessment* portfolios, and interviews with program leadership, district administrators, school site administrators, Credential Analyst, Institute of Higher Education representative, Coaches, candidates, completers, and leadership team members. Due to the finding that all Common Standards were “Met,” and all Program Standards were “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 Subject and Single Subject) Clear

Staff recommends that:

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

Accreditation Team

Team Leader:

Cara Mendoza
Fairfield-Suisun Unified School District

Common Standards Cluster:

Darby Williams
Sacramento County Office of Education

**General Education (MS,SS)
Induction Program Cluster:**

Malaika Bryant
Kern County Superintendent of Schools Office

Staff to the Visit

Lisa Danielson
BTSA Induction Cluster Region Director

Documents Reviewed

Common Standards Report
Biennial Reports
Candidate Files
Program Handbook
BTSA Website
Focus Group Data
Meeting Agendas and Minutes
Organizational Chart

Program Summary
Biennial Report Feedback
Candidate Portfolios
Advisement Documents
Consent Data
Mid Year Survey Data
Coach Shadowing Notes
BTSA Teacher – Coach Assignments

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	27	27	27	81
Completers	6	6	6	18
Site Administrators (Employers)	12	12	12	36
Institutional Administration	8	3	3	14
Program Coordinators	2	2	2	6
Faculty – Professional Development Providers	6	6	6	18
Support Providers-Coaches	11	11	11	33
Advisory Board	11	11	11	33
Advisors – Program and Human Resources	2	1	1	4
Credential Analyst	1	1	1	3
Others	1	1	1	3
TOTAL				249

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

Background information

Located in the heart of the Silicon Valley, Palo Alto Unified School District (PAUSD) serves a well-educated, high-tech community and is the home of Stanford University, one of the world's leading universities. Palo Alto Unified School District was founded on March 20, 1893. The district is located in the city of Palo Alto and also includes areas of Los Altos Hills and Portola Valley. The District grew until 1967, when enrollment peaked at 15,575 students. PAUSD currently serves approximately 12,000 students attending twelve elementary schools (K-5), three middle schools (grades 6-8) and two high schools (grades 9-12). In addition, the district currently operates a pre-school, a Young Fives program, a self-supporting Adult School, the Hospital School at Stanford's Lucille Packard Children's Hospital, and Summer School.

The consortium originally consisted of two partners, PAUSD and Mountain View-Los Altos School District (MVLA), and was joined by Los Gatos-Saratoga Joint Union High School District (LGS) in 2009. MVLA school district serves Mountain View, Los Altos and portions of Los Altos Hills with two comprehensive high schools, a continuation school, and a Freestyle Academy of Communication Arts and Technology. LGS school district serves the areas of Los Gatos and Saratoga with two comprehensive high schools. All three districts are located in proximity to the Silicon Valley, Stanford University, and Santa Clara University, with many additional community influences and resources available.

Race/Ethnicity	PAUSD	MVLA	LGS
White	46%	48%	55%
Hispanic	10%	24%	7%
Asian	34%	21%	29%
Black	2%	2%	>1%

Sub Groups	PAUSD	MVLA	LGS
GATE	Non designated within Districts		
English Learners	1,286	325	44
Special Education	1,170	430	260
Socio-Economically Disadvantaged	1,037	800	103
ENROLLMENT	12,357	3,737	3,232

Education Unit

The PAUSD was initiated as a local formative assessment model for Induction in 1999. PAUSD is the lead sponsor of the consortium. A well-articulated structure for communication exists with a program Director, Coordinator and administrative support for enacting the program. The Director regularly articulates with Cabinet and Director of Educational Services for Secondary Education and provides integral updates to the Director of Educational Services for Elementary Education, the School Board and Superintendent regarding program progress and needs. The consortium members report having relationships with several universities (Stanford, Santa Clara, San Jose State, and Notre Dame de Namur) for student teacher placements potentially leading to future candidates for the Induction program.

The PAUSD Consortium is a two-year completion process, utilizing a locally designed formative assessment model with candidates being recommended for a clear credential at completion. The locally developed model is based on inquiry cycles of observation and reflections centered on the Induction Standards and the California Standards for the Teaching Profession (CSTP). Within the process, candidates work closely with their Coaches to complete their demonstration of competency in Program Standards 5 and 6. The locally designed system outlines where the competencies are being met as related to the language of the program standards. Year One includes a focus on equity for all and differentiated instruction with three cycles of inquiry. The cycles of inquiry for Year Two initially focus on assessment for instruction and then are followed by two cycles of inquiry of teacher choice.

Program Review Status

	Number of Program Completers (2011-2012)	Number of Program Completers (2012-2013)	Number of Program Completers (2013-2014)	Agency Reviewing Programs
General Education (MS,SS) Induction Program	30	32	33	CTC

The Visit

The visit began at 10:00 AM on Monday, March 3, 2014. The team members convened at that hotel for an initial meeting including review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. At 11:30 AM the team convened at the Palo Alto Unified School District office where the team attended a tour of the facilities and orientation to the team room including access to documentation not previously available through the Drop Box documentation site. The team spent the remainder of the first day reviewing documents and interviewing stakeholder groups. A team meeting was held the first evening 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 with stakeholder groups continued on Tuesday and concluded late in the afternoon with a final group of candidates from the program. Final consensus was reached on all standards on Tuesday. Team members wrote and edited their portions of the draft on Tuesday evening with a peer edit and review of the draft report on Wednesday morning. The presentation of findings for the program leadership and invited guests was held on the afternoon of Wednesday, March 5, 2014.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

Findings

The Palo Alto Unified School District (PAUSD), in consortium with the Mountain View Los Altos Union High School District and the Los Gatos-Saratoga Joint Union High School District, maintains a General Education (MS/SS) induction program that articulates a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. During interviews, it was clear that stakeholders understood the vision of PAUSD Consortium: *to provide a meaningful induction program that supports each candidate in implementing effective strategies learned in his/her teacher preparation programs and in his/her ongoing professional development experiences through a formative assessment process delivered by the team of Coaches.*

Participating districts complete a Memorandum of Understanding (MOU) which outlines each district's commitment to support new teachers. PAUSD serves as the fiscal agent for all partnerships, and as such, takes the lead on all program components. Partner districts assure that candidates receive advice and assistance upon hire, are matched with a qualified Coach, and participate fully in Induction. Leadership from all three districts addressed the importance of Induction in preparing their newest teachers for a career in their own districts, and appreciated how Induction is positively changing the culture of their own schools and influencing the culture of education.

The vision of the PAUSD Consortium provides direction for all aspects of program. PAUSD believes in the need to present a job-embedded transition program for new teachers that provides logistical, emotional, and professional teaching support. An over-arching goal of the program is to support the preparation of candidates to meet the academic and social needs of all students. The program actions such as formative assessment opportunities including self-assessment and reflection, working with a trained full or partial release Coach, and professional development opportunities are some of the means to those ends. Candidates praised the work of their Coaches in helping them move their teaching practice forward. During interviews, stakeholders reported that the induction activities were interwoven with their district focus in support of closing the opportunity gap. School site leadership remarked that because of Induction, the candidates brought a new way of thinking to school sites, which is leading to paradigm shifts in school

cultures and ways of teaching. From Coaches to candidates, district level to site level leadership, all stakeholders are in accord that the Induction program vision is driving the direction.

It is evident that PAUSD maintains a collaborative decision-making body in the Steering Committee. The Steering Committee is composed of representatives from various stakeholder groups including the program Director and Coordinator, Associate Superintendents, lead Coaches from consortium partner districts, PAUSD Credential Analyst, representatives from Institutes of Higher Education (IHE), and at least one PAUSD principal and Coach; other PAUSD Coaches attend on a rotating basis. The Steering Committee is active in the induction community and stays abreast of new research about teacher preparation and induction, curriculum, instruction, and assessment.

A review of agendas from monthly Steering Committee meetings showed committee members reviewing data, making revisions as a team to Transition Documents (between IHE and Induction program), and serving as advisors for program leadership. Interviews with Steering Committee members revealed a commitment to support for new teachers and members identified that they have made decisions about Early Completion Option candidacy, analyzing and reviewing data in preparation for the Biennial Report, and creating policies for hiring Coaches.

Through interviews, review of documents, and the Common Standards narrative, it is evident that the program leadership has the authority and institutional support to achieve all the needs of the program. PAUSD, the Local Education Agency (LEA), employs highly qualified program administrators including a 40% time Director of the Consortium, and 40% time Coordinator. These program leaders are well-regarded across the Consortium by all stakeholders. District level administration in all three districts associated the quality of the program to this leadership. Regular communication between program and districts assists in creating a well-articulated path of support for candidates. Memorandums of Understanding (MOUs) with Consortium partners indicate a willingness on the parts of all members to ensure a culture of support for candidates.

The PAUSD ensures that each candidate recommended for a credential has met all program requirements. Such requirements are outlined in The Induction Handbook, on the Induction website, and are carried out with fidelity by well-trained Coaches.

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.

Findings

The PAUSD Consortium maintains a comprehensive evaluation system and continually reflects upon and makes modifications to improve program effectiveness and candidate performance. The Steering Committee serves as the central hub for data collection, analysis, and implementation based upon evidence. Interviews with district level administrators and review of documents indicated that there was a free flow of information between program leadership and

others during K-12 administrator meetings, during district Learning Team meetings, at the Cabinet level, and in weekly messages to Governing Board members. Feedback is always welcome by program leadership—either anecdotally or via formal surveys—and all feedback is shared with the Steering Committee.

In an effort to understand program strengths and areas of growth, program leadership collects, analyzes, and utilizes data and participates in the Biennial Report process which serves as the major foundational component of their assessment and evaluation efforts. The program utilizes Induction State Survey data from Coaches, Site Administrators, and candidates. Additionally, the Consortium administers a mid-year survey designed to gain feedback regarding the working relationships of Coaches and candidates, and the value of the formative assessment activities.

For candidate and program completer performance, program staff reviews candidate credentials to ensure eligibility and maintains records for evidence of progressing toward program completion. With the support of their Coaches, candidates self-assess on the *Continuum of Teacher Practice* aligned with the *California Standards for the Teaching Practice* and Induction Standards 5 and 6. Coach and candidate work in tandem on the job-embedded formative assessment documents, which are designed to move the new teacher’s practice forward in support of student achievement. At the end of each year, the candidate submits an Induction Portfolio that includes the formative assessment documents and reflections, which is reviewed by program leadership for completion.

The PAUSD Consortium gathers data on candidate proficiencies and program evaluation and Steering Committee analyzes data to improve program effectiveness. Interviews with Steering Committee members clearly outlined the use of data to inform program practice and to make changes. End-of-year review of candidate portfolios and reflections conducted by Coaches and program leadership ensure candidate qualifications, proficiencies, and competence.

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.

Findings

The PAUSD Consortium carefully reviews program needs to determine necessary resources for program operation. The budget for the program is allocated annually from district general funds. Interviews with institution and program leadership reveal a strong belief in the importance of supporting new teachers in the consortium, and resources are readily available for that support. The Steering Committee takes the lead on allocating resources and makes adjustments by analyzing availability of resources and program need, and assures that there is adequate funding for administration of all formative assessments and program evaluations.

The program Director and Coordinator are qualified to provide the administrative coordination for the Consortium. Interviews with stakeholders laud the quality support that program leadership provides. Both Director and Coordinator are viewed as accessible, informed, supportive, and responsive. Additionally, resources across the Consortium ensure a partial or full-release Coach model. Such a model allows sufficient time for Coaches to observe and conference with candidates, to conduct formative assessment activities, and participate in high-quality professional development. During interviews with Coaches, all reported attending a myriad of professional development covering a range of topics including equity, technology, Mentoring Matters, and information on the programs locally designed formative assessment system.

Initial admission into the program is determined in the Human Resources division of each Consortium member in conjunction with the Coordinator. Credential Analysts of member districts understand how to read candidates' credentials and communicate with program leadership as to who qualifies for program support. The PAUSD Analyst provides credential advising and assistance to member districts as needed, and serves as a member of the Steering Committee. During Steering Committee interviews, and interviews with Human Resources leadership, it was reported that though the Credential Analyst is new to her position, she is growing quickly in her understanding and is onboard for additional professional development further grow her practice.

Throughout interviews with the PAUSD Consortium and review of documents, it was evident that there are sufficient resources and personnel available to meet program and candidate needs. Each member district narrated accounts of how new teacher support is woven into the fabric of each district and each district fully commits to the growth and improvement of their teachers.

From interviews and review of program documents, it is clear that the LEA has a process for determining resource needs for the PAUSD Consortium. Interviews with district leadership indicate that there is a strong commitment for Induction support. The program Director oversees categorical budgets and programs and sits at the table during budget talks. The LEA Superintendent reported a continuation of support of resources for the program.

Standard 4: Faculty and Instructional Personnel

Standard Met

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

Findings

A review of evidence indicate that PAUSD Consortium has delineated the roles and responsibilities of the Steering Committee, program administrators, Coaches, Human Resource personnel, and induction staff. Results of interviews with program leaders, the Steering Committee, and Coaches, indicate the Consortium has a process for selecting and assigning personnel to these roles. The Assistant Superintendent at PAUSD (the LEA) works to ensure that the program Director and staff are well qualified to lead the induction program. Induction Coaches are selected through a rigorous process that focuses on identifying highly qualified and experienced educators. Professional Development Providers (PDPs) for the program are almost exclusively Coaches and Teachers on Special Assignment (TOSAs) from within the Consortium.

As evidenced through interviews with district and site administrators and current and former candidates, as well as a review of documents describing the selection process, only Coaches and PDPs who demonstrate knowledge of content standards, performance levels, pedagogy, frameworks, the needs of student populations, and understand the formative nature of teacher support are selected. Candidates and site administrators stated that Coaches in the Consortium have the knowledge and skills to meet the needs of teachers within specific teaching assignments. They understand the candidates' context for learning, and model best practices in teaching, learning, and coaching.

Participants from the Steering Committee, program leaders, and Coaches reflect the population of teachers and students found throughout the Consortium. Through interviews with district leadership and site administrators, it was confirmed that Coaches are selected because they are very knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity. Candidates also verified that Coaches are highly qualified and adept at helping them meet the diverse needs of students in their classrooms. Palo Alto Unified and their partners adhere to federal and state non-discriminatory hiring practices.

An interview with the Steering Committee confirmed that the program collaborates to provide a seamless transition for candidates from teacher preparation to induction. Coaches encourage candidates to use their teacher preparation experiences to help focus improvement goals in induction. A representative from Santa Clara University sits on the Induction Steering Committee, and together the Committee and IHE representative have crafted a *Transition Guide*. This guide is being piloted this year with the intention of better facilitating the journey from teacher preparation to induction. This document will be shared with other feeder teacher preparation programs.

Interviews with the Coaches and a review of documents including the minutes of meetings, professional development calendars, and training agendas indicate that instructional personnel participate in training such as: *Learning Focused Relationships: Consulting, Collaborating And Coaching* (Laura Lipton), *Professional Learning Workshop on English Learners and Their Needs, Teaching with a Cultural Eye* (Equity), and seminars to understand and use the formative assessment tools. Coaches attend Santa Cruz New Teacher Center workshops when appropriate. During the monthly Coaches support meetings, information from these workshops are discussed and plans for integrating and using information is shared. Additionally, the Coaches choose books to study for the year and participate in book talks with each other to understand and better

integrate learning into practice. The program leadership has access to their Cluster Regional Director and IHE partners to address challenges and brainstorm solutions.

The Palo Alto Unified Consortium evaluates the performance of instructors using workshop feedback forms. Interviews with program leaders and Coaches indicate that formative feedback is provided to trainers. Coaches in the Consortium are limited to a two-year tenure with an option to reapply at the end of their terms. If it is determined that a PDP or a Coach is not effective, s/he is not assigned again.

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.

Findings

Documents provided by the program indicate that district personnel in Palo Alto Unified, Mountain View Los Altos Union High School District, and Los Gatos-Saratoga Joint Union High School engage in a tiered process for hiring new employees, which includes education/experience, resumes, and recommendations, interviews by teams, lesson observations, and reference checks. Candidates who 1) hold a preliminary multiple subject or single subject credential that needs to be cleared, or 2) have been trained out-of-state or out of the United States with a renewal code that requires induction for credential renewal are admitted to the induction program when they are hired. All candidates sign a *Letter of Commitment* that formalizes the requirement to complete induction within two years. Candidates who do not finish are assessed a fee for service.

Once teachers are hired, Human Resources analysts and Induction personnel determine the credential status and eligibility. Based on a review of the candidate's credential information from their pre-service program or transferring district (for candidates who have completed their first year in another induction program), the Credential Analyst informs the program and the newly hired candidate of program eligibility and the requirements to enter and complete an Induction program. Following intake, the program Director matches the candidate with a qualified Coach. Interviews with the Steering Committee confirmed that the program Director consults with the site administrator and others to ensure that the Coach match is appropriate.

The personnel departments within the Palo Alto Consortium have in place guidelines to ensure that all newly hired candidates are sensitive to California's diverse population, have effective communication and basic academic skills, and have prior experiences that suggest a strong potential for professional effectiveness. Program documentation confirmed that all candidates attend equity training in their first year to further their understanding and sensitivity to California's diverse populations.

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

Findings

The program provides personnel to advise candidates throughout their participation in the Induction program. At the Induction orientation, program leaders provide an orientation for all candidates that outlines the program components and requirements. The Coach assigned to support the candidate follows up with a personalized review of all aspects of the program. Interviews with candidates indicated that the Coach serves as the primary source of advice and assistance throughout the two-year program. In addition to the support from the Coach, Induction program leaders provide ongoing advice and assistance as needed.

Coaches in the program have access to a web page with all documents. These documents are shared with candidates as they move through the program. Coaches, who support candidates through the program's formative assessment system, are careful to keep the candidate's eye on their teaching and away from the mechanics of completing forms. The Coaches have extensive classroom experience, as well as formal training in Formative Assessment and mentoring practices, and they use this training to successfully guide the candidate through the induction experience.

Interviews with Coaches indicated that they regularly monitor candidates' progress. A portion of each monthly Coach meeting focuses on any concerns they have regarding individual candidate participation. Strategies to support the candidate are generated by the team and these ideas are used to enhance the candidate's experience.

Candidates are thoughtfully guided through the program requirements by Coaches who take the responsibility of ensuring the candidate makes progress towards attainment of all program requirements. The journey culminates in a Portfolio Review Process that is used to assess candidates' progress. Coaches and program leaders use this information to make a final assessment of the candidate. In the portfolio review process, Coaches work together to read portfolios and to verify that all requirements have been met. A review of portfolios and interviews with program leaders confirmed this process is used consistently.

A review of evidence demonstrated that the program has a process in place for ensuring that candidates make successful progress throughout the year. Support is individualized and when a candidate fails to meet performance expectations, the candidates have an opportunity to revise their documents for an additional review. In addition, interviews with site administrators verified that they work with Coaches to ensure that candidates receive support in meeting school goals and administrator expectations.

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

Findings

The Palo Alto Consortium uses a locally developed model of formative assessment that includes instructional analysis, and reflection centered on the Induction Standards and the *California Standards for the Teaching Profession*. A series of sequenced, research-based events occur over the course of the two-year induction period, which serve to guide the ongoing work of the candidate and Coach. The formative assessment process includes job-embedded *Observation/Conferencing* on the topic of content standards and performance levels that lead to goal setting and action planning in an individualized *Professional Growth Plan (PGP)*. Repeated opportunities for *Analysis of Student Work* anchors this goal setting in student progress and performance. *Learning from Two Students (LF2S)* provides opportunities for the Coach and candidate to collaborate on assessing student performance in relation to meeting and exceeding the content standards and performance levels. The candidates also learn to address issues related to the needs of students of color, English learners and all aspects of a supportive and safe classroom and school climate. The *Continuum of Teaching Practice* serves as a benchmark for self-assessment grounded in the research around best practices. All these efforts serve to help candidates strengthen and improve their teaching and student learning. To augment these formative assessment activities, candidates participate in professional development experiences provided by the member districts for all new and/or veteran teachers.

A review of portfolios and interviews with candidates confirms that candidates engage in focused, job-embedded activities designed to help them understand classroom context, assess teaching, create an inquiry of practice, and reflect upon their journey as an educator. In placing candidates with Coaches, careful consideration is given to match the Coach and candidate with a similar grade level and content area whenever possible. During interviews, administrators, Coaches, and candidates commented that the formative assessment system is effective in supporting the learning needs of students and promotes collaborative and reflective practice.

Interviews and document reviews indicated that the district seeks to ensure that candidates address issues related to the needs of students of color, English learners and all aspects of a supportive and safe classroom and school climate. All these efforts serve to help candidates strengthen and improve their teaching and student learning. In addition, review of program training materials, sign in sheets, and documentation showed that Coaches and Year One candidates are required to attend equity training to assure they can support teachers in meeting the needs of diverse student populations.

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

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

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

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

Findings

Induction candidates are assessed throughout their experience in the PAUSD Consortium, utilizing tools from the locally designed formative assessment system. Multiple interviews and a review of documentation provided evidence that candidates know and demonstrate the professional knowledge and skills to educate and support all students. Each candidate in the program is assigned a Coach to guide him or her through the process, which includes regular meetings, formative assessment tools, and professional development opportunities. Interviews with candidates, completers, Coaches, and program leaders confirmed the efficacy of this process.

Evidence reviewed at the site confirmed that the multiple and single subject Induction program candidates meet with their Coach regularly to assess and receive feedback on growth and progress as well as to plan and deliver effective instruction. Interviews with candidates, graduates, and Coaches confirmed that regular meetings between candidates and Coaches ensured continuous assessment of professional growth, goal setting, reflection upon results, and progress toward program completion. During interviews, program candidates and graduates confirmed that the Coach is an integral component in providing support and resources for each candidate.

In the PAUSD Consortium, the process leading to the completion of professional teaching credential requirements includes specific criteria demonstrated through observations, student work, and formative assessment activities including the Professional Growth Plans. This evidence is placed in each candidate's e-portfolio along with reflections wherein candidates are prompted to reflect on their growth in relation to the *CSTP*. Every candidate's portfolio is submitted for review at the end of each program year. This portfolio review process determines whether each candidate's competency requirements have been met, as specified in the program standards. Coaches work together in teams to review all program portfolios. This process was confirmed through interviews with candidates, completers, program leaders, and Coaches, as well as through examination of portfolios. Examination of the formative assessment materials confirmed alignment of documentation with Induction Program Standard 5 and 6. The completion of the program requirements and submission of the completed portfolio are the

means through which each candidate demonstrates competency requirements. Only candidates who have satisfactorily completed the program requirements are recommended for a clear credential.

Program Standards

General Education Induction

Program Design

The PAUSD Consortium program serves candidates who have received their preliminary multiple/single subject credential and are pursuing a course of study in order to acquire a clear credential. As the lead sponsor of the consortium, PAUSD provides the staff for program administration. Program personnel provided by PAUSD include the Director, a Coordinator, and an administrative assistant. Each district within the consortium is responsible for providing the appropriate number of Coaches to support the candidates enrolled for each year.

The program leadership works closely with the Steering Committee. The Steering Committee consists of program leadership, administrators from each district, the IHE representative, lead Coaches from MVLA and LGSJUHSD, principals, and the PAUSD Credential Analyst, with Coaches from PAUSD rotating in throughout the meetings. Decisions for program policy are made by the Steering Committee, which meets monthly to make program decisions, review budget matters, and assist in planning, implementing, and evaluating Coaches and formative assessment activities. Interviews with program leadership, Coaches, and Steering Committee confirmed the value of these monthly meetings in determining program focus as well as communication, collaboration and calibration between districts and across the program.

Communication about program requirements and procedures are primarily facilitated between the assigned Coach and candidates(s). Throughout the consortium, regular communication, including individual and group meetings and surveys between program staff, Coaches, site administrators, department colleagues, and grade level team members ensures well-articulated support to candidates in each district. Interviews with the Steering Committee, program leadership, site administrators, Coaches, candidates, and completers confirmed that communication between stakeholders across the program is designed to support each candidate in meeting program goals within his/her individual teaching context. Candidates are provided with opportunities to provide feedback to the program through mid-year surveys, feedback to Coaches, and professional development surveys. Coaches meet monthly to discuss program implementation, provide feedback to program leadership, calibrate support tools and strategies, and to provide professional development and support to each other. Interviews with Coaches confirm that the monthly meetings provide opportunities for meaningful communication with program leadership about program implementation, and to receive feedback.

The local formative assessment system designed by the PAUSD Consortium consists of an inquiry-based process with ongoing support and feedback. This feedback is linked to the Induction Program Standards, the *California Standards for the Teaching Profession* (CSTP), and the California Common Core Standards. The program design incorporates multiple measures in a series of events that support the candidate and leads to the improvement of practice. The design highlights a focus on meeting the needs of all students: English learners (ELs), students of color,

special populations, and students at all academic levels. A review of the documents and feedback from candidates, completers and Coaches confirm that the sequence of the formative assessment process is logical and designed to promote student-centered growth. In addition, each candidate is required to attend a minimum of two professional development opportunities each year. The relationship between the Coach and candidate is at the core of the effort to help candidates become reflective practitioners as they complete the formative assessment process together. Interviews with all stakeholders confirm that the program is designed for the Coach to be at the center of the process. Candidates and completers expressed appreciation for the collaboration, support, and guidance provided by the Coach in managing the structure of the formative assessment for each candidate.

The PAUSD Consortium has partnerships with area universities. A faculty member from the University of Santa Clara is a current member of the Steering Committee, and as such is actively involved in program decision-making and leadership. Interviews with members of the Steering Committee confirmed that through this participation a transition document has been developed to facilitate the candidate's journey from teacher preparation to professional educator in the PAUSD Induction program. In the monthly Coach meetings, Coaches have been provided with opportunities to discuss efficacy of formative assessment documents and revise program documents as deemed necessary.

Coaches, candidates, and site administrators provide program efficacy feedback through various channels. Coach/candidate meetings, monthly Coach meetings, training evaluations and mid-year surveys serve as information sharing platforms. Site administrators provide feedback through informal discussions and district administrative meetings with program leadership. Based upon this input, the steering committee is tasked with using this information throughout the year assist the program in considering the needs of its candidates to provide a focused, organized and systematic approach to improving program quality.

Course of Study

The PAUSD Consortium utilizes a combination of mentoring support, a locally designed formative assessment system and professional development offerings to support the growth of candidates. At the beginning of enrollment, program leadership meets with candidates to explain the requirements of induction. At the first meeting between the Coach and the candidate, a document outlining the sequenced timeline of induction completion activities is shared and explained. Throughout each year, the candidate and Coach meet a minimum of once every two weeks to address areas of support and formative assessment system components.

Components of locally designed formative assessment system include: a *Class Profile*- indicating the ethnicity, and the special health or learning needs of students in at least one class; *Continuum of Teaching Practice, Formal and Informal Observations/Conferences*- completed 3 times in the first year and 3 times in the second year making a total of 6 observation cycles; *Professional Growth Plan (PGP)*- to accomplish content-focused goals and growth targets; an action plan to accomplish the goals is identified and examples for evidence of growth are specified; and last, *Learning From Two Students (LF2S)*- the candidate selects two of his/her students to monitor their academic, social, and emotional progress.

The candidate and Coach jointly select two students who are from the special populations described above and are very different from one another. Coaches meet with candidates three times per year to complete the *LF2S* activity. In addition to these meetings, discussions about the achievement of the two students selected for this activity are also integrated into other activities in the formative assessment process. *Analysis of Student Work*- to consider how assessment data can inform future instruction and what specific steps will be taken to ensure high achievement. *Portfolio*- each year over the course of the two-year induction period, the candidates collect all formative assessment tools as evidence of participation and growth. The purpose of the portfolio is to document growth and provide evidence of all aspects of Program Standards 5 and 6. *Professional Learning Map* -at the end of year two in the induction program, the candidate meets with the Induction Coach to review the Portfolio evidence, reflect on their work together and identify areas of strength, areas of growth and next steps. This professional development planning is recorded on the *Professional Learning Map* form.

Interviews with candidates and completers across the consortium confirmed that the formative assessment process, guided by the Coaches, provides a supportive structure for candidates to stretch their thinking about meeting the needs of all students.

In the Supplementary Professional Learning module -the candidate and the Coach discuss needs for additional professional learning based on the results of the self-assessment process. They determine areas for growth that would benefit from additional professional development, and then identify a minimum of two workshops to attend each year. Candidates place evidence of workshops participation in their portfolios. The Consortium coordinates professional development opportunities within the partnering districts, as well as with local IHEs, so that candidates may choose from a myriad of professional development opportunities. Interviews with candidates confirm the effectiveness of the professional development selection and implementation process throughout both years. Candidates and completers identified multiple resources that supported individually identified instructional needs.

Candidates in all districts across the consortium attend extensive Equity training with all new teachers. New administrators in PAUSD attend the training alongside new teachers. Interviews with candidates and administrators confirm the value of information received in this training.

The PAUSD Consortium uses defined criteria to select and assign a Coach to each candidate. Each Coach has access to extensive training and support from program leadership. All Coaches attend a monthly meeting where ongoing activities such as training, calibration, and formative assessment modification are facilitated by program leadership. Feedback regarding performance is provided through the candidate mid-year survey. The information is disaggregated and shared with Coaches by program leadership. In the PAUSD Consortium, the nucleus of the program is the Coach, and the relationship developed and nurtured by each individual assigned to this role. Interviews with all stakeholders across the program confirmed the efficacy and importance of the Coach/candidate relationship.

Each year, the Coach attends his/her assigned candidate's administrative feedback meeting as the 'silent scribe.' In this 3-way (elementary) or 4-way (secondary) meeting, the candidate meets with assigned administrator(s) to receive feedback on teaching performance and the Coach is present to record what is said. After the meeting, the Coach and candidate meet to debrief.

Coaches meet regularly with assigned participating teachers' site administrators in order to facilitate open communication for ongoing contextual support for each participating teacher. Interviews with site administrators, Coaches, candidates and completers, confirmed that this process provides open communication between the stakeholder groups and provide multiple opportunities for the Coach to provide ongoing, individualized support.

Candidate Competence

This program has a well-established and fully delineated process to assess candidate competence. This was confirmed through review of multiple sources including candidates' portfolios, completion of key locally designed formative assessment system documents, the portfolio review process, and observation feedback from Coaches. Candidates are informed and advised of progress toward program completion through regular meetings with Coaches, and by program leadership.

Throughout the year, each participating teacher works with his/her assigned Coach to complete components of the formative assessment process. Coaches scribe the work and maintain copies of each document, ensuring that each candidate receives a copy and has the opportunity to edit each document as needed. Candidates and Coaches confirm the value of this process. During interviews, candidates discussed the value of the Coach reducing the cognitive load, which provides the opportunity to access the content of the discussion rather than having to deal with the format issues of documents.

Candidates are assessed for program competencies during the course of the formative assessment process. A review of the portfolio assures that all aspects of Standards 5 and 6 have been addressed. The *Continuum of Teaching Practice* is used to assess growth at the beginning, during, and end of each program year. The candidate completes a reflection to summarize growth toward Program Standards 5 and 6 over each year.

The yearly portfolio includes

1. All formative assessment documents
2. *Continuum of Teaching Practice*
3. Evidence of participation in two workshops
4. A summary/reflection

Candidates are notified that their Induction Portfolios will need to be submitted and are reviewed each year by a team of Coaches and program leaders. Each portfolio is carefully examined for evidence of meeting Program Standards 5 and 6 by a minimum of two Coaches. The reviewers assure evidence of all aspects of both program standards is included. Each candidate receives written notification of the Portfolio Review results. Successful completion of portfolio review process results in the recommendation for a clear credential.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews with program leadership, district administrators (including the Superintendent, Assistant Superintendents, Directors of Curriculum and Instruction, school site administrators), Credential Analyst, Institute of Higher Education partner representative, candidates, completers,

and Coaches; along with additional information requested from program leadership during the visit. The team determined that all program standards are **Met**.