

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

## Professional Services Division

April 2012

### Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Davis Joint 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 is made for the institution.

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

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

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS-SS) Induction	6	6		
Education Specialist Clear Credential	6			

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

**Institution:** Davis Joint Unified School District

**Dates of Visit:** March 20-22, 2012

**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, school site administrators, Human Resources personnel, support providers, participating teachers, completers, and Advisory Council 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 each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards – General Education (MS/SS) Induction Program

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

Program Standards –Clear Education Specialist Induction

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

Overall Recommendation

The team completed a thorough review of program documents, program data, *Local Formative Assessment System* (LFAS) portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, Institutions of Higher Education representatives, support providers, participating teachers, completers, and Advisory Board members. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

### **Advanced/Service Credentials**

General Education (MS/SS) Clear Credential

Education Specialist Clear Credential

Staff recommends that:

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

**Mary Lou Weinrich**

San Bernardino City Unified School District

**Common Standards Cluster:**

**Robert Frelly**

Chapman University

**Advanced Programs Cluster:**

**Kathy Athey**

San Joaquin County Office of Education

**Staff to the Visit**

**Gay Roby**

Consultant

### **Documents Reviewed**

- Advisory Board Agendas and Minutes
- Budgets for Consortium and Districts
- Directors Academy materials
- Candidate Completion Record
- Consortium Calendar
- Consortium Organizational Chart
- District MOU Sample
- ECO Packet and Application
- Education Specialist Seminar Plans
- Facilitator MOU
- Facilitator Network Sample Presentation
- Participant Database
- Participating Teacher MOU
- Participant Portfolios
- Professional Development options
- State and Local Surveys & Results
- Professional Growth Presentation materials
- Program Handbook
- Program Orientation Materials
- Site Administrator Training Agendas
- Seminar Agendas
- Seminar Facilitator Application 2011-12

- Guidelines for the Triad Meeting
- Human Resources Packet
- Independent Contract School MOU
- Inquiry Seminar Plans
- Job Descriptions
- Leadership Team Meeting Agendas
- Local Formative Assessment System
- Support Provider Application 2011-12
- Support Provider MOU
- Special Populations Resource Guide
- Support Provider Training Agendas
- Two-Year Induction Program Graphic
- UC Davis MOU
- UC Davis Transition Materials for Ed Specialist Candidates

### Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	5	29	0	<b>34</b>
Completers	0	2	5	<b>7</b>
District Administration	0	0	3	<b>3</b>
Site Administration	0	3	7	<b>10</b>
Program Coordinators	1	3	0	<b>4</b>
Professional Development Providers	9	0	0	<b>9</b>
Support Providers	1	0	22	<b>23</b>
Credential Analysts	0	3	0	<b>3</b>
Advisory Board Members	3	0	6	<b>6</b>
Other	1	3	2	<b>6</b>
<b>TOTAL</b>				<b>105</b>

*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

Yolo County is located in the northern part of California, with Woodland as the county seat, although Davis is its largest city. As of the 2010 census, Yolo County had a population of 200,849. Yolo County remains primarily a relatively rural agricultural region. This is evidenced by the multi-billion dollar California tomato industry, centered around Yolo County, dominating 90% of the canning and processed tomato market in the United States.

Solano County is located about halfway between San Francisco and Sacramento. It is officially one of the nine San Francisco Bay Area counties, and one of four North Bay counties. Solano County is the easternmost county of the North Bay. The county's population was reported by the U.S. Census to be 413,344 in 2010. Additionally, a portion of the county extends into the Central Valley, geographically.

The Yolo-Solano Induction Program is a regional consortium comprised of ten P-12 educational institutions with 95 schools (including nine private schools) in eight school districts over the two county area private and charter schools, and local university partners. The Yolo-Solano Induction Program is in its fourteenth year of operation in the area, with Davis Joint Unified School District (DJUSD) serving as the Lead Educational Agency (LEA) for the consortium. Each partner district or county office has representation on the Advisory Board to ensure that the

program resources are distributed in an equitable manner and the needs of stakeholders are met. A liaison exists for each participating district who facilitates the local implementation of the program and ensures effective communication among their schools, district and the Yolo-Solano Induction Program.

The districts in the consortium have an API range of 614 and 842. During the 2010-11 school year, 29 of the participating teachers were assigned to Program Improvement (PI) schools.

Education specialist teachers in the consortium have participated in the program since its beginning in 1998. However, the program formally added the Clear Education Specialist Credential for Mild-Moderate and Moderate-Severe authorization during the 2010-2011 year.

The districts of the Yolo-Solano Consortium reflect the ethnic diversity of our state. The following lists reflect the 2009-2010 ethnicities of students and teachers in the ten partnering public school districts, according to the CDE Educational Demographics Unit.

Ethnicity	Students										
	Davis	Woodland	Esparto	Winters	Vacaville	Travis	Benicia	Dixon	Yolo COE	Solano COE	Charters
Hispanic, Latino of Any Race	1,464	6,560	688	985	3,782	1,054	803	1,969	129	131	NA*
American Indian or Alaska Native	46	68	6	6	123	39	15	19	4	1	NA
Asian Not Hispanic	1,286	488	14	9	343	288	262	44	5	13	NA
Pacific Islander Not Hispanic	26	40	0	0	130	66	34	17	0	8	NA
Filipino Not Hispanic	99	41	6	5	363	542	386	48	0	22	NA
African American	237	109	26	4	1,071	794	442	91	12	109	NA
White	4,926	2,914	334	600	6,401	2,280	2,605	1,464	95	134	NA
Two or More Races	362	133	10	19	340	278	424	65	0	33	NA
No Response	61	50	0	1	86	2	5	15	0	2	NA
<b>TOTAL</b>	<b>8,507</b>	<b>10,403</b>	<b>1,084</b>	<b>1,629</b>	<b>12,639</b>	<b>5,343</b>	<b>4,976</b>	<b>3,732</b>	<b>245</b>		<b>NA</b>

\*Data not available

Ethnicity	Teachers										
	Davis	Woodland	Esparto	Winters	Vacaville	Travis	Benicia	Dixon	Yolo COE	Solano COE	Charters
Hispanic Latino of Any Race	41	96	5	14	31	18	21	20	2	7	NA*

Ethnicity	Teachers										
	Davis	Woodland	Esparto	Winters	Vacaville	Travis	Benicia	Dixon	Yolo COE	Solano COE	Charters
American Indian or Alaska Native	3	6	0	0	1	1	0	0	0	0	NA
Asian Not Hispanic	16	14	1	1	15	0	4	3	0	0	NA
Pacific Islander Not Hispanic	0	0	0	0	0	13	2	0	0	0	NA
Filipino Not Hispanic	2	1	0	1	7	3	4	2	0	1	NA
African American	3	4	0	1	11	12	2	1	0	5	NA
White	354	305	41	69	518	180	190	141	18	48	NA
Two or More Races	15	5	0	0	0	1	0	0	1	1	NA
No Response	0	42	1	0	8	2	0	1	0	1	NA
<b>TOTAL</b>	434	473	48	86	591	231	223	168	21	63	NA

### Education Unit

The Yolo-Solano BTSA Induction Program is a consortium that has provided support to teachers since BTSA's inception in 1998. It was, in fact, a participant in the New Teacher Project, the forerunner of the BTSA Induction program. The program transitioned to an approved General Education (MS/SS) Clear Credential BTSA Induction Program in 2004.

The program had a total of 61 participating teachers complete the program in the 2010-2011 school year, four of which participated in the early completion option. In the current 2011-2012 school year, the program has 174 participating teachers. The program goal is to maintain a ratio of one support provider to one participating teacher.

Members of the program leadership include the induction director, and four coordinator positions (one coordinator at each county's main education office, a special education coordinator, and a career technical education program coordinator) and the administrative secretary. The coordinator positions are part-time and are currently held by three district employees. The program is housed at the main office complex of the Davis Joint Unified School District.

**Table 1  
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency or Association Reviewing Programs
General Education (MS-SS) Induction	Advanced	59	145	CTC
Clear Education Specialist Induction Program	Advanced	2	29	CTC

**The Visit**

The visit was conducted at the Davis Joint Unified School District offices in Davis, California from March 20th through 22nd. The review team consisted of three members—a team lead, a common standards reviewer, and a program standards reviewer—and a state consultant.

# 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

Stakeholders report that the Yolo-Solano BTSA Induction Program (YSBIP) provides a two-year induction program designed to support new teachers by recognizing the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom from their pre-service work. The YSBIP supports the demonstration and application of the California Standards for the Teaching Profession and the Pedagogy and Universal Access Induction Standards through its various components: collegial mentoring from an assigned support provider, ongoing professional development, curricular materials and training, and administrative assistance. With a commitment to strengthening the learning to teach continuum, the YSBIP has developed strong collaborative partnerships with the Capitol Region Teacher Preparation Network; University of California, Davis; Solano County Intern Program; BTSA/IHE Collaborative (Bay Area); Local Formative Assessment Programs Network; Yolo County CISC; and BTSA Cluster One Region. The assistant superintendent of human resources confirmed the vitality of these links as approximately half of the district's teachers attend one of these institutions.

The superintendent of DJUSD, which is the LEA for the consortium, is personally committed to the success of the induction programs at every level and supports the consortium in its focus as a collaborative community providing an engaging and supportive induction environment for all Participating Teachers. This effort translates to an empowerment of teachers who are then able to meet the academic, social and emotional needs of their students.

Stakeholders and program documents provide a clear picture of the collaboration among the induction programs, human resources and fiscal services of this eight district and 2 county office consortia. The shared vision of these districts guides the induction programs work and instills the goal of retaining new teachers who are competent in the skills articulated in the vision, and the induction program's professional development.

YSBIP determined that the needs of the teachers requiring the advanced credentialing program, Education Specialist Clear Induction, would best be met within the consortium. An analysis of capacity to effectively offer the programs was completed and it was determined that the program would be written and implemented. The same process was then used in regards to the Career Technical Education program with the decision being made to add this program to the consortium as well. The program submission is currently in the initial review process.



The program design has been carefully created under the guidance of the YSBIP leadership team, participating districts and the induction advisory board. Stakeholders, including site administrators, trainers, administrators representing participating districts, support providers, and participating teachers articulated that the YSBIP Induction Program is designed to assist teachers in meeting the learning needs of students while helping them grow professionally. Based on the learning to teach continuum, the YSBIP is designed to support participating teachers as they transition from teacher preparation, apply knowledge in classroom practice, and continue to learn and develop throughout their professional careers as educators. Stakeholders play an active role in the organization of the program by providing frequent feedback through surveys, seminar feedback forms, emails, during collaborative meetings, and in formal and informal discussions.

The induction director is able to garner institutional support to achieve the needs of the program by attending various K-12 administrative meetings. The program director is viewed as an integral component of the district/consortium leadership team. The institutions support the program through policies and regulations to provide program resources and funds throughout the service region. The fiscal services director reported that the school board has voted annually to protect induction funding at the fully funded level.

The induction director has the authority and support needed to oversee human and fiscal resources in order to meet program goals, including professional development, and access human resource records. This was verified through interviews with the fiscal services director and assistant superintendent of human resources. The induction director organizes professional development (seminars aligned to induction standards) opportunities, all of which are focused on meeting the needs of adult learners.

Stakeholders report a credential recommendation process that assures candidates have met all requirements as listed on the credential completion checklist. The candidate's professional growth presentation is the culminating activity that represents an additional opportunity for the participating teachers to demonstrate growth in key areas defined by induction standards 5 and 6. The presentation occurs in the hiring district with the panel members consisting of district or site administrators, experienced support providers, seminar facilitators or other program leaders. Throughout participation in the program, participating teachers, support providers and program leadership can monitor progress, using [btsasupport.com](http://btsasupport.com)'s *Milestones Report* and offer extra support, as needed. Review of candidate work and advisement regarding remediation and next steps are done at least twice a year, with written documentation housed in the candidate's portfolio. An end-of-year/program portfolio check is also conducted. Upon completion of all requirements a recommendation for a professional clear credential is sent to the Commission on Teacher Credentialing through the induction program assistant. The assistant then notifies the respective candidate's human resources department, maintains contact with the candidate until a clear credential is received by the candidate, prints the clear credential to add to the file and maintains the candidate file for eight years in the induction office. Credential analysts report that the program assistant is their main contact person throughout the credentialing process and is a vital link to successful completion.

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 Yolo-Solano BTSA Induction Program (YSBIP) incorporates an assessment system for ongoing program and unit evaluation and improvement, as evidenced by a review of the documentation and interviews with site administrators and other stakeholders. Evaluations are collected from participants and facilitators following monthly seminars, professional development workshops/sessions, and Local Formative Assessment System (LFAS) trainings. Local mid-year participating teacher/support provider assessments are administered, as well as end-of-year assessments from year one and year two participating teachers. LFAS is used for participating teacher assessment of their teaching practice. Participating teachers, support providers, site administrators, program leadership and the induction director participate in the state survey.

The program has parallel processes in place to verify participation in all three programs (general education multiple subject, single subject and Education Specialist) and to provide ongoing feedback for meeting credential requirements. Induction-related data is collected and analyzed throughout the school year. The formal evaluation feedback from the state survey and the informal feedback from the professional development and assessments are used to guide program decisions. Program leadership notes trends and patterns in data in order to make informed decisions to drive program improvement. Stakeholder interviews validated that LFAS benchmarks and inquiry data are used by program leaders to guide decision-making for program improvement.

It is evident that the seminars are based upon the inherent and induction-specific needs of candidates. Seminars are three-hour sessions that are designed to allow the participating teacher and support provider the opportunity to collaborate on the inquiry process. Included in the seminar sessions is time for input, discussion and reflection. However, some candidates expressed concern that certain information presented within seminars, while supportive of their development, is redundant and unnecessarily repetitious.

General education and education specialist programs include ongoing and comprehensive collection of data in the form of a transition plan, formative assessment through the use of LFAS documents, advice and assistance meetings and the end of year professional growth presentation. Biennial reports, interviews with program staff/leadership, stakeholder groups, and the review of the LFAS documents, demonstrate ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Careful analysis of data provided by monthly logs, inquiry data, and feedback from surveys, informs the program on the effectiveness of participating teacher/support provider work and any new knowledge applied to teaching by the participating teacher. The evidence reflects that the YSBIP is supported by stakeholders committed to providing a quality program based upon the needs of each participating teacher.

The YSBIP collects, analyzes and utilizes data on candidate and program completer performance that makes for a dynamic program that is responsive to the needs of participating teachers and the school district. Interviews with stakeholders and the examination of artifacts confirmed that this assessment system is flexible and responsive to unit operations, and is aligned with this common standard.

Candidates complete a professional growth presentation at the conclusion of the induction experience; data from the rubric scores provides information about candidate competence and aggregate data is used for program improvement. The inquiry work of all candidates is reviewed individually and written feedback is provided to promote ongoing improvement. Interviews with candidates, and data gathered from surveys of program completers confirm the value and benefit of this individualized approach. Program completers further report the effectiveness of the program in promoting reflection and in assessing individual needs to remain current in the profession. Completion of program requirements and competencies is monitored through [btsasupport.com](http://btsasupport.com).

Feedback data gathered from seminars, advisements, state and local surveys, and the formative assessment system are ongoing and ensure a cohesive program that supports participating teachers and prepares them to effectively implement instruction, the result of which is a documented increase in student achievement. Interviews confirmed that the YSBIP continually uses data collection at a variety of levels to ensure program effectiveness resulting in an ongoing improvement process. Data is shared with the assistant superintendent of human resources to enhance program effectiveness and unit operations, and to ensure alignment with the standard.

### **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 Yolo-Solano BTSA Induction Program (YSBIP) reports that the Davis Joint Unified School District preserves 100% of the state allocated funds to provide for qualified personnel, adequate facilities, and other resources for all candidates to effectively meet the state-adopted standards for educator preparation. In years when the number of candidates falls below projection, participating districts receive a refund of monies. These assertions are supported through the team's review of data, supportive materials, and interviews with stakeholder groups.

Evaluating the program, relaying induction information to the YSBIP advisory board, board of education, other departments, and communicating with cluster leadership are essential components in determining resources needs. The program provides adequate and equitable funds to support local implementation to each participating district that, in turn, provides qualified personnel, adequate facilities, and other resources in support of candidates. During interview

sessions, site administrators reported the benefits of ongoing communication in establishing and maintaining quality educator preparation. Facilities include office space, storage capabilities, meeting rooms, and other facilities as needed. Other district personnel who provide support to the YSBIP include technology services, human resources, business services, and educational services.

A program director, working under the organization of the Davis Joint Unified School District's human resources department, leads the program, assisted by three part-time county coordinators with a combined .7 FTE, and a program assistant. Additional clerical support is provided when needed. The county coordinators and program assistant each described workloads that are consistently in excess of their contracted assignment.

The director is responsible for the coordination, admission, advisement, curriculum, and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management throughout the program. Additionally, the director develops the budget that funds the YSBIP with the support of each participating district/county. Throughout the interview process, the program the director and program assistant were consistently praised for their dedication and responsiveness in effectively addressing the needs of all stakeholders, and ensuring consistent program implementation within each partnering entity.

Each district assigns a support provider for each participating teacher. The consortium provides each candidate with all additional resources, materials, and support needed to successfully complete the induction program and credential requirements. Per the program memorandum of understanding (MOU) with partner institutions, the payment of the support provider is the responsibility of the partner institution. Stipends are provided for support providers to meet with individual teachers for 30 hours per year and to attend participating teacher seminars.

Interviews confirmed that the credential analyst both initiates and concludes the process for participating teachers and serves as an additional ongoing resource. Communication between program leadership and credential analysts helps to ensure that candidates steadily progress towards the completion of the program.

Each induction candidate has sufficient material, resources and support needed to successfully complete the induction program and credential requirements. A full time program assistant is available to ensure effective and timely support for all participants. The YSBIP uses [btsasupport.com](http://btsasupport.com) as the administrative support system and all stakeholders may access the resources and information via the Internet. During the interview process, the program assistant stressed the importance of providing quality customer service in support of candidates.

The advisory board structure provides opportunities for each program partner to give input on the use of consortium resources and ensure that the local needs are being met while preserving the consortium services to each candidate. An advisory member reported that there is a culture of transparency between the program and the advisory board as evidenced by shared decision making regarding resources.

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**

The Yolo-Solano BTSA Induction Program (YSBIP) utilizes multiple criteria in the selection of their faculty and instructional personnel, which may include applications, resumes, recommendations, writing samples, interviews, observations and evaluations. Most of the instructional personnel and faculty are current employees with various capacities within the consortium and are up-to-date in content knowledge, management, and instructional strategies.

Support provider selection is based on site needs and a process to ensure that the providers are suited and qualified for the position. The majority of support providers are full-time classroom teachers; some are retired teachers. They have a thorough understanding of the standards, frameworks, and accountability systems. Support providers report that they are well trained in the above areas through the initial support provider six-day training, YSBIP seminars, and through ongoing training. Program leaders reported that support providers are provided professional growth opportunities for English learners, special populations and culturally responsive teaching in the program seminars, and are able to effectively support beginning teachers in these challenging areas.

The YSBIP ascribes to a one-to-one model of support, and support providers are assigned based on site, content and availability. According to the mid-year state survey and interviews, participating teachers were generally satisfied with the level of knowledge their support providers possess and the amount of time allocated for regular interaction. Those reporting the highest degree of satisfaction have been assigned support providers that are onsite and closely aligned with their grade level and content. Conversely, participating teachers who are the least satisfied emphasized the challenges they met in receiving guidance from support teachers who are offsite and more disconnected from their grade level and content. While the YSBIP generally utilizes a uniform process for selecting support providers, the success of the selection and assignment of support providers is impacted to a degree by the support of site administrators and the availability of suitable teachers to serve in the role.

Professional development providers (seminar facilitators) for the YSBIP are selected from present and past support providers, district teachers or teacher leaders with relevant areas of expertise in topics addressed by the program. The institution provides support for its seminar facilitators to lead the YSBIP seminars. Seminar facilitators must have been a support provider for a minimum of three years. Additionally, they must complete all support-provider training

prior to becoming a seminar facilitator. Interviews with facilitators indicated they are highly skilled and knowledgeable about their content area, diversity, English learners, special needs populations, adult learning theory, and teacher development.

The unit evaluates seminar instructors through the use of electronic feedback garnered at all seminar sessions through [btsasupport.com](http://btsasupport.com). Additionally, the unit gathers and reviews reflective comments from participating teachers and support providers at the conclusion of each seminar. According to participating teachers and support providers, the feedback forms are read and responded to in a timely manner, with concerns and issues addressed by the unit leadership team. The support providers are presented formative and summative feedback regarding their performance through the use of state surveys, mid-year surveys, monthly logs and the leadership team's mid-year advisement sessions with participating teachers.

Members of YSBIP's leadership team collaborate regularly with colleagues by attending meetings and professional development opportunities through the Capitol Region Teacher Preparation Network, Bay Area IHE/Induction Collaboration (BIC), Cluster 1, State Directors' meetings and other offerings specific to induction.

### **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**

The Yolo-Solano BTSA Induction Program (YSBIP) leadership collaborates with the human resources credentials analyst to ensure eligibility and placement of participating teachers into the program. Each district's hiring practice parallels state regulations for the employment of teachers and serves as the first measure to ensure that eligible teachers will be admitted to the induction program. When a teacher is hired, human resources personnel reviews credentials, transcripts, and previous induction documentation or teaching documentation, if any, for placement of newly hired participating teachers into the YSBIP. The respective human resources office contacts the district coordinator and the procedure of assigning a support provider begins. Human resources personnel distribute the YSBIP welcome letter and program information pamphlet to those who appear to be eligible. The district administrators/coordinators are apprised and contact the teacher to expedite the start of the Induction Program. Each eligible teacher enrolls in the [btsasupport.com](http://btsasupport.com) database and completes the state consent form. Telephone interviews conducted with district credential analysts confirmed the hiring, eligibility verification, and induction program notification is uniformly followed throughout the consortium.

Interviews with human resources staff and the YSBIP director and coordinators stressed the importance of hiring only the most qualified teachers for positions in each district. Newly hired teachers and/or intern graduates who possess preliminary general education or Level 1 education specialist credentials are admitted into the program. Potential candidates are also screened via questions that determine a candidate's sensitivity to California's diverse population, effective

communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each district conducts interviews and makes recommendations for employment according to local practices.

The YSBIP director assures that the human resources staff receives training and ongoing support based on the current CTC credentialing requirements. Regular meetings are held between human resources and induction director/coordinators/staff to discuss the admissions process. In the interview with the assistant superintendent, he confirmed the value of these meetings as he sees the relationship between himself and the YSBIP program director to be an administrative partnership where all districts in the consortium benefit.

**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.

**Findings**

Induction staff works collaboratively with human resource staffs in advising participating teacher candidates of their induction participation, credential completion, and professional development requirements. At the induction program orientation, candidates receive an explicit explanation of the induction program as well as the requirements to successfully achieve completion. Candidates each receive a program handbook, and are introduced to [btsasupport.com](http://btsasupport.com), the program's website for both communication and document submission. Each participating teacher is informed of the early completion option, and eligibility requirements/criteria for early completion are outlined in the Induction Handbook.

To guide the Participating Teacher's attainment of all program requirements, the induction staff informs all participants of a mandatory orientation meeting, where an overview of the Local Formative Assessment System (LFAS) and the completion of the program are discussed. Each Participating Teacher can monitor his/her progress towards program completion using the Milestones report found on the [btsasupport.com](http://btsasupport.com) database. Participating teacher interviews confirmed that from the outset, they were provided an explicit and robust overview of the program, followed by numerous updates and reminders from program staff.

Seminars are held to introduce participating teachers to the specific requirements of each inquiry. To accommodate the needs of participating teachers and support providers, ten seminars are scheduled at different locations to support each inquiry cycle, six in year one and four in year two. These seminars are designed to support discussion, collaboration, sharing, and networking by participating teachers and support providers. It also provides dedicated time for work on the formative assessment system. Time is allotted at these seminars for both regular education and education specialist participating teachers to collaborate either as a collective group or within their individual credential concentrations. Participating teachers did indicate they would prefer that the time slot allotted for working with their support provider would come earlier in the seminar so that they could produce their best work. Through the interview process, support

providers indicated that one of the most useful parts of each seminar is the “To Do List” outlined on the seminar agenda that identifies next steps.

Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. The program collects and reviews each inquiry cycle portfolio and written feedback is given to the participating teacher. This feedback is shared with the support provider so that adjustments can be made to the inquiry documents. As required documents are submitted, they are uploaded into the YSBIP database. Since the database is constantly updated, participating teachers can access their completion records at any time. If a participating teacher has not met a deadline for submitting a document (e.g., English Learner Verification Form, Education Specialist IIP) the Induction program assistant sends an email requesting that the document be submitted. During the designated work time at seminars, facilitators work one-on-one with participating teachers and support providers on their inquiries. If issues arise during this work time, the facilitator may resolve the issue at that time, suggest an advisement session, and/or refer the participating teacher to the program director. If a participating teacher is not making adequate progress, several program interventions can be employed, including an advisement appointment to simply discuss the matter, or a formal extension plan. Participating teachers who are faced with special circumstances preventing them from making adequate progress can develop a completion form with the program director.

In addition to the mechanisms within the program that monitor progress, the support providers also play a role in this process. Support providers and participating teachers work collaboratively on completing inquiry activities, hold learning-focused conversations, meet or consult weekly, and attend evening seminars together. Support providers view their role as supporting and guiding their participating teacher through the induction process and tailoring their support to meet their individual participating teacher’s needs.

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

### **Standard Met**

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

### **Findings**

The YSBIP leadership has designed and implements a planned sequence of experiences through their Local Formative Assessment System (LFAS). The LFAS is supported by three central processes of inquiry, standards implementation (CSTP and content standards) and evidence of practice. By using their own classrooms for field experience, candidates demonstrate the knowledge and skills necessary by participating in LFAS inquiries that include self-reflection on the California Standards for the Teaching Profession, developing four inquiries, and analyzing student work. Participating teachers report that these activities greatly enhanced their ability to effectively support all students.



Stakeholders reported that the matching of support providers to participating teachers is a well-defined effort. Every effort is made to match a participating teacher to a support provider at the same school site, matching grade level/content area and credentials. According to survey data and interview results from stakeholder groups, support providers and participating teachers are well matched.

Clinical experiences, such as a self-assessment based on the CSTP, development of an inquiry and researching the question, and self-reflection on issues of diversity provide induction candidates opportunities to better understand and address classroom-based instructional issues. In addition, teachers are provided with collegial support and culturally responsive training at induction seminars. Participating teachers report that they are well prepared to work with students of diverse groups represented in their settings. Additional opportunities to focus on diverse students occur during Inquiry One that focuses on inclusive environments, Inquiry Two that focuses on English Learners, and Inquiry Three that focuses on special populations. Inquiry Four allows for a differentiated approach determined by the participating teacher and support provider.

Job-embedded models of support and collaborative teacher learning are at the core of the field experiences and professional development for all participating teachers and are accomplished through seminars that are attended by the participating teacher along with his/her support provider. The YSBIP LFAS designates areas of focus for each Inquiry and provides conversations and support around the focus areas during the Inquiry process. Inquiry 1 focuses on CSTP 2 and addresses inclusive environments. Inquiry 2 includes CSTP 4 and 6 and involves English learners and subject specific pedagogy. The third inquiry incorporates CSTP 3 and 5 and focuses on special needs students and revisits subject specific pedagogy. The final inquiry focuses on CSTP 1 addressed the needs of advanced learners and subject specific pedagogy. Support providers and participating teachers attend formative assessment seminars six times annually to support the field-based experience with conversations, networking, and work time focused on the components of the YSBIP LFAS. Interviews with program leadership highlighted that the focus and content of each seminar is designed to augment the participating teachers' classroom context and formative assessment work.

**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.
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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**

The Local Formative Assessment System (LFAS) ensures that participating teachers demonstrate their knowledge and skills in providing effective instruction utilizing core curriculum that addresses state-adopted academic standards. Through the inquiry process, participating teachers extend their teacher preparation knowledge and skills to the realities of their own classroom. A thorough examination of evidence that included completed inquiries of the formative assessment system, scoring rubrics, the biennial report and interviews confirm that participating teachers demonstrate knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. According to the participating teachers who were interviewed, the LFAS process includes an emphasis on universal access and differentiation that is helpful to their teaching practice. Principals indicated that participating teachers were well prepared to address the unique complexities of the classroom in order to ensure learning for all students.

Participating teachers are recommended for a clear credential only if they have demonstrated program competency requirements as detailed on the induction completion checklist. Periodically, during their program, candidates are provided with multiple formative and summative feedback opportunities on their progress toward completion of competency requirements. The induction director and staff work together to collect, verify and process program completion data that identifies patterns and trends that serve as the basis for programmatic and unit decision-making.

A well-articulated process for equivalent demonstration of any particular standard or area is not evident; participating teachers expressed the desire to be able to demonstrate competencies in Induction Standards 5 and 6 before being required to attend specific seminars they do not believe are beneficial to their level of practice. Equivalencies for other content areas could also be explored to allow the candidate autonomy or choices in meeting the requirements for credential completion.

## **General Education (MS/SS) Induction Program and Clear Education Specialist Induction Program**

### Program Design

The Yolo-Solano BTSA Induction Program (YSBIP) serves both general education and special education teachers. The YSBIP historically served special education teachers within the regular program, but became an approved clear credential program for education specialists in 2010.

The YSBIP provides intensive, individualized support and assistance to each participating teacher during the induction period. Participating teachers examine, analyze, and reflect on activities within their own classrooms. Classroom-based formative assessment activities are completed through a collaborative relationship with an experienced educator (support provider) who has participated in initial and ongoing training to prepare him/her for the support provider role. All education specialist candidates are assigned a support provider who has the same credential authorizations as the participating teacher. Interviews confirmed that all education specialist participating teachers have a support provider that shares his/her credential, even though this sometimes means the support provider is not at the participating teacher's site.

The design of both programs sponsored by the YSBIP provides multiple and systematic opportunities for the application and demonstration of pedagogical knowledge/skills and strategies for universal access acquired in the Level I or preliminary credential program. Program goals state that the participating teachers actively participate in a professional learning community of educators, improve the effectiveness of instruction for all students, establish an effective practice of professional growth based on the California Standards for the Teaching Profession (CSTP), and earn the California clear and/or California education specialist clear credential. Interviews of all stakeholder groups confirmed the widespread understanding of these goals and how they influenced the program's design.

Davis Joint Unified School District is the lead educational agency for the YSBIP. The assistant superintendent of human resources provides oversight of the program. A full-time Induction program director is responsible for the day-to-day operation and leadership of the program. The director has the authority to distribute funds allotted by the school board and determine appropriate staffing for the effective administration of the program. The director oversees a full-time program assistant and four part-time program coordinator positions (held by three staff members) to ensure effective support to all stakeholders. When interviewed, the Davis Joint Unified School District superintendent stated that he strongly believes in the YSBIP Induction program because the program provides ongoing structured support and guidance that new teachers require but do not necessarily receive in any other format.

Ongoing collaboration and communication is built into the program design as evidenced by advisory board meetings, evening seminars, support provider training, and facilitator trainings, to name just a few. The program also articulates with university partners, and with other induction programs within the Sacramento region. Interviews with site administrators and advisory board members applauded the program's ongoing collaboration and communication efforts.

As confirmed by several stakeholder groups, formal and informal feedback is continual, immediate, and leads to program improvements. Advisory board members, site administrators,

and support providers all stated that a strength of the program was the feedback they received from the program director.

Within the program design, site administrators select support providers based upon specified criteria established by the program. Site administrators were asked to identify the qualities they look for in a teacher when selecting support providers at their sites. Many of the qualities mentioned were in alignment with the selection criteria listed by the program. However, when support providers were asked how they came to be chosen to be a support provider, they were unable to identify the criteria used for support provider selection.

### Course of Study

The YSBIP uses a locally developed formative assessment system (LFAS). The system offers individualized support and provides in-depth, systematic learning experiences for participating teachers, supporting their ongoing professional growth. Site administrators confirmed that they see an improvement in their participating teachers' practice as a direct result of completing the LFAS system.

The LFAS is an inquiry-based model, incorporating the professional needs identified by the participating teacher in collaboration with a trained support provider. Every effort is made to match a participating teacher with a support provider at the same site, in the same subject area, and in grade level. All education specialist participating teachers are assigned to work with a like-credential support provider. Interviews confirmed that such pairings are occurring on a regular basis.

Participating teachers and support providers attend seminars throughout the year that support the progress of the LFAS and provide resources and opportunities to discuss current educational issues that support the professional development of the participants. Education specialists meet in breakout sessions when appropriate in order to increase the relevance of the discussions. While the intent of the seminars is to address common beginning teacher needs, many participating teachers expressed dissatisfaction with the content and time allotment within the seminars.

While both programs' participants develop Individual Induction Plans (IIP), the education specialist participating teachers design a more detailed plan that becomes the outline for their induction experience. This IIP is developed collaboratively during a meeting of the candidate, special education leadership representative of the employing district and a program leader and becomes the outline for that teacher's induction experience. Professional development supporting the IIP goal is outlined, and could include induction inquiry, advanced university coursework, local SELPA or district-sponsored workshop, and/or completion of added authorizations. The IIP is revisited as a participating teacher advances to the second year of the induction program. Site administrators expressed that the establishment of these individual goals provided insight into the types of support and professional development for their specific school sites.

Directly related to the participating teachers' ability to complete the course of study is the support and guidance each receives from their support provider. Both support providers and participating teachers stated that this relationship was paramount to a participating teacher's success and the most valued aspect of the program. In order for support providers to successfully perform their

role, they participate in ongoing training as well as set their own professional growth goals. As evidenced by program documents and stakeholder interviews, initial training provides a uniform baseline of support provider knowledge while ongoing training is customized to meet the needs of the support providers.

During interview sessions, support providers and participating teachers expressed concerns regarding some of the activities within the LFAS as being redundant with their teacher preparation program components. Participating teachers suggested the program might consider comparable demonstrations for some aspects of the LFAS system, or to waive attendance at specific seminars, based upon a participating teacher's prior experiences, obtainment of advanced degrees (e.g., Masters degrees), or attendance at other professional development workshops. Education Specialists in the mild-moderate and moderate-severe classroom settings felt that some aspects of the LFAS did not apply to their classroom context and so had little value or meaning for them.

### Assessment of Candidates

It is evident that the YSBIP assesses candidate competency and only recommends teachers for their clear credential if they have fulfilled all of the program completion requirements and have demonstrated growth as a professional. Credential analysts throughout the program reported that database records, review of documentation, and recorded participation in individual and group professional development are reviewed for completion before the recommendation for a clear credential is made. They further reported that the program assistant's diligence and organization made forwarding a candidate's recommendation a simple task for them.

The program completion requirements consist of candidate-driven inquiries, required hours of individualized support meetings, participation at program meetings throughout the two years, formative assessment documentation, and a culminating professional growth presentation. For transitioning education specialists (Level I candidates), the program documents the completion of the appropriate health and technology courses as well as verification of infant/child/adult CPR. Both second year participants and graduates reported that their classroom practice had improved as a direct result of the Induction program.

To assist participating teachers in meeting all of the program completion requirements, participating teachers attend a mandatory program orientation. At this orientation, the program handbook is distributed, credential requirements and program information are shared, and start-up activities are explained. Within the program handbook are many checklists and explanations of the induction requirements. When graduates of the program were asked how they knew if they were on track for successful completion of the induction program they cited the online data base tracking system, benchmark/ timeline documents, check-off lists and the "To Do Lists" they received at the evening seminars were helpful. They further stated, the program staff would not allow them to fall behind, but instead offered many supports to ensure they remained on track.

Through the inquiry process, evidence of a teacher's practice is collected and analyzed to determine the impact on student learning and teacher growth. Participating teachers, in collaboration with their support providers, assess their teaching practice using the Continuum of Teaching Practice (CTP), a developmental, multi-level tool based on the elements of the six California Standards for the Teaching Profession (CSTP). These assessments prompt reflection

and identification of current areas of strength and possible areas for growth in the teacher's practice. Upon completion of two years of induction, the CTP also serves as a record of a participating teacher's growth over time.

A portfolio review of all completed inquiries is conducted at the end of each inquiry cycle and participating teachers receive written feedback to inform continuous improvement and growth with future inquiries. Pairs of trained assessors review the portfolios and base determinations on the portfolio-review rubric. A minimal level of "Competent" must be reached in each area for a participating teacher to complete the program. As stated in their Biennial Report, the program is focusing on the training and norming of their assessors as well as clarifying the rubric language before the next portfolio review at the end of the 2012 year.

At the end of the induction experience, each participating teacher plans and delivers a professional growth presentation to a panel of district leaders who score the presentation using a rubric assessment tool. Participating teachers discuss their growth over time in use of inquiry as a model for professional development, pedagogy, universal access, and the California Standards for the Teaching Profession. Site administrators and advisory team members shared their excitement in receiving an invitation to participate as a member of the scoring panel. They viewed this culminating activity as a strength in the program because participating teachers are able to celebrate their growth as a teacher. Graduates reported that the process reinforced various aspects of their teaching style and methods.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the General Education (MS-SS) induction program and Clear Education Specialist Induction Program.