

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

Professional Services Division

April 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Westside Union School District Induction Program. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (Multiple/Single Subject) Induction	6	5	1	
Clear Education Specialist Induction	7	6	1	

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: Westside Union School District

Dates of Visit: February 10-12, 2015

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** with a 7th Year Report 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, Joint Review Panel, Professional Development Providers, support staff and Steering Committee members; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the 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

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 program standards were met, met with concerns, or not met. The CTC team found that all program standards are **Met** with the exception of Program Standard 3, which was **Met with Concerns** for both the General Education Induction and Clear Education Specialist Induction programs.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) Portfolios, and interviews with a wide range of district personal and stakeholders. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation with a 7th Year Report**. The team recommends that as part of a 7th year report, Westside Union submit a plan for matching Support Providers and Participating Teachers within 30 school days of the candidate's first work day for the 2015-16 school year and in the next Biennial Report, provide an update on the implementation of the plan.

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

Advanced Credentials:

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

(2) Staff recommends that:

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

Accreditation Team

Team Leader: **Linda Margulies**
William. S. Hart Union High School District, retired

Common Standards Cluster: **Kimberly Lilienthal**
Placer County Office of Education

Mary Maupin
Hacienda La Puente USD

Programs Cluster: **Barbara Severns**
Los Banos USD

Staff to the Accreditation Team: **Teri Clark**

Documents Reviewed		
41 Verification letter	Agendas of ES PLCs	Agendas of JRP
Agendas Steering Committee	AV Collaborative Agenda	Board Goals & Expectations
BRs 2009-11, 2011-13	BTSA Academy Schedule	BTSA Induction Board Report
BTSA Newsletter	BTSA Program Overview	BTSA Triad Meeting Schedule
CRT meeting agenda	Change of PT/SP forms	Cluster 6 Meeting Agenda
Colloquium feedback Responses	Concern Form	Continuum of Teaching Practice
Induction budget 2013-14/budget update	Documentation of Progress Review Meeting	Early Completion Option application
ELD Standards Update Presentation for Steering Committee	ES PLC training topics, reflections, meeting, notes, attendance	Exit Interview Schedule/form/feedback
ES Profile of Students (FACT)	ELD Transition Plan WUSD	ES Menu of Options
FACT Completion Verification	FACT Rubric	FACT training schedule

Documents Reviewed		
Full Inclusion PPT	IIP (C-1) Fact forms	Induction Portfolio Assignment List
HR Verification of Clear Credentials	Internal and External Intake Forms	Lead E Spec Roles & Responsibilities
Job description Induction Coordinator	Job flyer for SPs	IPR for Education Specialist
Lead SP Planning Meeting Agenda	Membership of BTSA Steering Committee	Letter of Completion to earn units
Learning-to-Teach, Article 15	Mid-year surveys (PT,SP,SA)	Monthly meeting agendas (PT)
MOU for SP, PT	New hire Intake Form	Organizational Chart
Needs Assessment Follow-up Triad	Needs Assessment Questionnaire (1 & 2)	Orientation agenda (Boot Camp)/flyer
PA & Feedback 2008	PD agendas	PD feedback form
PD menu for AV courses	PDP Presenter Feedback	PLC Post Meeting Notes
Portfolio Analysis Form	PPT of BTSA Boot Camp	Presentation Portfolio Feedback
Presentation Portfolios	PT Mid-Year Progress Feedback	PT Handbook
SELPA Staff Development Overview	Prof Devel Seminar Calendar, Agenda	Verification of Credential Status forms
Reflection essays	SA agenda/minutes	SP Action Plans
SP Boost Agenda	SP Certificates of Appreciation	SP Contact logs
SP digital time logs	SP feedback forms	SP Handbook
SP interview questions	SP pre- and post-assessments	SP Selection Criteria
SP self-assessment/action plan	SP/PT pairing list	State survey (09-10) and 2013
Steering Committee Attendance	Teacher Presenter Feedback	Training calendar
Unit Assessment	Video Reflections	WUSD EL Master Plan
WUSD Acknowledgement Form	WUSD HR website	WUSD SP Continuum of Practice
WUSD LCAP	WUSD Master Plan	

Number of Individuals Interviewed

	TOTAL
Candidates	39
Completers	9
Employers – Site Administrators	14
Institutional Administration	2
Program Coordinators	1
Professional Development Providers	11
Field Supervisors – Support Providers	26
Advisory Board Members	19
Advisors – Program Staff	1
Credential Analysts and Human Resources	2
TOTAL	124

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

The Westside Union School District (WUSD) serves as the Local Educational Agency (LEA) for the Westside Union School District Induction Programs. These Induction Programs have partnerships with the Keppel Union School District and two private schools. WUSD serves over 9,000 students from Kindergarten through 8th grade. The significantly represented ethnic groups of the WUSD, as defined by the California Department of Education (CDE) for purposes of testing and accountability, are identified as African American and Black, Asian, Filipino, Hispanic or Latino and White. Additionally, the WUSD serves a substantial number of English Learners (ELs), Socioeconomically Disadvantaged, and Students with Disabilities. The percentage of students within the low socioeconomic category is currently 43%.

WUSD is a region covering 346 square miles in North Los Angeles County in Southern California. The communities served are West Lancaster, Quartz Hill, West Palmdale and Leona Valley, with a central office located in West Lancaster.

Education Unit

The WUSD Induction Program began serving candidates in 2003. The program had a total of 35 participating teachers complete the program in 2013-2014 school year, one of whom participated in the Early Completion Option. During the 2014-15 school year, the program has 44 participating teachers which includes 4 Early Completion Option teachers. The education Specialist Clear Induction Program began operating last year and is currently serving two year-two candidates. The program goal is to maintain a ratio of no more than two participating teachers to every classroom-based support provider. Members of the program leadership include the Assistant Superintendent of Education Services, the Induction Coordinator, Program Specialists, and the Induction Secretary. The program is housed within the Instructional Services Department.

Table 1
Program Review Status

Program Name	Number of Program Completers (2013-14)	Number of Candidates Enrolled or Admitted (2014-15)	Agency or Association Reviewing Programs
Gen Ed Induction	32	42	CTC
Ed Spec Clear Induction	3	2	CTC

The Visit

The visit began at noon on Tuesday, February 10, 2015. The team members convened at the hotel on Tuesday morning for the initial meeting for review of the accreditation process, as well as roles and responsibilities of team members. After this meeting, the team attended a program orientation at the district office whereby the team was given a tour of the facilities and full access to program documents. The team met with the Superintendent and began interviews shortly afterward. A team meeting was held that first night wherein the team reviewed each Common Standard—at the sentence level—and identified what additional information was needed to confirm the program was meeting standards. Interviews of stakeholder groups continued on Wednesday. On Wednesday morning, a Mid-Visit Report was presented to the program leadership. Final consensus was reached on all standards on Wednesday evening. Team members read, reviewed, and peer edited all parts of the draft report. The presentation

of findings for program leadership was held on Wednesday, February 11 at 4:00 pm, and a presentation of findings for invited guests was held Thursday, February 12 at 10:30 am.

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.

The Westside Union School District (WUSD) Induction Program supports two programs for accreditation: the General Education (MS/SS) Induction Program and the Education Specialist Clear Induction Program. Both programs align induction program goals to the *California Standards for the Teaching Profession* (CSTP), the state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks and common core. Interviews with program leadership—including the Induction Coordinator, the Steering Committee, the Joint Review Panel, district-level administrators and site administrators—confirm that the program creates and articulates an induction program that is an integral part of the district vision of creating a culture of comprehensive support for sites, teachers, and student success. The district's vision "to graduate students who have the knowledge, skills and attitudes necessary to achieve significant career, educational, civic and personal goals which will enrich our society as positive role models and responsible citizens" aligns with the mission of the New Teacher Induction Program, which is "to ensure that the diverse learning needs of all students are met from caring, professional educators who make inquiry the focus of their professional development." This is evidenced from interviews and training agendas.

Program leaders and stakeholders organize, govern and coordinate all aspects of the program. The program is headed by an Induction Coordinator who leads a cadre of support providers and professional development providers who participate in ongoing professional development to maintain and grow an understanding of their roles while continuing to provide support to participating teachers. Steering Committee members—representatives from an array of stakeholder groups including representatives from both districts, private schools, school sites, institutions of higher education, WUSD teachers' association, support providers and participating teachers—substantiate that they are involved in providing input for program design, professional development, and reviews of participating teacher completion. Additionally, Steering Committee members are part of a continuous cycle of program improvement through analysis of data paired with opportunities to provide feedback and input.

Interviews with district and program leadership, and review of program documents—including the program organization chart—clearly denote that program leadership (Induction Coordinator) is well-

positioned with the district office and maintains the authority needed to represent the interest of the program. The Induction Coordinator and site administrators work in concert to promote participating teacher success. Additionally, site administrators learn about the program through biannual breakfast meetings and newsletters, site visits and continuous communication.

In collaboration with a support provider, participating teachers utilize the Formative Assessment for California Teachers (FACT) system to advance their practice and demonstrate application of the CSTP, Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. Participating teachers develop an Individual Induction Plan (IIP) identifying growth goals and then access professional development in support of those goals. Interviews with participating teachers and support providers noted the strong bridge that the Induction program provided between education theory and application. One participating teacher commented: "Through the process of reflection, I start seeing things faster and faster until it becomes automatic."

The WUSD Induction Program maintains a comprehensive credential recommendation process that invites participating teachers to apply the knowledge they bring from their preliminary credential programs. The Induction Coordinator formally reviews participating teacher evidence of application and program involvement using an online learning management system, Haiku Learning Management System (LMS), that includes all FACT documents, Monthly logs, and mandatory reflections on multiple competencies, an examination of completed portfolios and exit interviews. Additional review throughout the year is provided by the Induction Coordinator using formative assessment feedback to support providers and participating teachers. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential.

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.

The Westside Union School District Induction Programs implement an assessment and evaluation system for ongoing program and unit evaluation and improvement. This was verified through interviews and program documentation. Data and feedback are collected and shared both informally and formally with all stakeholders. Stakeholder groups include support providers, participating teachers, site administrators, the Joint Review Panel (JRP), and the Steering Committee.

The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. The JRP, a five member group consisting of union leaders and administrators, meets monthly. One result of the JRP collaboration was the initiation of the process for consideration of a stipend increase for support providers. The Steering Committee consists of the Induction Director, district administrators, site administrators, representatives from institutions of higher education, professional development providers, support provider and participating teacher representatives who act in an advisory capacity. A review of documents and interviews confirmed that candidates show evidence of growth over time in Pedagogy, Equity, English learners, and Special Populations. Monthly

Logs, completed and signed by each support provider and participating teacher, were reviewed. The logs document the focus and next steps of each meeting along with the total time spent together. The FACT Completion Verification forms reviewed were completed by support providers at check points throughout the year and final reviews were completed twice yearly by the Induction Coordinator.

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. Data collected and analyzed include Induction Progress Feedback Mid-Year, Support Provider Feedback Forms and Self-Assessments, state survey data, Education Specialist meeting notes and Reflections, Exit Interview Feedback, and Presentation Portfolio Feedback. During interviews it was confirmed that data was shared with multiple stakeholder groups. District leadership and site administrators reported instances of shared data and program improvement goals. Support Provider Action Plans include two goals and an action plan for each goal. This is used by the Induction Coordinator and the lead support providers to design future professional development.

There is a clear communication link between the Induction Coordinator, support providers, and district leaders. This link was verified through interviews and program documents. Several site administrators reported that they appreciated the good communication.

Standard 3: Resources

Standard Met

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

The Westside Union School District Induction Programs have the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. The district bears the fiduciary responsibility to protect a fully funded program and does so through the Local Control Accountability Plan (LCAP). Induction is highlighted as an Identified Need under two goals, in an Identified Metric, and included in the plan through 2017. A budget review indicated that adequate resources are provided to prepare all stakeholders for supporting candidates with their program success. For example, funding is allocated for participating teachers and support providers to have four release days each year. The WUSD Induction Program is led by a full-time Induction Coordinator. District administration reported that “this must be a dedicated role.” It is clear the district considers its Induction Programs to be essential parts of its commitment to the professional development and support of the district’s newest members.

Sufficient resources are consistently allocated for effective operation and components of each program. The Induction Coordinator works closely with Human Resources to create a smooth transition for all candidates from hiring to admission into the program. A review of the Induction Budget Update document and interviews highlight the collaboration between the district administration and program leadership in order to maintain adequate fiscal activities.

Examples of information resources and related personnel available to meet program and candidate needs include but are not limited to state and local surveys, meetings that include the district Fiscal Services Director, and feedback from all stakeholders. Shared leadership involves Lead Support Providers, professional development providers, the Credential Analyst, and district leadership. A comprehensive training plan is evident through the BTSA Academy that includes participating teachers and support providers. Principal Breakfasts are held twice yearly and serve to inform and assist in mutual understanding. In most cases, WUSD maintains a maximum 2:1 ratio of participating teachers to support providers, as verified through pairing documents and interviews.

Resource needs are determined in the area of participating teacher professional development through Human Resources and Credential Analyst advisement, Teacher Performance Assessment, Induction Orientation and Academy meeting feedback, Education Specialist meeting feedback, Participating Teacher Individual Induction Plans and Needs Assessments, Induction Program Standards, State and Local survey data, and Triad Meetings. In interviews, participating teachers felt that their needs were addressed during the year.

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.

Professional development and support to participating teachers are provided by qualified persons within the district. Support provider recruitment begins with flyers announcing the position, and interviews and selections made by the Joint Review Panel (JRP). The Induction Coordinator is a former mentor teacher and instructional coach, as well as a school counselor and holds a Clear Teaching, Pupil Personnel Services, and Administrative Services Credential along with graduate degrees. She has a leadership role in her cluster, regularly attending meetings and presenting to peers. Stakeholder interviews praised the Induction Coordinator’s leadership saying “I am comfortable going to Lauri (the Program Coordinator) with any problem or complaint.”

The Induction Coordinator, lead support providers, and professional development providers 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. Support provider expectations are clearly delineated in the Support Provider Handbook. Professional development providers include WUSD curriculum specialists, trainers of trainers, special education program specialists and English learner program coordinators. Their level of expertise includes advanced degrees in education and administrative services credentials. Several professional development providers are also

support providers. Many of the interviewed site administrators shared that they had been through the process as a participating teacher and/or support provider. Support provider training includes the first FACT module, with an emphasis on identifying students from special populations and English learners, and the third FACT module, an inquiry allowing support providers to support participating teachers in differentiating instruction for all students as well as the fourth FACT module to reflect and summarize the work accomplished. This training was verified through a review of workshop presentations. One support provider reported: "I feel like I have a ton of resources in this program."

Selection criteria for support providers are reflective of a diverse society and focus on knowledge of diverse abilities, cultural, language, ethnic and gender diversity. Included in the criteria is teaching experience within a culturally diverse setting, demonstration of a wide-range of teaching strategies, and knowledge of the California Standards for the Teacher Profession (CSTP). Support provider interview questions include the above criteria along with training in reflective practice.

The WUSD Induction Program has a system of ongoing professional development and training for support providers. Before the beginning of their service to participating teachers, they receive FACT training and coaching strategies. A self-assessment cycle begins early in the year and support providers attend Boost Meetings to continue the process. In addition, support providers may attend induction meetings aligned to the CSTP and Induction Standards with their participating teachers.

Planning for professional development is based on credential requirements and self-reported teacher need. Professional development is designed with district goals in mind as well. An emphasis on Common Core trainings this year serves as a good example. Both participating teachers and support providers report that their concerns have been addressed quickly.

The Induction Coordinator functions as the monitor for lead Education Specialist support providers and frequently collaborates with the Director of Student Support Services, the CSUB Special Education Department Instructional Personnel, and members of the Antelope Valley Special Education Local Planning Area (AV SELPA). She regularly attends Cluster 6 meetings and uses the legislative updates and best mentoring and program practices with Support Providers during monthly meetings.

The WUSD Induction Program allows for regular collaboration with program stakeholders. The WUSD Education Services Team meets weekly. The Induction Coordinator attends district, county, regional, and state trainings to stay current with educational and induction issues and best practices. The Induction Coordinator and the Assistant Superintendent of Education Services meet one-on-one weekly. A review of evidence and interviews indicate that Higher Education partners engage in program collaboration four times per year. One example of this is the Antelope Valley Collaborative on Teacher Development. This group meets quarterly to discuss program updates and act as a bridge between all stakeholders, including CSU Bakersfield and Brandman Teacher Preparation programs.

District-level professional development providers attend trainings relevant to their content areas and research-based instructional strategies. In addition, a "Presentation Skills Training" was provided to all professional development providers during the prior school year. A review of the feedback indicates this workshop was highly effective for those who attended.

Support provider support and training is provided through regular meetings that include FACT training, mentoring training using *Mentoring Matters* (Lipton and Wellman, 2003), and resources on the Haiku

LMS page dedicated to support providers. Interviews confirm that these methodologies have been effective in improving their mentoring practice.

Coaching effectiveness is documented through attendance logs for all support provider activities, monthly logs, Mid-Year evaluation, state survey data, and support provider self-evaluations. Interviews with the Induction Coordinator revealed that she evaluates coaches through Support Provider Action Plans, participating teacher input and monthly log examination. Retention is determined through collaboration between the Induction Coordinator and the Joint Review Panel. A clear Reassignment Policy is included in the Participating Teacher Handbook. The Induction Coordinator reports that no concern forms have been submitted. State survey data indicates that 81% of Participating Teachers are moderately or well-satisfied with their support provider match. The 2014-15 Mid-Year survey data has PT pairing satisfaction at 100% and SP pairing satisfaction at 96.4%.

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.

In General Education and Education Specialist Induction Programs, the Induction Coordinator collaborates with Human Resources to ensure all candidates admitted to the program hold the appropriate credentials. The Intake Form and Participating Teacher Handbook provide evidence of well-defined admission criteria and procedures.

ECO application in the Participating Teacher Handbook presents clear admission criteria and structured process for participating in this program. The WUSD Induction Program follows procedures and guidelines to insure employment of applicants from diverse populations. The Induction Coordinator collaborates with Human Resources to include all WUSD teachers in the program when indicated by their preliminary credential.

Westside USD follows procedures and guidelines to ensure employment of applicants from diverse populations. The Board of Education Goals give further evidence of commitment to hiring and maintaining an effective and excellent teaching staff that is prepared to meet the needs of the district's diverse population.

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.

The Westside Union School District (WUSD) Induction Program has qualified personnel who advise candidates about the induction requirement to earn a clear credential. The Induction Coordinator liaises with the Human Resources staff to identify all eligible candidates. The New Teacher Intake Form, New Teacher Orientation, Induction Program Handbook, and the Participating Teacher Haiku LMS web page all provide information, guidance and support to new teacher candidates to understand their credential requirements and opportunities for development within WUSD.

New Teacher Orientation, Induction Program Handbook, and Participating Teacher Haiku LMS web page all provide information, guidance and support to new teacher candidates to understand specific program requirements. The Induction Coordinator's introductory letter to candidates in the Induction Program Handbook provides further evidence of staff available to assist candidates with any challenges or concerns in fulfilling program requirements.

The program provides support to candidates through a suggested timeline for completing FACT Modules and availability of program staff to set goals, discuss needs, and assess progress. The mid-year self-assessment (mid-year progress survey tool) and portfolio checks (using Haiku LMS) support completion of program requirements by each candidate. Completion of program requirements and the Exit Interview protocol provide opportunities to demonstrate the candidate's readiness for entry into the profession.

Completion of FACT Modules, online reflective courses, BTSA Academy evaluation surveys, reflective essays and portfolio review are some of the documents utilized to guide advisement and assistance to candidates throughout the program.

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.

Westside Union School District Induction Program candidates complete the FACT Modules that provide participating teachers with opportunities to develop and demonstrate competency in the skills necessary to educate and support all students effectively. Candidates use the FACT system as they plan sequential classroom-based experiences.

The Induction Coordinator collaborates with staff in the Educational Services department to select highly qualified support providers. Clearly defined criteria and a selection process are in place for choosing support providers. The Induction Coordinator provides professional development opportunities for site administrators to understand the needs of new teachers and expand their repertoire of strategies to assist them.

The program provides candidates with 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 through FACT Modules, participation in professional development presentations on instructional methods, observation feedback from support providers, and access to Haiku LMS, which includes a resource library of professional development. The program also provides opportunities for candidates to access professional development when unable to attend scheduled workshops.

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.

The institution only sponsors Second Tier Preparation Programs

Standard 9: Assessment of Candidate Competence

Standard Met

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

The Westside Union School District Induction Programs use the FACT system with their candidates. Participants are informed of their responsibilities with the program from the onset of their hiring in a meeting with the credential analyst. They are invited to a New Teacher Orientation meeting and given a Teacher Handbook, a Participating Teacher agreement and information on how to set up their individual account with Haiku LMS. Review of program documents, participating teacher portfolios, and interviews of all stakeholder groups delineate program requirements to earn a clear credential. Such requirements include but are not limited to: participating fully in the FACT system; meeting regularly and collaboratively with a support provider; and attending professional development as related to the program and/or the Individual Induction Plan (IIP). Criteria for measuring candidate growth are set forth in the CSTP-based Continuum of Teaching Practice (CTP). Program leadership has a clearly defined process for examining and monitoring participating teachers/application of the CSTP, Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. The process includes but is not limited to: Haiku LMS reports documenting FACT Module completion, completion of reflection essays, biennial progress reviews, observations of participating teachers, Monthly Logs and participation in exit interviews.

The site team thoroughly reviewed candidate portfolios and confirmed that candidates consistently use the California content standards in lesson planning, assessment analysis, and inquiry (IIP) development. Corroborative feedback was also obtained from current and graduate candidates and support providers attesting to the professional growth in the Commission-adopted competency requirements as measured by the CTP.

The Induction Coordinator and other trained personnel individually review all IIPs and give formative feedback to both participating teachers and support providers to maximize candidate competence. To ensure accuracy in reporting and transparency in their operation, comments on document completion and quality are recorded online with access to participants, support providers and program leadership. Provisions are made for extenuating circumstances. The program uses a systematic portfolio examination to evaluate completion that includes a completion of FACT Modules, completion of reflective essays, and Monthly Logs. All participating teachers who successfully complete program requirements are given a letter of completion, which is processed by the Credentials Analyst.

Program Findings

Program Design

The Westside Union School District (WUSD) Induction Programs are designed to support participants as professional members of the teaching profession and results in the recommendation for the General Education Multiple/Single Subject Clear Credential and the Clear Education Specialist Credential. The program is designed to give participants the opportunity to advance their skills and knowledge in relation to:

- The California Standards for the Teaching Profession;
- State-adopted Common Core State Standards;
- The revised English Language Development Standards; and
- Standards of Quality and Effectiveness for Professional Induction Programs

The Westside Union School District (WUSD) is the sole sponsor of the WUSD Induction Programs. An Induction Coordinator oversees the direction and monitoring of the progress of the participants. The role of the Coordinator is to provide long-range planning and commitment to the work of developing teachers and to provide support and assessment toward the completion of the Induction Program. The Coordinator is a member of the Educational Services team and regularly collaborates with its members including the Assistant Superintendent of Educational Services. Through document review and interviews with site administrators, it was confirmed that site administration is aided in supporting new teachers and understanding new teacher development. Together site administration and program leadership work to ameliorate or overcome challenging aspects of the work environment. Administrators gave multiple examples wherein they worked in tandem with the program to make early interventions to aid participating teachers

The WUSD Induction Program hires veteran teachers who meet high standards as mentors to serve as support providers. Through interviews and documentary evidence, support providers are chosen, assigned participating teachers and evaluated for effectiveness by the Joint Review Panel (JRP). These support providers provide individualized support and assessment in the application of:

- The California Standards for the Teaching Profession;
- State-adopted Common Core State Standards;
- The Formative Assessment for California Teachers (FACT) System to promote reflection, self-assessment and analysis of student work; and
- Knowledge from workshops and seminars individually chosen and provided at regularly scheduled meetings that advance coaching/mentoring/presentation skills.

Course of Study

Through interviews of participating teachers, document review, and portfolio review, it was determined that in addition to the Formative Assessment for California Teachers (FACT) Modules, participating teachers are offered workshops at regularly scheduled monthly meetings, known as BTSA Academies. Topics include but are not limited to: Pedagogy; Classroom Management; Conflict Resolution; English Language Learner Strategies; Safe, Inclusive, Equitable Classrooms; Differentiating Instruction for Special Populations; Culturally Relevant Teaching; Data Systems Training; Technology and the Common Core.

In addition to completing professional development related to Induction Program Standards 5, 6, 6a, and 6b in BTSA Academy, Education Specialist Clear Induction candidates also participate in ongoing professional development to address Standard 7-specific topics. Education Specialist candidates complete coursework in an individualized course of study based on the Initial and ongoing IIP. Candidates collaborate with like-credentialed teachers in the Education Specialist Professional Learning Community (PLC), facilitated by the Lead Education Specialist Support Provider.

Assessment of Candidate Competence

The WUSD Induction program assesses the performance of each participating teacher using the Formative Assessment for California Teachers (FACT) assessment system. In the FACT system, participating teachers gather information about their classroom and students with the support provider and identify areas of strength and growth. Participating teachers reflect on these findings using the Continuum of Teaching Practice (CTP). Participating teachers and site administrators confirmed the awareness and implementation of technology policies. Portfolio reviews document growth over time for equity, teaching English learners, and teaching special populations students.

As participating teachers engage in formative assessment with their support providers, they develop the practice of inquiry, self-reflection and goal setting that are a part of developing as a professional educator. Participating teachers also self-assess on the action research and focus of instructional practice on the Individual Induction Plan (IIP). In addition, participating teachers submit evidence that demonstrates effectiveness in teaching practices used in the classroom that meet Induction Standards 5-Pedagogy and 6-Universal Access.

Participating teachers submit a portfolio of evidence and artifacts at the end of two years that is reflective of their accomplished work. They share the work of an Inquiry at an end-of-the-year colloquium both induction years. At the end of the second year, a candidate who is ready to apply for the California Clear Credential participates in an Exit Interview with the Professional Induction Committee for Westside Union School District. Each candidate explains how the requirements as outlined in the Induction Standards were demonstrated and practiced in their classrooms. One participating teacher shared "I'll be honest, when I first found out I had to do BTSA I thought 'I already did this,' but now I see it is different and beneficial now that I have my own students and classroom." Education Specialist Clear induction credential candidates submit an added component to the Presentation Portfolio that includes the reflective writing and application of knowledge of Induction Program Standard 7-specific topics and Ed Specialist PLC collaborative discussions.

Findings of Program Standards:

After review of the institutional report, supporting documentation, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' union representation, support providers, participating teachers, completers, and Steering Committee members, the team determined that all program standards save one are fully met for the Westside

Union School District Induction Program. Program Standard 3 was deemed to have been **Met with Concerns** based on the information that teachers were not matched with a support provider until October in both the General Education Induction Program and the Education Specialist Induction Program.