

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Sequoia Union High School District
April 2014**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Sequoia Union High School District. The report of the team presents the findings based upon review of the institutional Site Visit documentation 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	Does not apply to Tier II credential programs		
9) Assessment of Candidate Competence	X		

Program Standards

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

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

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- 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: Sequoia Union High School District

Dates of Visit: March 18-20, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the site visit documentation; additional supporting documents available during the visit; interviews with candidates, program completers, site administrators, district office personnel, and local school personnel; along with additional information requested from program leadership during the visit. The team believes that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program to determine if the standards were met, met with concerns, or not met. The team found that Common Standards are **Met**.

Program Standards

Team members discussed findings and provided input regarding the General Education (Multiple and Single Subject) Induction Program. Following the discussion, the team determined that all of the General Education (MS/SS) Induction Program Standards are **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation; evidence provided at the site; additional information provided by program administration; and interviews with candidates, program completers, site administrators, and other stakeholders. Based on Common and Program standard findings, 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 Teaching Credentials:
Clear Multiple Subjects
Clear Single Subjects

Staff recommends that:

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

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Common Standards Cluster:

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Advanced/Services Teaching Programs Cluster:

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Staff to the Accreditation Team:

Judy Roberts, State Consultant

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Documents Reviewed

Common Standards Narrative

Program Summary

Biennial Report

Documentation linked to standards

Advisor Contact logs

Advisor feedback and FAS communication

Instructional Bias and Equity training

Human Resource Eligibility forms

Survey Monkey

TIPS website

Electronic Register Online

Early Completion Option criteria and application packet

Program Standards Narrative

Preliminary Report of Findings

Biennial Report Response

Preconditions

Induction Program budgets (2013-2014)

English learner rubrics: Portfolio feedback

Sequoia Union High School website

Dropbox

Data Consultant

Professional development trainings

Special Education training materials

Site Administrator Memorandums of Understanding (MOU)

2013-2014 Mid-year survey data: Participating teachers, site administrators, completers

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	53	36	89
Completers	6	6	12
Institutional Administration (Superintendent, Assistant Superintendents, Directors)	6	3	9
Employers (Principals, Instructional Vice Principals)	10	5	15
Program Director	12	6	18
Field Supervisors (TIPS Advisors)	4	0	4
Faculty (Professional Development Providers, Instructional Coaches, Peer Assistant and Review Coaches)	5	0	5
Credential Analyst and Human Resource Specialist	2	0	2
Advisory Team Members	18	9	27
Institutions of Higher Education	1	0	1
Total	117	65	182

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

Sequoia Union High School district is located in San Mateo County in the San Francisco Bay area of California. The county's population, reported by the 2013 U.S. Census, is 718,451. Twenty-four school districts provide services to 93,931 students throughout San Mateo County.

Sequoia Union High School District, located in Redwood City, was founded in 1895. Redwood City, 19 square miles in size, includes the diverse communities of Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, San Carlos, and Woodside. The U.S. Census states that the 2008-2012 median household income for these communities is as follows: East Palo Alto, \$47,950; Redwood City, \$77,488; San Carlos, \$120,112; Belmont, \$103,083; Menlo Park, \$113,774; Portola Valley, \$166,389; Woodside, \$212,649; and Atherton, \$228,393. In 2010, Forbes magazine listed Atherton as one of the most expensive zip codes in America. Menlo Park is one of the most educated cities in the state of California with 70% of the residents having earned an advanced degree. In comparison, East Palo Alto and Belle Haven have historically lacked economic resources. Approximately 15% of the residents have earned an advanced degree in East Palo Alto, with approximately 11% in Belle Haven.

Sequoia Union High School District has eight partnering districts that include: San Carlos, Belmont-Redwood Shores, Redwood City, Ravenswood, Portola Valley, Woodside, Los Lomitas, and Menlo Park. The district is comprised of four comprehensive high schools, seven

alternative schools, and four charter schools. Currently, district student enrollment is 8,379. Projections indicate an increase of 2,000 students during the next five years. 38.7% of the students in the district qualify for free or reduced-price meals.

Based on the 2012-2013 California Department of Education, Educational Demographics Office (CBEDS), the ethnically diverse student population is composed of: American Indian or Alaskan Native (0.5%), Asian (6.1%), Native Hawaiian or Pacific Islander (3.1%), Filipino (1.4%), Hispanic or Latino (46.6%), Black or African American (3.4%), White (36.3%), two or more races (2.4%), and 0.2% unreported. Additionally, 17.4% of the students are English learners. Of those English learners, the proportion of specific languages is as follows: 15.6% Spanish, 0.7% Tongan, 0.2% Samoan, 0.1% Filipino, 0.1% Hindi, and 0.6% other.

The district employs 521 certificated staff. Ethnicities represented include: Hispanic (53), American Indian or Alaska Native (3), Asian (41), Pacific Islander (2), Filipino (6), African American (15), white (395), two or more races (2), and 4 unreported.

The overall vision of the district focuses on preparing students to excel in a global society. Sequoia Union High School District believes that:

- *All students can succeed at high levels with appropriate support*
- *Success breeds success*
- *We control the conditions of success*

Student attendance rates for 2012-2013 are 94%. Sequoia’s graduation rate for 2013 was 81.27%. The district’s overall Academic Performance Index (API) reported for 2013 is 808. The district is in Year 3 of Program Improvement.

Education Unit

The Sequoia Union High School Induction Program, approved by the Commission in 1998, offers a General Education (MS/SS) Induction program. The program is housed in the Educational Services Department. The Director of Curriculum and Professional Development, who also serves as the induction program Director, is responsible for day-to-day operations of the program.

Candidates experience a rigorous and relevant induction program which focuses on new teacher development and formative assessment. Candidates are matched with experienced and knowledgeable full-time teacher induction program advisors who mentor and support them throughout completion of the New Teacher Center Formative Assessment System (FAS).

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency Reviewing Programs
General Education (MS/SS) Induction Programs	Advanced	27	35	CTC

The Visit

Sequoia Union High School District's site visit took place March 18-20, 2014. The team included two team members and a team lead. Prior to the visit, team members engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and to develop questions for Sequoia Union High School District's constituent group representatives. During the three day visit, the team met at the district office to review documentation and interview stakeholders.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

The Sequoia Union High School District (SUHSD) has created and articulated a district vision of *engaging and preparing all students to excel in a global society*. In concert with this goal, the Teacher Induction Program at Sequoia (TIPS) provides *new teachers with personalized support that equips them to provide high quality instruction to engage students and foster excellence for the unique student population at SUHSD*. This vision for teacher induction is built on the research from the New Teacher Center (NTC) that confirms the efficacy of inquiry and action planning in the development of teaching practice. In interviews, the TIPS Advisory Team identified induction goals (reflective practitioners, effective teachers in a global society, transition from teacher preparation, retention of candidates, etc.) and related these goals to program practices. Further, interviews with district leadership confirm that the district has identified and prioritized research-based strategies that have high impact for Sequoia Union students for implementation by all teachers.

The Director, advisors (support providers), and site administrators, confirmed that the induction program is grounded in both the district and program vision. The program structures the candidate's journey by using advisors to support the formative assessment system (FAS), by offering quarterly portfolio seminars for support, and by ensuring access to a myriad of professional development workshops that are focused on district-identified best practices. According to district and site leadership, the goal for the program is to provide *rigorous scholarship* through data collection, action research, lesson studies, and reflection. As indicated through interviews with candidates and administrators, candidate performance is measured through a portfolio. Data gathered from this portfolio, along with data collected and analyzed by an external contractor, are used by stakeholders for accountability and improvement purposes.

The professional development calendar published through the district’s website and verified through agendas, confirm that numerous workshops for professional growth are offered. The faculty that staff these workshops include the Director, advisors, instructional coaches, and Educational Services staff. The Director also oversees all professional development for certificated staff in the district, so conversations related to curriculum and instruction and the impact on new teachers is seamless. Minutes and agendas from the tri-annual TIPS Advisory Team meetings indicate that this group exercises oversight and input into the governance of the program. The budget and program modifications are discussed at these meetings. For example, the number of candidates who enroll each year is subject to fluctuation. To date, the district has made funding the TIPS program and advisors a district priority.

The Director and the Advisory Team work together to select advisors; the Director supervises and evaluates them. In addition, the Advisory Team monitors curriculum advisement, helps determine allowable professional development, assists in developing portfolio completion elements, reviews budget proposals, and supports the coordination and calendaring of all professional development offered. Interviews indicate that the Director has support from the institution including the Board, Superintendent, and Cabinet (three Assistant Superintendents) and Department Directors to make decisions and implement the best program structure to support new teachers. The Director has fiscal support to provide for the needs of the program and the participating teachers.

TIPS is committed to ensuring that candidates have met all requirements. Participating teachers learn and demonstrate knowledge about standards through seminars and workshops, ongoing conversations with their advisor, and through advisor observations. A review of portfolios confirms that they contain evidence of demonstrated knowledge of content standards from formative assessments, including a lesson series, observations, and action research. Optional video clips in the portfolio offer an alternative medium for teachers to demonstrate requirements. The portfolio contains written reflections that give participating teachers the opportunity to articulate their growth and demonstrate evidence of the standards. Once the teacher has completed the portfolio elements, the Director reviews evidence of completion and makes the final recommendation to the Commission on Teacher Credentialing for the clear credential.

Standard 2: Unit and Program Assessment and Evaluation

Met

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

Findings

Interviews and a review of the evaluation data clearly indicate that the TIPS program gathers feedback at multiple times during the year from different sources (e.g., workshop evaluations, data from completer focus groups, item analysis of portfolios, mid-year surveys, and state surveys). This information is used to better understand the needs of teachers, to monitor the

effectiveness of each area of the program, and to signal adjustments to implementation and program design. A review of evidence indicates that program leaders present an end-of-year report to the Board and to the Principals' Council to inform stakeholders of the program's results. The end-of-year program report includes statistical information about candidates recommended to receive clear credentials in addition to evaluation data, program changes and highlights. Site administrators and other stakeholders use this information to modify the program (e.g., review FAS documents, modify rubrics and the portfolio review process). District Directors stated that data are being used to modify hiring practices to broaden diversity in the teaching force.

The TIPS program has an evaluation plan for gathering and using feedback from all stakeholders. Onsite evidence indicates that program leadership analyzes data and makes program changes on a yearly cycle. The TIPS program contracts with an outside agency to analyze all state and local data and to provide summaries of data sets that are statistically significant. Evidence indicated that the Director compiles the data and submits a summary to the Advisory Team and to the Board. The Director and Advisory Team carefully connect program changes to evaluation data, to expert knowledge about teaching and learning (including current initiatives), and to the strengths and weaknesses of new teachers, as identified by advisors. Once the leadership has triangulated these factors, modifications are implemented and reviewed. Mid-course corrections may also occur if the mid-year data suggest a more immediate change is necessary. Stakeholders clearly indicated that they are vested in helping participating teachers experience greater success in the program and in their classrooms. Site administrators indicate that they value the TIPS program's flexibility in addressing the changing needs of new teachers.

The program collects two types of data connected to candidate proficiency and competence. Data are collected from teacher reported growth on the *Continuum of Teacher Practice*. This information is presented to the Advisory Team in conjunction with the data gleaned from portfolio reviews to identify strengths and to modify the program to address identified weaknesses. The portfolios, completed in years one and two, specifically yield program data on candidate competence. For example, the district has identified teacher implementation of Direct Interactive Instruction as a priority. Data gathered from the portfolios provide evidence of the candidates' proficiency in using effective pedagogical skills in addressing the needs of their English learners and special populations.

Program effectiveness data are collected and analyzed by an outside contractor and by program staff. Formative feedback is gathered by the program Director. For example, the Director observes every advisor conducting a coaching conversation with a participating teacher. Feedback from this observation is shared with the advisor and is analyzed for trends and patterns by the Director. Agendas and interviews confirm that data from all sources is shared with stakeholder groups such as the Board, Advisory Team, participating teachers, and administrative groups, and that all of these groups give input on program changes.

Standard 3: Resources**Met**

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

Findings

A review of the budget and an interview with the Director of Accounting confirm that sufficient materials and staff are available for participating teachers to meet the credential requirements of the program, including formative assessments, work with an advisor, and workshop requirements. Resources are allocated through *Title II-Improving Teacher Quality* for the Director, administrative assistant, and advisors, and through general basic aid funding for contracts with the *New Teacher Center* and with an outside evaluator, for website maintenance, and for materials, etc. Other district staff development funds are used to hire instructional coaches who work with all teachers in Direct Interactive Instruction. These funds also support professional development opportunities such as seminars in instructional strategies, technology, Special Education, English learners, and curriculum. The reading budget, AVID budget, and Common Core budget also support seminars and curriculum coaches and resources to support participating teachers.

Interviews confirm that the program Director collaborates with members of the district's Educational Services Division to plan for professional development related to standards-based lesson planning, pedagogy, and working with special populations and English learners. These opportunities are offered to participating teachers through specific seminars and workshops, as well as through individual coaching with an assigned advisor. The induction budget also supports a website dedicated to the TIPS program that includes all relevant information and documentation to assist candidates meet credential requirements.

In the spring of each year, the Director of Professional Development and Curriculum (also Director of the TIPS program) creates an induction budget that includes all necessary resources for staffing, professional development, and materials for the program for the following year as well as crafting a budget for all professional development programs offered in the district. The Assistant Superintendent of Educational Services and the Director of Accounting approve the budgets. According to interviews with central staff, the Director's office tracks and reviews the budget monthly and makes any needed changes in spending to meet the standards and the needs of new teachers. The Director confers with the Assistant Superintendent of Educational Services about any budget needs or allocations that need adjustment on a quarterly basis. Administrators indicated that the TIPS program enjoys a positive reputation with Board members, administrators and candidates and thus, has always been funded.

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 Teacher Induction Program at Sequoia (TIPS) employs a qualified staff. The Assistant Superintendent works to ensure that the program Director and staff are well qualified to lead the induction program. A review of the Director's job description and job responsibilities confirms that the district has identified the skills necessary to coordinate the day-to-day activities, the operation of the program, and to provide program oversight. In addition, interviews confirm that the Director attends all professional development activities offered by the New Teacher Center and sponsored through the district.

Advisors (support providers) are selected for a two-year term through a carefully delineated process that includes an interview and reference checks. Advisors are evaluated yearly by their participating teachers and through observations conducted by the Director.

Professional development providers (PDPs) are almost exclusively teachers, coaches/mentors, and administrators in the Sequoia Union High School District. Professional development providers must demonstrate the ability to create and deliver high quality instruction for teachers in specific areas that connect to their own expertise, including technology, teaching English learners, Special Education, and research-based instructional strategies. The induction Director offers a *PD Academy* to enhance the skills of presenters to provide meaningful and relevant workshops. Participants complete workshop evaluations after each session. This feedback is shared both with the professional development providers, the Director, and the advisors.

It was evident through interviews that the TIPS Director and advisors create and deliver high quality instruction for teachers in specific areas that connect to their own expertise, including technology, teaching English Learners, Special Education, and research based instructional strategies. Participating teachers referenced the vast knowledge of their advisors. "My advisor has been like a shining star. He has been a wealth of knowledge and resources," is typical of the comments made in interviews by participating teachers. Any outside presenters are nationally known and provide extra expertise in the areas of Special Education and equity. For example, Enid Lee, a teacher, educator, researcher, writer, consultant, facilitator, and speaker, was invited to address the topic of *Culturally Responsive Instruction*.

The TIPS program seeks to hire advisors who represent the diversity of teachers in the district and has worked to promote gender and subject-area diversity in its advisor staff including hiring one advisor who is a fluent Spanish speaker.

Advisors and professional development providers are familiar with state-adopted academic content standards and performance levels for students, content specific pedagogy, frameworks, and the special needs of student populations in meeting academic standards. Professional development providers and advisors are selected because of their deep knowledge and their current knowledge of the Common Core Standards. Through interviews it was evident that advisors are “the cream of the crop.” Participating teachers repeatedly referred to the advisors’ depth of knowledge. The district advisors are required to be highly qualified in their core subjects, familiar with standards and assessments, and supportive of district goals and priorities for instruction, as noted in their job description.

A review of evidence indicates that advisors and professional development providers participate and present professional development on Inclusion and co-teaching, Culturally Responsive Instruction, research-based instructional strategies, technology, and Common Core State Standards. They provide and facilitate professional development and develop curriculum for the rest of the staff. Advisors and coaches meet at least once a month to collaborate, analyze professional development data, and improve their professional development skills.

The lead advisor has met personally with representatives from each of the local universities (Stanford, Norte Dame, and San Francisco State University). These meetings have provided impetus for the universities to meet together with the district. For example, representatives from the universities collaborate and discuss how to help teachers transition from credential programs to induction. Participating teachers stated in interviews that they enter Sequoia Union High School District with knowledge provided by their teacher preparation program of the requirement to clear their credential.

The TIPS program provides support for advisors through initial professional development in mentoring and formative assessment, as well as, ongoing professional opportunities for growth. Advisors confirmed through interviews that they attend a four-day (2 days in the first year and 2 days in the second) FAS seminar through the New Teacher Center. They are also trained in district initiatives so that they can, in turn, train new teachers.

TIPS has a system in place to evaluate the performance of advisors, instructional coaches, and professional development providers to offer assistance if needed, and to only retain those who are effective. The program Director observes and offers feedback and evaluates all professional development staff.

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

Through interviews with TIPS program credentialing staff and a review of the *Induction Eligibility Checklist*, it is evident that the credentialing division has a detailed, comprehensive, and well-structured process for admission. The process includes initial contact with the candidate by the Human Resources Division, review of the candidates' credential and requirements, placement that meets state requirements of NCLB. The credential analyst documents eligibility and passes the information to the TIPS Director who compiles the documents in a binder to reference for the final list of TIPS candidates.

As stated in interviews with both the Assistant Superintendent of Human Resources and the Senior Administrative Assistant of Human Resources the district relies on EdJoin to hire new teachers. Site administrators work with local universities such as the Stanford Teacher Education Program (STEP) to hire candidates who are philosophically in line with the goals of the district and reflect the diversity within the student population. To more strategically recruit teachers from underrepresented groups who live and work in the community and often work in the district schools, sites are encouraging classified staff to seek teaching credentials. Additionally, college bound students from underrepresented groups are hired during summer breaks to encourage and promote teaching as a future profession. These outreach activities are enabling the district to increase the number of ethnically diverse teachers in the schools.

Sequoia Union High School District may only accept individuals who hold the appropriate preliminary credential; therefore, each candidate has been determined to have appropriate pre-professional experiences and characteristics. Most teachers entering the district have a master's degree (13 out of 21 year one participating teachers) or are in process to complete one, have experience with populations similar to Sequoia students, and demonstrate strong communication skills.

Sequoia recognizes that their teacher population does not mirror their student population. In order to rectify the situation, the district has identified an increase by 10 percent per year in the number of new teachers hired who reflect the ethnic diversity of the district's student body (the percent of new teachers hired of Latino, African American, Pacific Islander or Native American background in the last three years is 15.8%) as a Local Control Accountability Plan goal. This goal was presented at Sequoia's regular meeting of the Board of Trustees on Wednesday, March 12, 2014 as verified in the Board minutes.

The district's student population represents students who are recent immigrants to students from diverse socio-economic and ethnic backgrounds, and those increasingly from multiple ethnic

backgrounds. The district focus on closing the achievement gap and emphasizing *Culturally Responsive Instruction* reflects the priority of cultural sensitivity. Evidence reviewed indicate that the district hires from an applicant pool that includes many teachers who speak different languages (often two or three), have lived in and taught in different countries, and have experiences with California's diverse population. While the teachers are not representative of all minorities themselves, their experiences prepare them to provide the best education for Sequoia Union High School's students.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only 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

Qualified program personnel are available to advise candidates throughout their participation in the induction program. The Director keeps candidates informed about their progress toward program completion and advisors keep candidates up to date with where they are in the clearing process. As ascertained in interviews of the Director and the advisors, they meet monthly to discuss candidate progress and brainstorm ways to help their candidates. Advisement begins at the New Teacher Institute. Teachers sign a Memorandum of Understanding at orientation indicating that they understand the program requirements. During the first and second years, the Director sends all first and second year candidates their Mid-year Transcripts, which summarize the requirements they have completed to that point. At the end of each year, the Director sends candidates their portfolio results, which inform participating teachers of portfolio evaluations and pending requirements still to be completed. Once the clearing database shows that all program components are complete, the Director confirms with the Credential Analyst and then clears the credential online with the Commission on Teacher Credentialing. The high level of assistance received by the participating teachers was corroborated in interviews and through a review of contact logs.

The Sequoia UHSD takes its role in credentialing seriously and will not grant a clear credential application until all requirements are met. During a candidate's participation in the TIPS program, ongoing monitoring of progress and growth enables the program to offer assistance and support to candidates in need. As mentioned in interviews, advisors meet monthly with the program Director and discuss the status of these candidates. Site administrators check-in with advisors concerning struggling candidates.

Standard 7: Field Experience and Clinical Practice

Met

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

Findings

Participating teachers build a portfolio that is designed to include evidence of the application of the induction standards within the context of the teaching assignment. As part of the portfolio, teachers complete at least one lesson study each year in order to demonstrate implementation of content and induction standards. Teachers complete an action research project each year connected to induction standards and to their teaching context. The Formative Assessment System (FAS) structures activities and processes that provide multiple opportunities for candidates to demonstrate knowledge and skills. Reviewed evidence and interviews confirmed that advisors informally and formally evaluate the participating teachers' experiences with this process. Advisors meet regularly with candidates to support the completion of the tools. The final portfolio is assembled for review by an evaluation team of trained and calibrated administrators.

The high school sites are responsible for selecting teachers for their respective campuses. All assignments are cleared through and confirmed by the Assistant Superintendent of Human Resources. The Human Resources division confirms the No Child Left Behind (NCLB) requirements for teachers and approves the assignment. Records and interviews with program staff and site administrators confirm that advisors are assigned by the Director, taking into account the percentage of time working (40-100%), other duties, and best matches. The Director also confers with site administrators about advisor-participating teacher matches and site assignment.

Candidates engage in formative assessment work that addresses diversity and helps them develop research-based strategies for improved students learning. A review of portfolios indicate that candidates complete a variety of activities that help them address and build upon the diversity in their classrooms including determining instructional groups, an English learner lesson series, and Effective Environment Series in year one, and action research project in year two.

The district has adopted a district-wide set of instructional strategies, *Direct Interactive Instruction* (DII), to close the achievement gap. Participating teachers attend a two-day professional developed session, followed by a demonstration lesson, and work with their advisor to co-plan and co-teach a lesson. Candidates describe their participation in DII as having a positive impact on their teaching practice. The strategies in DII align with the *California Standards for the Teaching Profession*, English Language Development standards, and engagement strategies.

Standard 8: District Employed Supervisors – Does not apply to Tier II credential programs

Standard 9: Assessment of Candidate Competence

Met

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

Findings

The portfolio is central to the completion of TIPS. Much of the work between the participating teachers and the advisor becomes part of the portfolio. The participating teacher seminars also support the portfolio process. A review of evidence compiled in the electronic portfolios confirms that, through the Formative Assessment System (FAS) activities and tools, participating teachers demonstrate growth over time. The portfolio is divided by each induction year and comprised of the following sections: Class Context; Professional Goal Setting; Effective Environment Inquiry; English learner Lesson Series and Action Research Pedagogy (year 1); Special Population Inquiry and Action Research Project Equity (year 2). Specific tools such as, the Analysis of Student Work, The English Learner Lesson Series, and the Action Research Project provides evidence that teachers effectively address standards-based instruction.

The tasks completed for the portfolio are based on the *California Standards for the Teaching Profession* and academic-content standards for students. Evidence within the participating teachers' portfolios, such as analysis of instructional groups, reflection on goal setting throughout the year, action research, video clips on classroom instruction, and participating teachers' professional development transcripts, signified that participating teachers demonstrate professional knowledge and skills necessary to effectively educate and support all students in meeting the state-adopted academic standards.

Portfolio rubric criteria were developed through a collaborative process with all stakeholders. The rubric consists of the following categories: "Exemplary," "Met," "Met with Recommendations," and "Not Met. Participating teachers meet the completion requirements if they receive a score of Exemplary, Met, or Met with Recommendation. A score of "Not Met" is accompanied by comments that assist the teacher in remedying existing gaps.

Interviews with the TIPS Director and site administrators confirm that TIPS advisors review and monitor portfolios throughout the year. Additionally, a review of evidence and interviews with advisors and the Director indicated that candidate progress is monitored in various ways such as mid-year transcripts, items uploaded to Dropbox, and monthly TIPS advisor meetings. Advisors reported that they engage in a formal mid-year portfolio review process, with each advisor reviewing eight to nine portfolios. The advisors provide constructive feedback to the participating teachers to aid in their professional growth. Participating teachers expressed that feedback presented to them is constructive and focused on improving their teaching practices.

After reading and responding to the portfolios, advisors and program leadership debrief the process at a monthly meeting, identifying patterns and trends and potential modifications.

Interviews with site administrators, advisory team, advisors, participating teachers, and the TIPS Director confirmed that the end-of-year portfolio reviews are conducted by site administrators. In order to ensure an objective evaluation, site administrators confirmed that they only review portfolios of participating teachers who are not at their school sites; hence, maintaining anonymity. A review of portfolio rubric samples indicated that in addition to rating the portfolio under the stipulated categories of “Exemplary,” “Met,” “Met with Recommendations,” and “Not Met,” site administrators provide written comments, commendations and/or recommendations to each participating teacher.

All participating teachers who successfully complete program requirements are recommended by the Director. Interviews with the credential analyst and senior administrative assistant confirmed that the TIPS Director and staff secretary submit online recommendations for clear credentials to the Commission on Teacher Credentialing.

Program Standards

General Education (Multiple Subject/Single Subject) Induction Program

Program Design

Sequoia High School District serves as the LEA (Local Educational Agency) for the Teacher Induction Program at Sequoia (TIPS). The program is housed in the Educational Services Division and is coordinated by the Director of Professional Development and Curriculum and has authority to recommend candidates to the Commission on Teacher Credentialing for general education credentials. The TIPS program provides a path to obtain a clear credential after two years of program completion. Teachers participate in the program at district expense if they complete the program within two years.

Interviews with cabinet members, directors, site administrators, human resources, and accounting staff confirmed that the TIPS program is clearly articulated at the district level with the Educational Services and Human Resources Division, Superintendent’s Cabinet, accounting, and coaches/resource teachers, as needed, to fulfill everything from teacher identification and eligibility to professional development, resource allocation, staffing, and other program requirements. Site administrators, in particular, reported that the TIPS program is never on the list of items subject to budget cuts, and “it is the one program that everyone agrees is necessary” for the district.

The program Director serves under the direction of the Assistant Superintendent of Educational Services and works closely with her to implement the program. Several stakeholders reported that TIPS is regularly represented at various levels of the district including the district directors’ meetings, instructional vice principals’ meetings, Principals’ Council meeting and Board of Education meetings.

The TIPS website serves as the primary means of communication to all stakeholders, including the participating teachers, and all pertinent timelines and documents needed for completion are posted. Furthermore, the program leader and advisors regularly communicate with the participating teachers through frequent meetings, email, and at workshops. Participating teachers expressed satisfaction and a strong comfort level in their associations and relationships with the program Director and advisors, and feel free to express their needs, whenever necessary.

Interviews with the program leader, and site and district administrators disclosed that TIPS designs, implements, and regularly evaluates a planned sequence of job-embedded experiences for candidates that helps them develop and demonstrate knowledge and skills necessary to educate and support effectively all high school students to meet state-adopted academic standards. A review of electronic portfolios and advisors' contact logs indicate teachers complete formative assessment activities with an advisor over a two-year period, meet face-to-face frequently, review classroom observations, and communicate through electronic means.

Participating teachers attend portfolio preparation workshops with their advisors to review requirements and pacing timelines. These induction-focused workshops are augmented with mandated district professional development from which participating teachers have an array of choices that align with their Individual Learning Plan (ILP) and Action Research Project. Professional development calendars and participating teachers' transcripts indicate that teachers participate in these workshops, and interviews revealed that they find them valuable and relevant to their instructional practice. At the end of each induction year, the participating teacher submits the portfolio to program leadership for review and assessment.

Interviews with advisors and professional development calendars confirm that the district has implemented an in-house instructional coaching program as part of professional development. In addition to veteran teachers, these coaches also work with TIPS teachers, coaching for the implementation of research-based instructional strategies presented in workshops. The overwhelming majority of professional development strategies, common core training, and topics connected to the CSTP and induction standards, is provided by instructional coaches, other teacher leaders, and advisors within the district.

The program has experienced changes in the past two years. However, the basic components (formative assessment work with an advisor, workshops, professional development seminars, and the portfolio) remain the same. The current Director of Professional Development and Curriculum position has evolved from a half-time coordinator position in the Human Resources Division to a fulltime Director position. The advisor ratio was modified last year from a 25:1 ratio for each full-time advisor to a 20:1 ratio to allow for more frequent contact between participating teachers and advisors (four teachers per .2 FTE). An interview with the Chief Academic Officer confirmed that for the first time, this year, the district is partnering with East Palo Alto Charter Academy to offer induction to its teachers who serve many students from the lowest socioeconomic areas of the district. The charter's mission aligns with the mission of the Sequoia Union High School District.

The TIPS program employs a variety of evaluation measures including mid-year and state surveys, alumni, site administrator feedback, an analysis of growth on the Continuum of Teacher Practice, and an analysis of portfolio elements completed. Interviews with Advisory Committee members confirmed that the program gathers input from all stakeholders and shares the data three

times per year. The TIPS Advisory Team is comprised of current and alumni TIPS teachers, advisors, administrators, and professional developers/coaches. Each spring, the program Director provides the Board of Education a presentation with program data and any program modifications.

Course of Study

Interviews with participating teachers, site administrators, and advisors verified that teachers new to the district attend a New Teacher Institute prior to the start of school, which includes an introduction to district initiatives, professional development, an orientation to TIPS, and a site orientation. In addition, teachers attend three portfolio seminars each year to assist with portfolio completion and provide peer collaboration, as well as a colloquium to share professional growth. Participating teachers also attend five workshops per year that they select based on ILP goals and conversations with their advisor. Participating teachers collect a portfolio of their formative assessment tools that includes written reflections on growth.

Interviews with the English learner advisor confirmed that meeting the needs of English learners is an integral part of the TIPS program as well as a strong focus of the district. The district is comprised of many long-term English learner students; hence, the focus of English learner strategies and professional development for most teachers. Professional development is offered through workshops that participating teachers can elect to take, but is also offered through portfolio seminars that all teachers attend. A review of online portfolios indicates that an English learner lesson series is completed in both years one and two, with an emphasis on growth and greater depth in the second year.

Interviews with participating teachers disclosed that they choose a focus class for their formative assessment work with the advisor. They complete an in-depth analysis of the demographics of the class and plan lessons to differentiate and implement strategies such that all students meet or exceed standards. This class is also the focus for Individual Learning Plan goals, lesson series, action research, and case study students.

A review of the electronic portfolios indicate that teachers complete at least one lesson study each year in order to demonstrate implementation of content and induction standards. Additionally, the Formative Assessment System provides multiple opportunities for candidates to demonstrate knowledge and skills. Interviews with participating teachers, site administrators and contact logs indicate advisors conduct regular observations to provide feedback on progress. Interviews with site administrators indicate that the work of participating teachers is closely connected to the goals that the participating teachers set with their evaluators. Although this process is separate from TIPS, evaluators, advisors, and participating teachers have an open line of communication so that advisors and participating teachers can align their work with expectations and feedback from evaluators. Site administrators report that advisors regularly visit school campuses and are a source of support for any potential issues that a participating teacher may experience.

Candidate Competence

Evidence provided indicates that participating teachers are assessed at the end of their first and second years of participation in the program. Teachers complete and submit a portfolio that demonstrates competence in Program Standard 5: Pedagogy and Program Standard 6: Universal Access, Equity for all Students. Teachers present evidence for standard five primarily in the first

year and standard six in the second year, with an emphasis on English learners from standard six in both years. Completed portfolios are scored by site administrators. All portfolios are read anonymously and site administrators do not read portfolios from participating teachers at their own sites. All raters are trained to determine whether each portfolio is complete and accurate and to provide formative feedback to teachers.

Interviews with participating teachers confirmed that at the TIPS orientation, induction candidates are informed of program requirements to clear the preliminary credential and the Early Completion Option. The program requires participation in the Formative Assessment System with an advisor, participation in workshops, and the completion of a yearly portfolio. Time lines, outlines, and rubrics are disseminated throughout the year to ensure that the candidates are on target to complete the program requirements. Participating teachers are also reminded of requirements and given time to collaborate and learn about these requirements during the portfolio seminars.

After portfolios are submitted in May, site administrators provide narrative feedback on each component, indicating whether or not the standard was met. The participating teacher is notified of the assessment results via email with attachments that include a summary of findings in addition to comments made by the reader. Any submission pieces that do not meet the standard are read a second time to corroborate results. Interviews with completers indicate teachers have the opportunity to resubmit elements and once all elements are deemed met, the candidate is complete and ready to be recommended for a clear credential.

Findings on Standards:

After review of the institutional report and supporting documentation; and after conducting interviews with participating teachers, graduates, advisors, district office personnel, and employers, the team determined that all program standards are **Met**.