

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
San Diego Unified Induction Program**

**June 2015**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at San Diego Unified 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**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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 second tier credential programs		
9) Assessment of Candidate Competence	X		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
General Education (MS and SS) Induction Programs	6	6		
Education Specialist Clear Induction	7	7		

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:** San Diego Unified Induction Program

**Dates of Visit:** May 18 – 20, 2015

**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

Following the discussion, the team determined that all of the General Education (MS/SS) Induction Program Standards and the Clear Education Specialist Induction 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:**  
General Education (Multiple and Single Subject) Induction

## Education Specialist Clear Induction

Staff recommends that:

- The institution's response to the Preconditions be accepted.
- The San Diego Unified BTSA Induction Program be permitted to propose new credential programs for approval by the Committee on Accreditation
- San Diego Unified BTSA Induction Program 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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**Staff to the Accreditation Team:**

**Karen Sacramento**

Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Narrative	Meeting Agendas and Minutes
Program Standards Narrative	Learning Academy/Coaching Clinic Agendas
Preliminary Report of Findings	Professional Development Calendar
Preconditions	Program Budget
Biennial Reports and CTC Feedback	Recruitment fliers
Program Summary	Orientation/Learning Academy PPT
Survey Results	PT/SP Rosters and Assignments
Candidate Portfolios	Program Support Team Attendance
FACT documents	Virtual Evidence website
Early Completion Option documents	Mid Year Survey Results
Support Provider Time Logs	Vision 2020 Quality Indicators
Resumes and Job Descriptions	Online tools
PD Evaluations	Course Syllabi
Verification of Completion Form	SP Protocol Templates

### Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	59	59	<b>118</b>
Completers	11	11	<b>22</b>
Employers (Site Administrators)	12	12	<b>24</b>
Institutional Administration (Superintendent, Associate Superintendent, Assistant Superintendents, Executive Directors, Coordinators)	3	0	<b>3</b>
Program Coordinators	2	2	<b>4</b>
Faculty (Professional Development Providers)	3	3	<b>6</b>
Advisory Team Members	8	8	<b>16</b>
Field Supervisors – Support Providers	35	35	<b>70</b>
Credential Analysts and Staff	3	0	<b>3</b>
Institutions of Higher Learning	4	0	<b>4</b>
<b>TOTAL</b>			<b>270</b>

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

## Background Information

San Diego Unified serves more than 132,000 students in pre-school through grade 12 and is the second largest district in California. The student population is extremely diverse, representing more than 15 ethnic groups and more than 60 languages and dialects.

Since its founding on July 1, 1854, the district has grown from a small, rented school building with one teacher to its current size – more than 226 educational facilities with 13,559 employees. Nearly 6,000 teachers are in classrooms at the district's various educational facilities, which include 117 traditional elementary schools, 9 K-8 schools, 25 traditional middle schools, 24 high schools, 49 charter schools, and 14 atypical/ alternative schools.

## Education Unit

Under the auspices of the Office of Leadership Development, the Teacher Preparation and Support Department oversees and coordinates the San Diego Unified School District Induction Program. Leadership within the induction program is provided by the Induction Program Manager, the Director of Teacher Preparation, and the Executive Director of the Office of Leadership Development. The program collaborates with departments and divisions within the district organization. Program leadership works closely with Human Resources personnel to identify potential candidates, determine candidate eligibility, and provide candidates with advisement regarding credentialing and program completion requirements.

**Table 1**  
**Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency Reviewing Programs
Preliminary Education Specialist: Mild/Moderate Intern	Initial	Inactive (2011)		CTC (This program was not reviewed)
General Education (MS/SS) Induction Programs	Advanced	43	235	CTC
Education Specialist Clear Induction	Advanced	11	86	CTC

## The Visit

The San Diego Unified Induction Program's on-site visit team included three members and a team lead. The team was supported by a state consultant available electronically throughout the review. The review took place at the Teacher Induction offices in San Diego, California on May 18 - 20 in 2015. Prior to the visit, team members read and analyzed documents on the institution's website, engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and developed questions for Induction constituent group representatives. During the three-day visit, the team met at the program office to review additional documentation and interview stakeholders.

**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.

**Finding:**

The San Diego Unified School District Office of Leadership Development works through the Teacher Preparation and Support Department to oversee the Induction program. Based on program documents and interviews with the program leaders and the advisory board, it was clear that the institution has embraced the research of Linda Darling Hammond, James Stronge and NCATE, and the vision *to recruit, prepare and retain exemplary teachers who are committed to advancing their knowledge and skills, while developing into teacher leaders, in order to educate all students following the California adopted common core and academic standards and curriculum frameworks to become responsible, literate, thinking and contributing members of a diverse society*. With this rationale in mind, the San Diego Unified School District has designed a professional preparation program to develop and retain effective and exemplary teachers.

Both the San Diego Unified School District (SDUSD) Teacher Preparation and Support Department and Induction program have set goals based on this vision. Stakeholder interviews indicate that program participants are deeply invested in the program and work collaboratively to serve new teachers. The superintendent and members of her cabinet, and the unit and program leadership, confirmed a focused commitment to this vision and to providing institutional support for serving new teachers as they develop greater knowledge, understanding, and skill in the application of academic standards, curriculum and assessment. The induction program utilizes an intensive mentoring model and establishes a structure to focus participating teachers' professional growth and generate evidence for credentialing requirements.

Interviews with the SDUSD program leaders, support providers, and other relevant stakeholders confirmed that they are actively involved in the organization, coordination, and governance of the professional induction program. The advisory board, which is comprised of the many identified stakeholders, is responsible for overseeing the administration of the program and acts as a guidance and decision making cadre. Interviews confirmed that representatives from the local public and private universities (Institutes of Higher Education) consistently attend the advisory board meetings and that they are avid consumers of the information and data shared at these meetings. Agendas and meeting minutes also document

regular and productive meetings of the Teacher Preparation and Support Department, of the induction and Education Specialist resource cadre, and of the Education Specialist coursework development team.

Through interviews with district leaders, a review of documents, and the Common Standards narrative, it is evident that program leaders have the authority and desire to maintain and fund viable programs. District level administrators and site administrators maintain regular communication with the coordinator, and this communication assists in creating a well-articulated path of support for candidates.

The SDUSD Induction program ensures that each candidate recommended for a clear credential has met all program requirements. Such requirements are outlined during orientation, through handouts, posted information on the induction website, personalized contact with the director and through well-trained support providers who carry out the program with fidelity. Completion is documented through the Induction Individual Growth Plan and through final verification forms.

**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.

**Finding:**

Interviews with program staff, advisory board members, and through a review of the Individual Induction Growth Plans, including current and completed formative assessment portfolios, indicate that the SDUSD Induction program has an assessment system for ongoing program evaluation and improvement. The advisory board meets twice a year to discuss program issues, review program survey data, advise on program policies and procedures, and make recommendations for program improvement. University partners who sit on the advisory board clearly articulated how well the review of data informs both induction and pre service.

The SDUSD Induction program collects a wide range of data including a program survey, Induction Individual Growth Plan, induction candidate interviews, and professional development evaluations. The biennial report provides evidence of a thorough analysis of program assessment data. Program staff meets regularly to review data and revise data collection systems and tools based on program needs and desired outcomes. Year two participating teachers participate in an exit interview that results in a quantitative analysis of their induction experience. Advisory board and superintendent cabinet members described specific examples of how program data is used to improve program processes including the development of e-communication systems and the connection of program feedback to the development of current and future professional development. The program director

participates in exit interviews with completers and provides evaluative feedback based on defined criteria.

Review of documents and interviews with stakeholders indicate a comprehensive and thorough assessment of candidate competence that support both program effectiveness and the identification of, and responsiveness to, necessary system improvements. Indicators of candidate competence include the Induction Individual Growth Plan, FACT activities and documentation, progress monitoring portfolio checks and feedback systems for candidates, the Inquiry Project Narrative, and Level II coursework grades for Special Education candidates to whom it applies. Support provider stakeholders appreciated the fact that program management is particularly responsive to their suggestions for process improvements.

**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.

**Finding:**

The superintendent and board of education are committed to allocating sufficient funds to fully support and maintain the unit as indicated by meeting agendas, budget documents, organizational charts, defined roles and responsibilities, and stakeholder interviews. SDUSD's Local Control Accountability Plan is organized around the district's Vision 2020 Quality Indicators of a Neighborhood School. Induction is included under indicator 3 (Quality Teaching). The Board has formally supported AB141, Teacher Credentialing: Beginning Teacher Induction programs, as evidenced by board minutes.

SDUSD consistently allocates sufficient resources to the Office of Leadership and Learning (formally the Teacher Preparation and Support Department) by funding a department director, program manager, resource teachers, and support personnel. District credential specialists support the unit by providing credential advisement to both candidates and program personnel. The district sponsors a variety of professional development for teachers and staff that includes: i21 technology, content area instruction, common core standards, English learners, and special education. Teachers register for professional development sessions through the Electronic Registration Online. Additional professional development opportunities are posted in *Newsline*, the district weekly newspaper.

District credential specialists support all professional preparation programs by providing credential advisement to individual candidates and by serving as resources for program staff on

current credentialing requirements. Extensive technology supports are available including: resource personnel who maintain websites for each credential program, the district's i21 web-based multi-media presentation system, the Moodle Learning Management System, accompanying supports to maintain candidate electronic portfolios, and extensive digital resources for candidate and program use and development. All stakeholder groups interviewed were particularly complimentary of the responsiveness of the program leadership in providing timely advice and support.

The Director of Teacher Preparation and Support collaborates with the Office of Financial Planning, Monitoring, and Accountability to determine an initial annual induction budget based on projected participants. An assigned budget analyst provides on-going guidance and oversight. A specified process exists to identify and request resources. Most resources are fulfilled within the department, however a process also exists by which the executive director of the Office of Leadership and Learning may request resources from the district.

**Standard 4: Faculty and Instructional Personnel**

**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.

**Finding:**

Resource teachers (professional development providers) are hired through a district selection process that includes an interview, classroom observation, or professional development demonstration. Resource teachers are selected because they are skilled professional development providers, experienced in adult learning theory and new teacher development, and trained in FACT. Under the supervision of the program manager, resource teachers oversee the field-based experiences of the participating teachers and the coaching practice of the support providers. Resource teachers describe the value in their collaborations with stakeholders as well as the usefulness of participating teacher feedback to design and facilitate the professional development sessions. In addition, the district provides trainings that feature experts from within the district and the greater educational community. Guest speakers, many of whom are nationally renowned, are selected based on their exemplary practice, scholarship, and leadership roles within public education.

Site administrators recommend exemplary teachers as support providers based on articulated criteria. Support 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 providers receive initial and comprehensive ongoing training in CA Standards for the Teaching Profession (CSTP) and induction standards, formative assessment, action research, teacher development, coaching and mentoring skills, and technology. Support providers maintain regular contact with site administrators, keeping them abreast of program expectations throughout the year. Site administrators report that these communications are beneficial to their ability to support participating teachers in induction.

Education Specialists have the opportunity to clear either a Level I or Preliminary Education Specialist credential through SDUSD Induction. An experienced education specialist serves as The Level II Standards coursework instructor and oversees the selection of professional development from the Education Specialist candidates' menu of options. The coursework instructor collaborates with the special education division to design and implement an individualized program of study to meet the needs of Level I and Preliminary Education Specialist candidates.

Education Specialist Faculty (resource teachers) and support providers are carefully screened and selected through a competitive application process. Through the screening process, faculty is selected from district employees who are knowledgeable and effective in working with diverse student populations in the most diverse school district in San Diego County. As district employees, all faculty and support providers hold a bilingual or English learner authorization, and have extensive teaching experience with diverse populations. Additionally, the district is acting on recommendations from the recently convened Teacher Pipeline Task Force by facilitating the early recruitment of prospective teachers.

All course instructors have expertise in the area in which they teach; many hold advanced degrees and credentials. They stay current on initiatives and reforms including attending Common Core State Standards Symposiums and other professional development opportunities offered through the district and/or the program. Education specialist resource teachers/support providers hold valid clear special education credentials in the areas of authorization that match the assignments of the candidates. All course instructors and support providers hold English Learner authorizations.

Faculty regularly collaborates with district colleagues in K-12 settings, and with university partners through advisory board meetings. These meetings provide a forum to discuss topics related to improving teaching, candidate learning, and educator preparation. The advisory board reviews survey data and makes recommendations to the program. For example, interviews with the advisory board indicated that communication with administrators was enhanced and FACT processes refined through suggestions generated from this group. Resource teachers report the value of these meetings both in the opportunity to share concerns and also to learn from the insights of the larger teacher preparation community.

In addition to the advisory board, an array of structures is in place for ongoing collaboration with stakeholders. The triad meeting among a support provider, participating teacher and site administrator is one example, which was lauded by all triad participant groups. Program completers were particularly appreciative of the triad experience because it provided an “opportunity to communicate with site administrators in a protected time, with the guidance of a support provider.” Participants felt that, “anxiety was removed because of this experience.”

Resource teachers engage in ongoing collaboration between teacher preparation and support and Special Education to align district and program professional development in a menu of options for Level I and Education Specialist candidates.

San Diego Unified School District and the Teacher Preparation and Support Department provide many opportunities for faculty development. Support providers extol the quality and quantity of professional development offerings and expressly appreciated that “there is something in the way of professional development going on every week and most of it is available to all of us.”

The Teacher Preparation and Support program conducts a comprehensive evaluation of resource teachers and support providers through professional development evaluations, program surveys, and the ongoing monitoring of support provider quality. The Induction Leadership Team reviews the evaluations with the instructor, highlighting areas of strength and identifying areas for improvement. In the event that a support provider is not consistently fulfilling job expectations, the Support Provider Remediation plan outlines the steps in the intervention process. Failure to comply with the requirements of the remediation plan may result in dismissal as a support provider. Program leadership reports that only those support providers, coursework instructors and professional development providers who receive consistently effective evaluations and positive survey results are retained.

Local survey results indicate an overwhelming favorability rating among participants for all trainings. Participant’s narrative feedback also indicates that trainings are relevant and beneficial.

**Standard 5: Admission**

**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.

**Finding:**

Program documents and stakeholder interviews described well-defined admission criteria and procedures. These criteria are clearly communicated on the program website which includes

eligibility information, advisement, and an enrollment process, citing Commission-adopted requirements and link to the Commission on Teacher Credentialing (CTC) website. Program resource teachers assist applicants in the completion of the enrollment process. Detailed processes exist to accommodate an Early Completion Option (ECO). One resource teacher roles and responsibility include the maintenance of the Induction website. Credential analysts report that they receive initial training and on-going technical support at both the state (CTC) and district level (district and county resource personnel) to effectively identify candidates that are eligible for induction.

Pre-professional experiences are verified by human resources staff through the application and interview process. All eligible applicants for employment participate in a standardized interview process that addresses topics including sensitivity to SDUSD's diverse student and community population, effective communication skills, and potential for success. Efforts to attract diverse candidates include the induction leadership presentation to preliminary credentialed teachers at Brandman University. The superintendent's cabinet members report that the *Teacher Pipeline Taskforce* recommendations include a career pathways grant that develops district students who have an interest in the teaching profession, and the mentoring of classified staff to become credentialed teachers.

The SDUSD Induction program is open to eligible teachers in district, charter, and private schools within the district boundaries. Stakeholders verify that the district adheres to state and federal non-discriminatory hiring practices. Stakeholders share that they carefully verify that applicants possess appropriate pre-professional experiences, personal characteristics, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**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 retain 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.

**Finding:**

The SDUSD Induction program provides initial and ongoing advisement and assistance for potential and current candidates enrolled in all professional preparation programs. The department director and program manager attend state and regional conferences, meetings, and webinars to stay apprised of credential requirements and updates. In addition, the department has access to district credential specialists who are available for advisement prior to program admittance and throughout the program. Individual advisement and assistance is provided to candidates by the credential specialist and program staff via telephone, email, and

in-person appointments. The credential analyst maintains a detailed record of the advisement status for every newly hired teacher in the district.

Additionally, participants receive ongoing advisement and support through participation in an assigned cohort led by a qualified resource teacher who is available to provide ongoing academic, professional and personal advisement and assistance. Program requirements and expectations are further explored and discussed in the Learning Academies. Each candidate is assigned a support provider who is available to provide advice and assistance via telephone, email, and scheduled visits. An individual and regularly monitored Induction Individual Growth Plan outlines clear credential requirements, professional growth goals, and documents progress through the induction program. Program completers report that the resource teachers and program manager are accessible and available. Requests for assistance are typically returned within a few hours.

The Induction program manager conducts a final review and verifies completion of all program requirements on the Verification of Completion form. In an exit advisement session, the credential specialist verifies program completion and meets with candidates to outline the steps needed to complete the online credential application process. Upon verification of all requirements, the credential specialist recommends candidates for the clear credential.

The Teacher Preparation and Support Department maintains an extensive website for each active professional preparation program to ensure that appropriate information is accessible and available to guide each candidate's attainment of program requirements. The Induction program page is accessible in a department link from the SDUSD's home page. The program page contains calendars, program information, course syllabi, and any applicable time lines to assist candidates in fulfilling program requirements.

Careful monitoring of candidate performance ensures that only those candidates suited for entry or advancement in the education profession remain in the program. The program has an established plan of intervention when it is determined that candidates require additional assistance. Each intervention plan is individually designed to support the participating teacher in fulfilling all program requirements. Resource teachers report that intervention plans typically address issues of attendance, work quality and completion.

Throughout the two-year induction program, evidence of candidate progress and performance in demonstrating competency in the CSTP and induction standards is generated and collected in the electronic portfolio. Formal portfolio checks are scheduled strategically throughout the year to monitor progress and guide advisement efforts. Candidates experiencing difficulty in meeting the formal portfolio deadlines are given support and opportunities to complete the work in a timely manner. If, however, it is determined that the candidate continues to fail to meet deadlines, a formal intervention plan may be put in place. Failure to comply with the requirements of the intervention plan results in referral to the program manager and may result in dismissal from the SDUSD Induction program.

**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.

**Finding:**

The San Diego Unified School District Induction program is designed around a planned sequence of field-based and clinical experiences. Candidates participate in the Formative Assessment for California Teachers (FACT) System, a reflective assessment and support process designed to help novice teachers develop as professional educators. As candidates progress through the Induction program and FACT, they deepen their understanding and application of the induction standards, the California Standards for the Teaching Profession (CSTPs), and the state adopted academic standards, including Common Core.

Under the leadership of the superintendent, the district is committed to creating a quality school in every neighborhood. Candidates in each program are assigned to schools within district boundaries.

Identification of support providers is a collaborative effort with district administrators and program staff. Administrators recommend exemplary teachers to serve as Induction support providers. Support providers collaborate regularly with site administrators using the Site Administrator Communication Protocol. This process allows administrators to provide input to the support provider when appropriate. Through this protocol, administrators are well apprised of each candidate's progress through the FACT modules.

The FACT formative assessment system is designed to provide participating teachers structured opportunities for self-assessment and reflection around issues of eliminating bias and understanding diversity. For example, participating teachers identify focus students who are English learners and special populations. Teachers identify student needs, design support strategies, and gather data on the efficacy of those strategies. Program completers report that they continue to employ strategies learned during induction, such as the Context for Teaching and Learning tools, to understand and address the diverse needs of their students and families.

**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.

**Finding:**

Participating teachers enrolled in the San Diego Unified School District Induction program demonstrate professional knowledge and skills by engaging purposefully in the processes and structures contained in the Formative Assessment for California Teachers system (FACT). Candidates prepare a portfolio of work which include lesson plans, observation notes, professional development, action research, examination of student work, reflective conversations, and self-assessments

Support providers reported that they regularly review the portfolios as they worked with their participating teachers. Support providers are given the criteria for the portfolio and trained to recognize whether or not the portfolio is meeting the specified criteria. Participating teachers are given checklists and rubrics to ensure that their formative assessments meet or exceed standards.

Participating teachers indicated in interviews that they are introduced to key ideas in the FACT system through videos viewed prior to attending the five Learning Academies. Participating teachers document 45 hours of professional development each year, including a series of program-sponsored sessions tied to the induction standards. Education Specialist candidates choose professional development from a menu of options that are tailored to their roles and assignments. Additionally, Education Specialist Level I candidates complete four additional courses tied to the Level II Competencies. The Individual Induction Growth Plan samples clearly indicated that the participating teacher with support provider guidance, document formative processes. Participating Teachers also are given two release days to observe exemplary teachers in action.

At the end of the first year of the program, candidates attend a colloquium where they present their work informally to their peers and describe what they learned in their first year of teaching. At the end of the second year candidates participate in an exit presentation, which serves as a final assessment of their competency. Second year candidates present their work to a panel of site administrators, district personnel, and support providers. Only those participating teachers who meet the portfolio scoring criteria are granted completion status and are permitted to apply for the clear credential.

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

**Program Design**

The Teacher Preparation and Support Department, under the auspices of the Office of Leadership Development, oversees the San Diego Unified School District's Induction program. According to the organizational chart, the Induction program manager, the Director of Teacher Preparation, and the Executive Director of the Office of Leadership Development share leadership. The program is designed around the Formative Assessment System for California Teachers (FACT) and includes an electronic portfolio documenting a participating teacher's growth through the induction program. Education Specialists complete FACT documents specific to their assignments. An annual Individual Growth Plan tracks this growth over the two-year period of induction.

An advisory board made up of district representatives, university partners, current participants, graduates, representatives of the San Diego County Office of Education, and the greater educational community, meets twice a year to discuss program issues, advise on district policies and procedures, and provide input on and problem solve the effectiveness of the programs rationale, goals, and objectives. Interviews with advisory board members indicated that this committee has been key in suggesting data driven improvements to the program, which have been implemented by the department. The exit presentation scoring process was revised to provide a better measure of quality and make the outcomes clearer and more accurate. Communication with site administrators was improved, and support provider training was revised to include structured collaboration, development of coaching skills aligned with the FACT processes, and a focus on developing strong inquiry questions.

Both participating teachers and support providers indicated that the newly updated Induction website is an effective and user-friendly resource that keeps participants informed of all of the requirements and resources of the program. The website has been improved by including a Frequently Asked Questions resource, access to FACT documents for both Education Specialist and general education, online enrollment, an online Early Completion Option application, support provider recruitment information, an administrator's section, automatic email replies for procedural items, and resources and informational links.

The process of identifying and supporting participating teachers is clearly delineated. Newly hired teachers receive a flyer from human resources to inform them of the teacher induction program, and information is included in their introductory packet. They are directed to the BTSA Induction website to learn more about the program, register for the information session, and begin the enrollment process on line. The information sessions provide detailed program information including eligibility requirements, a program description, and participation requirements, program supports, and the enrollment process. Interviews with resource teachers and credential analysts emphasized that individual advisement and assistance is provided to candidates by the credential specialist and program staff.

Participating teachers are assigned to a cohort led by a resource teacher who also provides ongoing advisement. Education Specialist candidates are matched to a special education resource teacher with experience in their authorization. Each participating teacher is also assigned a support provider who provides guidance. Support providers for Education Specialist candidates are matched based on authorization. Interviews with participating teachers indicated that these supports are well planned, engaging, and informative. The positive impact of the inquiry module on their teaching practice was particularly noted.

The program includes site administrators in the induction process through two triad meetings between the site administrator, the support provider and the participating teacher or Education Specialist candidate with defined protocols. Interviews with participating teachers, support providers, principals, the district superintendent, Executive Director of Leadership and Learning and Chief Human Resources Officer, verified the powerful impact of this process for all participants.

Stakeholders have input on the program through the program survey administered annually to site administrators, support providers, and participating teachers. Further, evaluations are completed at the end of each Learning Academy, Coaching Clinic, Level II standards coursework, and professional development sessions. Ongoing informal feedback from all stakeholders is provided to program staff. The data generated from these surveys is reviewed by the advisory board and appropriate recommendations are determined.

### **Course of Study**

In the SDUSD Induction program, participating teachers work collaboratively with their support provider, primarily using the FACT processes throughout their two-year induction program. Documentation of this process is housed in the participating teacher's electronic portfolio and recorded on the Induction Individual Induction Growth Plan. A review of portfolios and interviews with participating teachers and Education Specialist candidates, support providers, and administrators confirmed the value of this process in developing reflective teachers.

In addition to being embedded in FACT, teaching strategies in critical areas such as teaching English learners and special populations, are specifically addressed in the four Learning Academies. Education Specialists collaborate with their support provider and their assigned resource teacher to access appropriate professional development based on a menu of options specific to the context of the district.

Potential support providers are identified by site administrators and participate in a rigorous selection process. They are matched with a participating teacher by the resource teachers within 30 days of the start of a school year, and receive training throughout the year at an orientation and five coaching clinics designed and presented by the resource teachers. Trainings include utilizing the FACT modules, adult learning theory, mentoring skills, special education issues, and available resources. Support providers stated that these training have been essential in building their efficacy as mentors and supporters of their participating teachers and Education Specialist candidates.

Each participating teacher and Education Specialist candidate begins with an Individual Induction Growth Plan that outlines clear credential requirements, professional growth goals, and documents progress through the program. It is maintained over the two-year process. Review of portfolios and interviews with participating teachers and support providers confirmed the effectiveness of this process.

Each participating teacher's BTSA Induction Individual Growth Plan is monitored by their support provider, and checked by a resource teacher at each Learning Academy. Year one participating teachers present their work informally at a colloquium. Year two teachers have an exit presentation where they present their work to a panel that judges the presentation on a four-point rubric. Participating teachers and Education Specialist candidates who meet the established criteria are recommended for a clear credential.

### **Assessment of Candidate Competence**

Progress towards completion of program requirements is monitored regularly. Support providers are expected to regularly update their participating teacher's progress on the Individual Induction Growth Plan. The resource teachers also check each plan at every Learning Academy, and at the end of a school year. The Individual Induction Growth Plan is maintained over the two-year induction process with continual checks for achievement and areas of growth.

At the end of the second year, candidates participate in an exit presentation, which serves as a final assessment of their competency to a panel of site administrators, district personnel, and support providers. Panel members use a rubric to score presentations. All participants must meet the exit criteria to earn their Clear Teaching Credential. When interviewed, participating teachers were excited to have this opportunity to present their work and learn from others' presentations.

### **Findings on Program Standards**

After review of the institutional report, supporting documentation, the completion of interviews with stakeholders, the team determined that all program standards are **Met** for the General Education (MS/SS) Induction Program and the Clear Education Specialist Induction Program.