

**Recommendations by the Accreditation Team and Report of the Accreditation Visit for  
Professional Preparation Programs at Chaffey Joint Unified High School District**

**Professional Services Division  
June 2016**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Chaffey Joint Unified School District. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation 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	Not Applicable		
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/SS) Induction	6	6		

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

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

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

**Institution:** Chaffey Joint Unified High School District  
**Dates of Visit:** April 4-6, 2016  
**Accreditation Team Recommendation:** Accreditation

**Rationale:**

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

Common Standards

The entire team reviewed eight of nine Common Standards (Standard 8 is not applicable for a second tier programs) and determined whether the standard was met, not met, or met with concerns. The site visit team found that all Common Standards are **Met** with the exception of Common Standard 2, which is **Met with Concerns**.

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, the Formative Assessment for California Teachers portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, coaches, candidates, and completers. Due to the finding that all Common Standards are **Met** with one **Met with Concerns** and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation** with a 7th year report chronicling changes made to address the team's findings in Common Standard 2.

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

**Advanced/Service Credentials: General Education (Multiple Subject/Single Subject) Clear**

The team recommends that:

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

<b>Team Leader/Advanced Programs:</b>	<b>Aleeta Powers</b> Los Angeles School District
<b>Common Standards Cluster:</b>	<b>Doris Madrigal</b> Loyola Marymount University
<b>Programs Standards Cluster:</b>	<b>Karman Mak</b> PUC Schools
<b>Staff to the Visit:</b>	<b>Karen Sacramento</b> CTC Consultant

**Documents Reviewed**

Signed Pre-Conditions Documents	Program Handbooks & Calendars
2014 Biennial Report & Biennial Report Feedback	Bargaining Unit Agreement Article 16 Organizational Chart
2009 Common Standards Narrative	Meeting Flyers, Agendas, Documents
BTSA Induction Program Summary & Feedback	Professional Development Flyers, Agendas, Documents, Evaluations
Program Standards Narrative	Evaluation instruments and data
Program Advisement Documents	Joint Panel Correspondence
Program Records & Candidate Portfolios	

<b>Interviews Conducted</b>	
Candidates	27
Completers	9
District Administrators	11
Site Administrators	9
Program Coordinators	3
Program Director	1
Professional Development Providers	10
Support Providers	3
Credential Analysts and Staff	1
Joint Panel Members	7
<b>Total</b>	<b>81</b>

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

### **Background information**

The Chaffey Joint Union High School District is a large education unit that serves approximately 25,000 high school students in the cities of Rancho Cucamonga, Ontario, Montclair, and some sections of Fontana. The district receives students from six local K8 feeder districts. The district is comprised of eight large comprehensive high schools, an adult education program, and an alternative education center that is made up of a continuation high school, an online high school, a community day high school, and several alternative programs. All of the schools, with the exception of the online high school operate on a traditional school calendar. The Chaffey Joint Union High School District has been providing education for their students since 1911, when Chaffey High School opened its doors.

The mission of the Chaffey Joint Union High School District is to have all students graduate from high school ready for college and careers. To attain that goal, the district is committed to hiring and retaining excellent teachers. Further evidence of the commitment to retaining high quality teachers is the creation of various instructional coach positions.

### Education Unit

The Chaffey Joint Unified High School District Induction Program is a collaborative effort between the district and Associated Chaffey Teachers and is overseen by the Joint Panel which consists of representatives from district leadership and the Associated Chaffey Teachers. General education teachers have the opportunity to earn a clear credential through the CJUHSD Peer Assistance for Teachers (PAT) Induction Program. The induction director, who also serves as the Director of Categorical Services, and three full release support providers who also are part of the program leadership and operational implementation team, staff the program.

Ethnic data for the school district in 2014-2015 includes:

Ethnicity*	Students		Teachers	
	Number	%	Number	%
American Indian or Alaska Native	83	0.34	2	0.2
Asian	1258	5.11	42	3.6
Native Hawaiian or Pacific Islander	123	0.5	2	0.2
Filipino	498	2.02	0	0
Hispanic or Latino	15626	63.53	258	22.4
Black or African American	1992	8.1	50	4.3
White	4444	18.07	791	68.7
Two or More Races	413	1.68	0	0
None Reported	161	0.65	6	0.5
<b>TOTAL</b>	<b>24598</b>		<b>1151</b>	

### Program Review Status

Program Name	Program Level (Initial or Advanced)	#of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)
General Education Induction	Advanced	9	48

## The Visit

The Chaffey Joint Union High School District PAT Induction Program site visit team included two team members and a team lead, as well as a state consultant. During the weeks preceding the visit, team members communicated via conference call, email and google drive regarding the Common Standards Planning Instrument and Program Standards Note-Taking Guide. Conversations allowed the team members to develop preliminary interview questions for the Chaffey constituent group representatives. The team met at the hotel on Monday, April 4, 2016 at 9:00 a.m. and traveled to the Chaffey Joint Union High School District Office at noon. District leadership welcomed the team and provided an overview of the program, evidence room, online document resources, and the interview schedule. Accreditation activities began on Monday afternoon with document and evidence review, and interviews which continued into the evening. Document Review and interviews continued on Tuesday, April 5, 2016, and a mid-visit report was presented to the program director on Tuesday afternoon. On Monday and Tuesday afternoon evenings, the team met to discuss all standards and whether or not all standards were met. The team continued to discuss findings and consensus was reached on all standard findings, resulting in an accreditation recommendation. The institutional report out was held on Wednesday, April 6, 2016 at 10:00 a.m.

## 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 Chaffey Joint Union High School District (CJUHSD) Peer Assistance for Teachers (PAT) Induction program was developed in conjunction with the Associated Chaffey Teachers (ACT) to develop and retain effective teachers by providing high-quality, relevant, and researched-based training to support their work with students. This vision is foundational in providing each beginning teacher with mentoring and support during the Induction process. The program uses the state approved Formative Assessment for California Teachers (FACT), which has been

developed based on current research and practice as it relates to new teacher development and formative assessment. The FACT system focuses on the demonstration of teacher practice, combining reflective assessment and support to help new teachers develop as practitioners under the guidance of knowledgeable support providers. Through the FACT system, new teachers deepen their understanding and application of the California Standards for the Teaching Profession (CSTP) and the State Adopted Content Standards and Curriculum frameworks. A key component in the CJUHSD PAT induction vision is integrating support for every induction candidate to align with the district's vision to create classrooms that lead to students who will graduate college and career ready. The team review of FACT portfolios confirmed that participants engage in activities aligned to California's adopted standards and curriculum frameworks. Meeting agendas and calendars validated the inclusion of induction staff in district level planning to meet these goals. During interviews, support providers and instructional coaches reinforced the importance of ensuring that each individual teacher was supported such that they demonstrate effective practice in these areas.

The CJUHSD utilizes the FACT system as a key curriculum component which guides the decisions of induction leadership and the program for participating teachers and their support providers. The team viewed assessment modules within the system and the rubric for assessment of the Individual Induction Plan (IIP) component of the portfolio, which are utilized to assess candidate performance. Meeting agendas, packets and sign-ins validated that in order to keep the vision and implementation current and aligned with state credentialing policies induction staff participates in Cluster 6 meetings where they collaborate with other induction program leaders and receive information on changes in state guidelines. During interviews, program staff spoke comprehensively about how the formative assessment system, with a strong emphasis on the inquiry process, fits into the vision for having strong teachers that will have the knowledge, skills and desire to remain in their district.

Interviews with the superintendent, assistant superintendents, program, and Joint Panel members confirmed a strong integration with the CJUHSD commitment to using the vision of every student becoming college and career ready to determine focus areas for professional development and assist teachers in developing curriculum with a strong academic background and career-related skills. The superintendent indicated that they have worked together to study the research of Marzano and other experts and created a district culture and corresponding evaluation system that reflects that belief system. He stated: "There is no chance to become misaligned with the district vision because we work across all groups to make sure that does not happen." He went on to explain, "We look at the data, identify what is working, and the root causes so that we can continue those practices. We look at what isn't working and analyze the root causes so that we can identify effective strategies to get back on course."

Although descriptions of unit evaluation in the standards narrative and Biennial Report have limited information on the Unit Evaluation process, information in other portions of the



document as well as interviews confirmed that the Induction Program is overseen by the Joint Panel which evaluates the Program Director who evaluates the effectiveness of the induction program in connection to candidate recommendations, the quality of the mentoring program, connection to District goals and effectiveness of professional development. All data on program effectiveness is filtered through the Joint Panel, which makes decisions on program implementation. As such they make sure that all decisions regarding the Induction Program are fully aligned with the District vision.

Review of the organizational chart and Joint Panel agendas validate that the district provides a network of support for the Induction program under the direction of the Instructional Division. The Joint Panel, which serves as both CJUHSD's Induction Program advisory committee and decision making body, meets monthly and includes four representatives from Associated Chaffey Teachers (ACT) and three from the District Leadership Team. Two of the ACT representatives were support providers and induction program completers and are now classroom teachers. The third is the ACT vice-president, a classroom teacher, and the fourth is the ACT president. District representatives include the Assistant Superintendent of Instruction, the Assistant Superintendent of Personnel, and the Induction Program Director who is also the Director of Categorical Programs. Interviews across stakeholder groups validated that each person in the district has someone on the Joint Panel that they know they can go to if they have concerns or suggestions. One participant said "There is a completely open door policy in this district. If I have a concern or a suggestion I can go to any of the teacher representatives and know that it will definitely go before the Joint Panel. But I can also go to any of our support providers or our program director, the assistant superintendents or the superintendent if I want to. Any of them will take it to the Joint Panel." Another participant added, "And you know they have the power right there to make a decision on it and follow through. Something will be done."

The support providers meet regularly with Cluster Six personnel and leadership to update efforts to meet Induction requirements. By collaborating with school, district, and partner organizations, overlapping initiatives and program offerings are streamlined with the intent to eliminate redundancies.

Review of agendas and the workshop calendar show that professional development opportunities are provided in collaboration with departments within the District. Topics are developed in alignment with induction and district vision and priorities and participating teacher needs which are identified by support providers as they work with them on their inquiries. Professional development offerings provide for participating teachers' needs based on support providers' work with the director to analyze Individual Induction Plan (IIP) data, classroom observation data, and participating teacher reflections. The director and support providers discuss the goals of professional development with the various district department directors to design workshops for participating teachers.

The Joint Panel oversees the CJUHSD PAT Induction Program. The Collective Bargaining Agreement—Article 16 describes the responsibilities of the Joint Panel in the Induction process and specifically outlines the responsibilities of the program director. The program director holds teaching and administrative credentials and provides the day-to-day leadership of the program, designs and oversees the budget, ensures compliance and implementation of all components of the program to meet the standards, and supervises all full time support providers.

The district's credential analyst in the Personnel Department checks all applicants for eligibility prior to the point of hire. When asked what they do if one of the Induction candidates is missing a qualification, such as English learner authorization, he stated emphatically that people want to work there and they never hire anyone who does not have all qualifications in place. The credential analyst identifies all induction-eligible new hires and shares the list with the program director and the assistant superintendent. The Office of Instruction contacts each teacher to alert them of the schedule to attend orientation then meet with the program director and support provider. Review of "Notification of Eligibility and Program Requirements Form", and the CTC Common and Program Standards feedback validate that the CJUHSD program design is aligned with state induction program criteria.

**Standard 2: Unit and Program Assessment and Evaluation**

**Met with Concerns**

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.
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**Findings**

The CJUHSD PAT Induction Program has components of an assessment and evaluation system in place. There is evidence to support that discrete processes for data collection on individual components of the program exist, and that the data collected is utilized to implement timely responses towards improvements for candidate support. System-wide communication about the implications for the program arising out of data collected and program improvements made as a result of those communications are rich and deeply connected to the district's vision for effective leadership structures. However, there is no clear evidence of how raw data from these varied sources is correlated and integrated into a cohesive and organized system with the aim of program evaluation and assessment. During interviews, the program director and support providers, as well as representatives of other stakeholder groups (Joint Panel, school principals, instructional and technology coaches, program candidates and completers) identified various specific examples where informal data was used to respond to an observable candidate need or program operation, but no formal comprehensive system for the program as a unit is in place.

The CJUHSD PAT induction Program collects and utilizes discrete data on candidate and program completer performance and unit operations. The collection and utilization of data include:

- **FACT:** The Formative Assessment of California Teachers (FACT) is used to collect and analyze candidate performance data on an individual participant level. As the base unit of evaluation for the FACT, the California Standards for Teacher Performance become the central unit of noting candidate performance and progress.
- **Mid and End of Year Surveys:** The program collects data through Mid and End of Year program-developed surveys completed by the participating teachers. The surveys include information on program operations, support provider performance, and candidate perceptions of the program. Data is reviewed and used to inform program decisions.
- **Workshop Surveys:** Surveys are administered after each Induction workshop. Results are processed at Friday support provider meetings and at Joint Panel meetings. Overall data as well as individual responses on workshop surveys are used as anecdotal evidence to inform program decisions.
- **Observations:** Informal and formal observations of participating teachers by support providers and the program director serve as the basis for assessing candidate progress and giving individualized feedback on performance.
- **Joint Panel:** The Joint Panel is the central decision-making body responsible for program oversight. Data is shared across multiple stakeholder groups in an open and ongoing communicative relationship. There is evidence to support that the data shared is used towards the goal of candidate support, experience, competency, and program operations.

While data is collected on, and utilized towards, candidate and completer performance, it is unclear how data is formally analyzed or used in relation to unit operations. The components listed above are disconnected from a system that cohesively collects, analyzes, and utilizes multiple sources of data to inform program and unit improvement. Criteria for analyzing unit operation and criteria for the discrete components outlined above remains unclear.

Interviews with program staff confirmed that no comprehensive trend-analysis of aggregate data on program efficacy was conducted.

### **Rationale**

Portions of an assessment system for ongoing program evaluation and improvement are in place as confirmed by identified multiple measures for data collection and program decisions and improvements. A rich, organic system growing out of the district culture and vision for leadership is in place and appears to be working effectively to make decisions regarding candidate competency and unit operations. However, it is unclear how data is analyzed, where patterns and trends are identified, and how the results of overarching and systematic analysis

are used for programmatic decision-making regarding candidate competency, qualifications and proficiencies to inform unit decisions.

**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**

The Chaffey Joint Unified High School District creates a budget that includes funding for the Induction program based on the previous year's number of participating teachers and the volume and quality of staff development, which includes a process to request revisions when needed. A review of the budget, purchase orders, and onsite resources verified that the budget includes adequate resources to prepare candidates to effectively meet the state-adopted standards for educator preparation.

Facilities include dedicated office space for the program director, instructional coaches, and the program secretary. Within these facilities are sufficient resources to support all aspects of program implementation, including required office equipment, and technology tools necessary to monitor the collection of candidates' evidence of growth in practice and program completion. The general education induction program is the only credential program currently authorized at CJUHSD, however, as Director of Categorical Programs, the Induction Program Director must balance resources across district programs. During interviews he stated that it is never a problem to get the funding they need for the induction program as it is seen as a key vehicle for supporting teachers in meeting Chaffey expectations for effective teachers.

The program director reported that allocation of resources is equitable and there are sufficient funds for the program to function as designed, and that they would be able to request additional funds as needed.

The program is staffed with a full-time program director and three full release support providers who support an average of 15-16 participants each. These coaches also provide a menu of professional development opportunities based on the needs of their teachers, district priorities, and induction focus areas. Professional development is also provided by district instructional coaches and program experts from departments within the district such as Title

1/LEP, GATE, Special Education, and Student Support Services. A review of the program budget demonstrated adequate resources for meetings, training, staff, professional development, technology utilization, and assessment. Joint Panel members, senior district staff and program staff all gave multiple examples of how the budget was designed to meet the needs of the induction program. Participants indicated that in addition to the basic program support and implementation, they were given funding for supplies and conference attendance. More than one person reported that additional funding was provided to help them pilot software or programs that they wanted to implement as part of their inquiry process.

During interviews, the Assistant Superintendent of Instruction indicated that the Induction program director submits a budget, which is reviewed and then submitted to the Joint Panel. The Joint Panel reviews the budget and takes into account the needs of the unit in determining how to allocate resources.

**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.

**Findings**

The CJUHSD PAT Induction Program has established a clear process by which support providers are carefully selected, trained, and reviewed. The Collective Bargaining Agreement, Section 16 details the process by which current District in-service teachers with exemplary teaching experience apply, are screened and vetted to ensure they meet the position qualifications and are able to fulfill their responsibilities. Interviews with the Joint Panel corroborated that the hiring of support providers is a key area of interest and engagement. The selection process as described by the program director and Joint Panel, and corroborated by interviews with the support providers, is rigorous and results in a high caliber of support provider quality. Support provider training and meeting agendas, along with workshop agendas and interviews with program candidates, completers, support providers, instructional coaches, and the program

director confirm that support providers are assigned to provide professional development within the program and work closely with participating teachers as evidenced through Peer Assistance Data (PAD) forms outlining contact hours and meeting items. The application and vetting process for support providers helps ensure that support providers have required and appropriate certification to fulfill position duties.

The application and vetting process for employing support providers ensures that information is acquired that confirms support providers have exemplary recent teaching experience and a model professional knowledge base. Support providers are selected based on their demonstrated expertise through multiple teaching experiences within a public schooling context. Support providers model best professional practice through their FACT module training and comprehensive support of participating teachers. Support Providers are also offered opportunities and resources to continually expand their knowledge base (such as participation in Induction candidate trainings, designing and collaborating on program developed workshops for candidates, on-going individual and collective support for FACT execution, Cluster network meetings, professional support and collaboration with instructional coaches, professional book study, and peer guidance and teaching) to meet high quality expectations for their work. Interviews with program candidates, completers, instructional coaches, Joint Panel members, and school principals underscored the high quality of support providers as a notable aspect of program candidate success. One program candidate noted, “[this program} is fantastic for young teachers or anyone who is starting out mostly because of the moral support week to week. Even if it’s not a specific observation or a specific document, having someone who has done this and done it well- just talking through issues I’m having in the classroom- really helps me feel confident about teaching much faster. I have someone who I can bounce ideas off of, respects me and I respect, and who gives me their honest opinion.”

Interviews with the Joint Panel and program staff confirmed that diversity of experience in multiple teaching settings and success with diverse learners was an important factor in support provider selection. Program candidates and completers spoke to individual strategies that support providers offered through their guidance towards the success of English language learners and students with special needs, along with supporting constant reflection on understanding the context and factors of diversity that may impact student achievement in a classroom. Program completers vividly recalled the impact of the English Learner, Differentiated Instruction, and Equity and Diversity workshops on their teaching practice and development. Individualized candidate support, along with program-designed workshops executed by the support providers increase their knowledge base on diversity of learners. Given the notable longevity of teachers within this district, support provider diversity is taken into account where possible in the hiring and review process.

The established process by which support providers are selected, trained, and evaluated for the CJUHSD PAT Induction Program, which includes clearly articulated roles and responsibilities for

both support provider expectations and that of their participating teachers, demonstrates thorough knowledge and successful application of academic standards, framework and accountability systems in public schools is targeted. Because support providers are current in-service district teachers with recent exemplary experience they come with a strong knowledge base of the profession that is honed and built upon via participation in, and training for, the induction program. The CSTP's, content area standards, and FACT modules are the basis for the program, which further concretizes that support providers are familiar with accountability systems of public schools. Instructional coaches highlighted the outstanding professional experience and practice of Support Providers, and cited an example of how the instructional coach team selected one of the Support Providers as the "teacher spotlight" for modeling integration of instructional technology for student success due to their extraordinary work while assigned as a classroom teacher.

Support Providers help build and regularly collaborate with an extensive professional network and community in order to better support their participating teachers' development and success as educators. Members of this professional network include district instructional and technology coaches (with whom they share office space), cluster meeting groups, teachers across district schools, the Joint Panel, and school principals. Cluster meeting agendas and Joint Panel meeting minutes detail support providers' initiative and active engagement in leveraging their professional network and collaboration to grow their own knowledge base and skill set to best support their participating teachers, which was corroborated during interviews with instructional and technology coaches, school principals, and the program director. The goal of these efforts was clearly identified by all parties as participating teacher support and success- a note evidencing support providers' unequivocal focus on, and dedication to, candidate learning and educator development for classroom student success.

The Induction program provides various opportunities and resources for support providers' professional development and program-specific training. The onboarding training for support providers upon hiring includes almost immediate shadowing of current and experienced support providers, 10-12 days of training on program requirements and documentation, FACT modules training and review calibration, observations of professional development workshops designed and executed by support providers, co-planning and presentation opportunities on program workshops as evidenced by program documentation and corroborated via interviews with support providers, program director, Joint Panel, and instructional coaches. Once hired, support providers receive ongoing support via weekly individual and group meetings with the program director, informal and formal observations of their participating teachers by the program director and school principal, inclusion in Joint Panel meetings, and multiple sources of just-in-time supports for their participating teachers. Interviews with the instructional coaches in particular highlighted the breadth of knowledge support providers' showcased via the resources they were provided and access regularly.

Interviews with the Joint Panel, Program Director, and Support Providers confirmed the term and review process for support provider contract renewal outlined in the Collective Bargaining Agreement, Section 16 is upheld and implemented in the program. Upon completion of a support provider's first year of service, the Joint Panel and program director review multiple data points collected from participant teachers, including responses on program-designed surveys about their support providers, formal and informal observation data of participating teachers by the program director and school principals, and interviews. The participant teacher data is used to determine if the support provider will be allowed to complete their three year term on an annual basis. The program director, Joint Panel, and school principals specifically addressed the importance of this annual review and evaluation of support providers, as well as an open-door policy on addressing any concern about support provider-participant teacher fit, as a critical component of stakeholder input and impact on teacher success. The tenure of the program's support providers calls attention to the program's success in supporting and retaining consistently effective support providers.

**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.

**Findings**

The criteria and procedure for admission into the CJUHSD PAT induction program is outlined in the Personnel Services Employment Packet Checklist, the document that newly hired district teachers receive and must bring with them to their on-boarding meeting with the credential analyst. Upon hiring into the district, new teachers' credential authorizations are verified via the Commission website by the credential analyst and program director. Any concerns about an incoming participating teacher's Commission authorizations or status are taken directly to the Assistant Superintendent for Personnel for advisement. Interviews with the credential analyst and school principals underscored that the district hiring process itself begins the admission process for the Induction program and specifically noted that there are no concerns about employing qualified teachers into the district because the consistently large applicant pool facilitates selection of highly qualified and authorized teachers.

Board Policy #4120 upholds that bias and discrimination towards diverse participating teachers is an unlawful violation. Diverse applicants and participant teachers are protected by the program's confidential electronic record keeping processes. Multiple measures are used to



encourage applicants including concerted recruitment efforts via hiring fairs at school districts and university partners, an online information and application process, a review for employment offer by the assistant superintendent, and outlined applicant responsibilities for submission of documentation. Applicants from diverse populations are identified and supported via active recruitment by the Assistant Superintendent of Personnel, who cited a specific example of an almost-immediate interview and hiring process for a highly qualified candidate who was sought after because of her diverse background and experience.

Confirmation of admitted candidates' appropriate pre-professional experiences and personal characteristics suggesting strong potential for professional effectiveness occurs via the data and documentation captured through the district application and hiring process, and Induction program director and credential analyst certification review. Multiple measures are in place to identify and ensure that only candidates with appropriate experiences, skills, and potential for success are hired by the district. This closely managed hiring process facilitates the Induction program's review of eligible participating teachers' files and early contact with new hires to review program documentation confirm candidate awareness of, and consent to, fulfilling the program requirements and responsibilities.

**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.
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**Findings**

CJUHSD Induction participating teachers are advised about their academic, professional, and personal development. Program Orientation materials and the induction website showed that the CJUHSD informs all participating teachers of the requirements and criteria to successfully complete the program. The most highly regarded advisement comes from their support providers. Participating teachers are guided and assisted in the Induction process through collaboration and reflection with their support provider. The three support providers are all full time and are contracted to meet with each participating teacher on their caseload at least one hour each week in observation or collaboration, a schedule that was confirmed during participating teacher interviews. Participating teachers enthusiastically described the quality support far beyond the contractual responsibility of the support providers.

Multiple candidates spoke about how their support provider “was there, ready at any time” to support. Other adjectives used to describe support providers included “personable,” “holistic,” “well-rounded,” “willing to listen,” and “helped me become a better teacher.” Candidates also spoke about the flexibility and responsiveness of their support providers. Year 2 candidates appreciated the feedback and informal observations from their support providers. Interviews with school principals confirmed the strength of support provider advisement. As one Principal stated, “support providers’ sound instructional skills and knowledge for new teacher support is really important. Support providers with strong skills condense the learning into simple things that participating teachers can do.” The robust mentoring relationships between support providers and candidates enable them to grow as reflective teachers.

In addition to the support providers, the credential analyst and the Induction program director advise new teachers regarding the Induction program eligibility with the “Notification of Eligibility and Program Requirements” form. Part of the advisement process also comes from the assistant superintendent who attends the professional development workshops and encourages candidates to take risks and try new strategies, even if it results in initial challenges.

Website documents show that the Induction Orientation Workshop, System Module Timeline (which maps out due dates of the FACT documents), and periodic check of participant evidence and documentation (the Flow Chart for Candidate Review) guide candidates to attain program requirements. Interviews with candidates indicate that they are informed about their progress and attainment of all program requirements mainly through the weekly communication with their support providers. As one candidate stated, “We meet once a week and go over what needs to be done to complete program. And we make sure it is done correctly. We go over it together.” Candidates agreed that support providers guide them through the program requirements. Candidates mentioned the timelines, which are provided at the beginning of their year in the Induction Handbook. The overwhelming response was that although they receive the timeline tool, their main source of guidance came from their Support Providers.

Interviews and website documents indicate that support and assistance are provided to participating teachers such that the CJUHSD Induction program only retains candidates who are suited for entry or advancement in the education profession. The following steps are taken by CJUHSD Induction Program to ensure that support, assistance, and appropriate advancement occur:

1. During the hiring process the district carefully selects new hires with strong qualities that are predictive of future success.
2. Support providers meet with their participating teachers weekly, including twice monthly observations. During this time they monitor candidate progress and provide guidance designed to facilitate growth and lead to timely completion of the Induction Program.

3. The Induction director conducts walk-throughs of participating teacher classrooms and Induction collaboration meetings. He then meets with support providers to provide guidance to the teacher and the support provider.
4. At the end of the year, the program director confirms completion of the Induction requirements: attendance at Induction workshops, completion of FACT documents, and presentation at the end of year colloquium. The program director advises candidates who have completed all requirements to meet with the credential analyst for Clear credential recommendation.

If the Induction Portfolio of FACT documents are determined to be incomplete, the participating teacher meets with the program director to plan for a successful program completion. One participating teacher described how a family emergency caused him to miss two Induction workshops. His support provider provided assistance by meeting with him twice a week, according to his schedule and until he was caught up, to ensure that he completed the requirements. The program director described how six portfolios were not deemed to be satisfactory. The candidates were asked to resubmit. In one case, a teacher was required to complete a third year of Induction to satisfactorily demonstrate that they are suitable to earn a Clear Credential recommendation. In another example, a teacher lacked the dispositions and skill sets to continue as a classroom teacher and was counseled out of the program. These steps allow for the CJUHSD Induction program to ensure that it retains only candidates who are ready for entry or advancement in the education profession.

**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**

The CJUHSD PAT Induction Program is designed upon the state approved FACT and the CSTP to assess and improve participating teachers’ professional development in designing, applying, and reflecting on instructional experiences in their classrooms. The participating teachers apply new ideas from professional development program workshops, individual and targeted guidance from support providers, and FACT related research in their classrooms to understand and address issues that affect school climate, teaching, and learning, and to develop research-

based strategies for improving their teaching practice and student learning. The program reviews and evaluates the professional development trainings offered, as well as monitors the ongoing guidance and support participant teachers receive from their Support Providers, to ensure planned clinical experiences help participating teachers support their classroom students' learning towards the state-adopted academic standards.

Selection of schools sites is based on where teacher staffing needs and hiring occurs, as is the norm for district-based programs. The Induction program support providers are the program's clinical and supervising personnel. The Program Director assigns Support Providers to participating teachers in a timely manner who are contracted to spend at least one hour each week with participating teachers in either observation or collaboration. A formal observation is conducted at least twice monthly. Participating teachers submit their portfolio electronically after developing the information collaboratively with their Support Provider. The Collective Bargaining Agreement, Section 16 outlines the criteria and process for selection of support providers, which is informed by guidelines developed by the Commission and discussed during Cluster 6 meetings as shown in agenda and meeting minutes. Interviews with the Joint Panel and program staff corroborated that the process is rigorous and support providers are observed and interviewed by multiple stakeholder groups before hiring occurs. The efficacy of clinical personnel is evidenced by the application and vetting process for support provider selection, closely monitored assignment and work with participating teachers, and renewal and tenure of support providers.

The CJUHSD schools serve diverse student populations, which affords participant teachers multiple opportunities to develop effective teaching strategies through participation in the Induction program at their school site. The program director stated that all candidates have worked with diverse student populations, including English learners and students with special needs. In the rare case that a participant teacher may not have a diverse student population or a targeted diverse subgroup in her or his classrooms, the program staff create and develop a student case study and monitoring assignment required to ensure the participant teacher has ongoing opportunity to work with diverse students long-term. The English Learner, Differentiated Instruction, and Equity and Diversity workshops offered by the Induction Program give participant teachers multiple opportunities to understand and address issues of diversity in their teaching. Interviews with multiple stakeholder groups identified one support provider's recognized expertise on English learner teaching and support, his upcoming international work, and how the Induction program leverages his knowledge and skill set towards participant teacher successful development as professional educators well-versed in working with diverse student populations.

Other opportunities to help candidates develop research-based strategies for improving student learning include: IIP's, participant teacher input and design of inquiries, discussions with school principals on school site goals, closely monitored and supported completion of

FACT, and program colloquium where participant teachers present to their peers, colleagues, school and district personnel. The impact and utility of the Induction program’s focus on research-based strategies continues beyond participation in the program as evidenced by interviews with program completers and instructional coaches. Both groups identified the inquiry process as an identifying mark that helped set teachers apart as they continued teaching: program completers go on to pilot new programs and strategies in their classrooms, share their inquiry results and best practices at district-wide professional development sessions, and are recognized as teachers confident in their willingness to explore and try new strategies to improve their students’ classroom learning. Additionally, program completers return to assist the Induction Program as workshop presenters, collaborators in supporting participant teachers, and even Support Providers. Moreover, the network of supports that includes the Instructional and Technology team as well as the collegial relationships formed between participant teachers and program completers, provides further opportunities for participant teachers to address issues of diversity that affect school climate, teaching, and learning. All these components help support program candidates develop research-based strategies for improving student learning.

**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**

CJUHSD Induction candidates know and demonstrate professional knowledge and skills through the completion of the FACT documents, their Inquiry, and their presentation of their Portfolio at the Colloquium. The Program Director assesses the participating teacher's progress by checking each individual's evidence and documentation. Participating teachers are recommended for the Clear Credential only after a final review process that validates that all requirements have been met. Once the requirements have been met the participant presents their work to District Personnel including Senior District Staff, Principals, other teachers and induction program staff. During the colloquium the Program Director presents a certificate of completion and a completed C-41 form to each successful candidate. They then meet with the Credential Analyst for a personal meeting to file for their credential.

Candidates spoke about how the inquiry process, observations from their support provider, observations of a colleague, and reflections on the Continuum helped them. Candidates also spoke about the sense of accomplishment about presenting their Induction Portfolio and inquiry conclusions at the Colloquium, where district leadership could witness the accomplishments of their research. The completion of the FACT documents and presentations

at the Colloquium allow candidates to demonstrate their professional knowledge. Interviews with principals confirm the impact of the Colloquium. One principal said “It is a proud moment for them [participating teachers] and a good opportunity for district leadership to come out. The colloquium presents an opportunity for new teachers to meet other school leaders and to connect with other Induction teachers. It helps create and build professional networks.”

Website documentation and interviews confirm, additionally, that through Induction workshops, support provider collaboration, and support provider observations, candidates develop and demonstrate professional knowledge and skills to educate and support students. Candidates stated that workshops and collaboration with support providers enabled them to support students in meeting the state-adopted academic standards. For example, candidates described that they developed skills to support diverse populations through differentiation for English learners. Furthermore, website documents show additional CJUHSD Induction workshops that address the topics classroom management, context for learning, understanding EL student and students with special needs, differentiating instruction, California standards, Technology standards, and best classroom practices. Technology coaches, principals, and candidates spoke about Induction portfolios that focused on technology, a district-wide goal.

The completion of the FACT documents, weekly meetings with Support Providers, attendance at Induction workshops, and presentation of the Induction portfolio at the Colloquium are part of the assessments that show how candidates meet competency requirements, as specified in the program standards. Interviews with candidates and support providers indicated clear understanding of FACT documents. Moreover, the following documents were used as tools for assessment: rubric for assessment of inquiry/teacher growth, BTSA Portfolio Feedback, IIP Rubric for FACT, and System Module Timeline.

## **General Education (MS/SS) Induction Credential Program**

### ***Program Design***

The core belief of the Chaffey Joint Union High School District (CJUHSD) Peer Assistance for Teachers (PAT) Induction program is that all students will graduate college and be career ready. The mission of the induction program is to support, develop and retain excellent teachers so that all students receive high quality learning experiences and succeed in school. The district’s superintendent strongly supports the vision of promoting teacher effectiveness to ensure student success.

The CJUHSD PAT Induction Program is governed by the Joint Panel. The Joint Panel meets monthly and includes four representatives from the Associated Chaffey Teachers Union (ACT) and three from the district leadership team. Two of the ACT representatives are former

induction support providers and are now classroom teachers. The third is the ACT vice-president, a classroom teacher, and the fourth is the ACT President. District representatives include the Assistant Superintendent of Instruction, the Assistant Deputy Superintendent of Personnel, and the Induction Program Director who is also the Director of Categorical Programs. The program director actively coordinates the daily operations of the Induction program, supervises and guides the activities of support providers, and oversees the work of Induction candidates.

Upon hiring, the credential analyst reviews the credential status of all new hires and notes those hires who have a Preliminary Credential. All Preliminary Credential new hire names are shared with the Induction director. All new hires attend the district's New Hire Orientation, where the Induction director enrolls Preliminary Credential holders. The credential analyst stated that the beginning of the year is the most active communication time between her and the Induction director. They maintain clear communication to ensure that all newly hired teachers who need Induction are enrolled. At the end of the school year, the program director advises candidates who have completed all requirements to meet with the credential analyst for the Clear credential recommendation.

The program design is centered in the learning-focused relationship between candidate and Support Provider who leads and guides the formative assessment system. Candidate interviews affirmed that candidates highly value the reflective conversation and support given by their coaches. Support Provider interviews also verified a commitment to meaningful and regular dialogue and support. The CJUHSD PAT Induction program utilizes inquiry and assessment activities through the FACT system to support the participating teacher in becoming a reflective, questioning teacher who strives to improve his or her teaching practice.

Professional development is based on the CSTPs, content area standards and induction program standards. The program director, along with the support providers meet with the various district department directors to design workshops for participating teachers. This teamwork ensures that participating teachers are informed of district resources and hear from a variety of experts to help meet the academic learning needs of their students as they move through the program.

As participating teachers express their individual instructional growth needs, the support provider and/or director assist in making appropriations that meet those needs. This may come in the form of release time to observe effective teaching practices, extended collaboration time beyond the allocated time in a given workshop, purchase of instructional support materials, and/or registration for specific trainings or conferences.

The feedback and stakeholder input tools include mid-year and end of year surveys, professional development evaluations, site administration feedback to the program, and Joint

Panel communication. The site administration feedback to the program occurs throughout the year, as the site leadership communicates with the support providers, the Induction director, and/or the Joint Panel regarding the needs of their Induction teachers. Similarly, the Joint Panel is the funnel for all Induction feedback in the district and occurs informally throughout the year. There is an open-door policy with regards to feedback about Induction and the Joint Panel prides itself in being able to problem-solve issues at all levels. As one Joint Panel member stated, “everything comes out on the panel. If there is an issue, no matter of level or issue, we discuss it very candidly. And that’s what it makes the work effective.”

The most actively used feedback tool is professional development evaluations, also known as Induction Workshop Surveys. Candidates take these surveys at the end of every Induction Workshop. The results from the surveys are reviewed by the Induction director and support provider at their weekly meetings and are reviewed by the Joint Panel at their monthly meetings. Interviews with support providers, program director, Joint Panel, and instructional coaches indicate that Induction workshops are revised based on feedback. For example, one Workshop Survey showed that teachers requested more hands-on activities. The support providers responded and added that component into the next workshop. Interview data confirmed the CJUHSD PAT Induction Program’s Program Summary statement that workshops are more aligned with the inquiry process and district technology goals. Candidates appreciated the responsiveness to their feedback on Workshop Surveys. Site administrators recognized the Induction program’s support of the district goals of technology. They spoke highly of how the inquiry goal of Induction teachers directly correlated to their goals for their school.

### ***Course of Study***

Support providers are the heart of the CJUHSD PAT induction program, as their knowledge and accessibility truly supports the growth of the candidates. The three full-time release support providers meet with candidates at least once a week and deliver professional development workshops. Support providers are hired through a rigorous and intense vetting process and are selected because of their strong communication skills and their experience with diverse populations. Candidates and completers praise the accessibility of their support providers, even proclaiming they could text their support provider at midnight and get a response, if they needed. This speaks to the strong relationships and the deep respect between support provider and participating teacher.

The CJUHSD PAT induction program uses the state adopted, inquiry-based FACT as the formative assessment system that guides and informs participating teachers about their own professional growth. The FACT system is composed of four modules; Context for Teaching and Learning, Assessment for Teaching and Learning, Inquiry into Teaching and Learning, and Summary of Teaching and Learning. FACT uses multiple measures to tie the CSTPs, the state-adopted academic content standards, and performance levels for students to the teaching



practice. All support providers must successfully complete FACT training and ensure that FACT is being implemented completely and appropriately in their provider/participating teacher work. Participating teachers go through a complete cycle of the four modules at least once during their two years in the induction program, and complete a total of three inquiries.

While enrolled in the induction program, candidates utilize this system to advance their practice and demonstrate application of the CSTP, induction program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. Individualized support is provided through a one-on-one collaboration with a trained support provider. Together, the support provider and candidate pairs develop an Individual Learning Plan to identify areas within the candidate's practice to focus and improve, including setting specific goals for the candidate to achieve.

Candidates meet weekly with their induction coach to engage in reflection on the inquiries in which they are engaging around Pedagogy and Universal Access for students, sharing what they are discovering, and determine their own next steps—how they will apply what they have learned. Formative assessment structures help candidates identify and strive for high levels of classroom instruction, as well as establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. Candidates are provided with opportunities to observe exemplary colleagues. Interviews confirmed that candidates highly value both the opportunity to observe others and the impact of Support Provider coaching conversations.

Additionally, candidates attend six professional development sessions annually focused on induction topics such as Classroom Management, Best Classroom Practices, Common Core State Standards & Technology, Special Education and Differentiation, EL Students and Differentiation. Workshops also introduce candidates to District Priorities and resources. Candidate surveys indicate that these professional development workshops were effective and helpful.

As the participating teachers progress through the year, they complete FACT documents which include inquiries based on the plan-teach-reflect-and apply model and written reflections. Formative assessment structures help candidates identify and strive for high levels of classroom instruction, as well as establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. Support providers actively support participating teachers with the completion of program requirements. The support provider and the program director consistently inform candidates of their progress towards completion of the program requirements. Additionally, candidates receive program requirements in their Induction handbook that they receive at the new hire orientation.

### ***Candidate Competence***

Candidates in the CJUHSD PAT induction program know and demonstrate the professional knowledge and skills needed to educate all students through their work with their support providers and engagement in the FACT system. Interviews with candidates, completers, and support providers indicate that candidate competency is met when program documents are checked and completed, when attendance at Induction workshops are reviewed, and after candidates have presented at the end of year Colloquium. The completion of the program requirements, Support Observations with feedback, and subsequent submission of the portfolio demonstrates the professional knowledge and skills necessary to educate students.

Support providers guide candidates as they support students in meeting the state-adopted content standards as outlined in induction Standards 5: Pedagogy and 6: Universal Access. Evidence reviewed at the site confirmed that induction candidates meet with their support providers and program leadership regularly to review Portfolio and FACT documents. During interviews, candidates and completers confirmed that regular and ongoing feedback from support provider observations received is essential to their development and understanding of the profession. Program administration, support providers, candidates and completers confirmed that candidates receive regular feedback on their progress and are given multiple opportunities to complete all requirements and show growth as an educator.

Participants, with the assistance of the support provider compile their evidence of completion including professional development certificates, Peer Assistance Data (PAD) logs, and FACT module completion status into their final portfolio. They present their results at a “mini colloquium” in which teachers present their inquiries, including results, to their site administrator(s) and others.

The Program Director attends the mini-colloquium, reviews the final portfolios and makes a recommendation to the personnel office when a teacher(s) has met the induction standards and has completed the program. The personnel office reviews the documentation and recommends the teacher for the appropriate credential to the California Commission of Teacher Credentialing (CCTC).

### **Findings on Standards:**

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