

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Vallejo City Unified School District**

June 2016

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Vallejo City 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 with Stipulations** is made for the institution.

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

Common Standards	Met	Met with Concerns	Not Met
1. Educational Leadership	X		
2. Unit and Program Assessment and Evaluation			X
3. Resources	X		
4. Faculty and Instructional Personnel		X	
5. Admission	X		
6. Advice and Assistance	X		
7. Field Experience and Clinical Practice		X	
8. District Employed Supervisors	Does not apply to Tier II credential programs		
9. Assessment of candidate Competence	X		

**Program
Standards**

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	4	2	

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

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

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

Institution: Vallejo City Unified School District

Dates of Visit: February 29-March 2, 2016

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, faculty, 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 judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that five Common Standards were **Met** and two Common Standards were **Met with Concerns** and one Common Standard was **Not Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for both the General Education Clear Induction Program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The site visit team found that 4 program standards were **Met** and 2 program standards were **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of Vallejo City USD's program documents, program data, formative assessment system, teacher work products, interviews with program leadership, including district administrators, site administrators, credential personnel, Institutes of Higher Education representative, Support Providers, Participating Teachers, Completers, and the Advisory Council. The team unanimously recommends a decision of **Accreditation with Stipulations**.

Recommended Stipulations:

1. That the institution provides evidence of the implementation of a comprehensive program evaluation system across relevant stakeholders. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.
2. That the institution provide evidence that a process is in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experiences.
3. That the institution provide evidence that all faculty that supervise courses and field experiences are trained, qualified, collaborate with members of the broader professional community and have a thorough understanding of the public schools including the accountability systems, academic standards and frameworks.
4. That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations noted above.

Staff recommends that:

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

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

Advanced/Service Credentials

Multiple Subject and Single Subject Induction

Accreditation Team

Team Lead: **Julie Sheldon**
Walnut Valley USD

Common Standards Cluster: **Patricia Maricich**
Palos Verdes Peninsula USD

Program Cluster: **Caroline Satoda**
San Francisco USD

Staff to the Visit **Karen Sacramento**
Commission on Teacher Credentialing

Documents Reviewed

<p>NTC-FAS Documents Common Standards Report Program Assessment Report Program Assessment Feedback Meeting Calendars Follow-up Survey Results End-of-Year Survey Results Biennial Report Biennial Report Feedback Support Provider Training Agendas & Handouts Support Provider Application/Job Description Program Budget District Goals and Objectives VCUSD Website (Online PD Resources) Orientation Information Training Reflections Samples Individual Assistance Samples (Plan) Sample of Administrator Teacher Mentor Communication Log</p>	<p>BTSA IHE Collaboration Meeting Agendas Local Directors Meeting Agendas & Minutes BTSA Induction Handbook Participating Teacher Agreements Early Completion Option Information Activity Logs Portfolio Samples LAC minutes and sign ins VCUSD Professional Development Calendar Letter of Commitment Completed online FAS tools Portfolios Beginning Teacher Journey Program Participant spreadsheet VCUSD Hiring process and checklist ECO information and application BTSA Teacher Institute agendas Mid-Year and End-of-Year Portfolio Review sheets Program Coordinator Resume</p>
---	--

Interviews Conducted

Candidates General Education	28
Completers	6
Site Administration	19
District Administration	7
Program Coordinator	1
Support Providers	12
Leadership Advisory Council	7
Credential Analyst	2
TOTAL	82

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

Vallejo is centrally located in the San Francisco Bay Area - 20 miles from the Napa Valley, 30 miles from San Francisco and 45 miles from Sacramento. Vallejo has a growing population of more than 125,000 residents of diverse ethnic and cultural backgrounds. The Vallejo City Unified School District is a medium-sized K-12 school district serving approximately 15,500 students. It is comprised of 15 Elementary Schools, 1 K-8 Charter School, 3 Middle Schools serving grades 6-8, 2 comprehensive High Schools, a Continuation School, a Community Day School, and a school which provides support to families who choose an independent study/home study option. In addition, the district has an extensive child development and preschool program and an Adult School which serves 4,000 adults.

Education Unit

The Vallejo City Unified School District (VCUSD) Induction Program is a single district program which provides guidance and support to new teachers concentrating on induction standards 5 and 6, using the New Teacher Center Formative Assessment System. VCUSD Induction Program is supported within the Academic Achievement and Accountability Department which includes Curriculum and Instruction. This is a change from previous years when the Induction program had been part of Human Resources since 2010-11. The program currently (2015-16) serves 65 Participating Teachers.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
Multiple Subject and Single Subject Clear Induction	Advanced	36	65

The Visit

The visit began at 10:30 AM on Monday February 29, 2016. The team members convened at the hotel late Monday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, finalize the drafting of interview questions, and team bonding. In the early afternoon, the team convened at the Vallejo City Unified School District Professional Development campus where the team attended a program orientation and had access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summary and identified additional information needed to inform them on the program status in meeting standards. Draft report writing and interviews of stakeholder groups continued on Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership was held on the early afternoon of Wednesday March 2, 2016. There were no unusual circumstances associated with this visit.

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 the requirements.

Findings

The purpose and vision of the Vallejo City Unified District (VCUSD) Beginning Teacher Support and Assessment (BTSA) Induction Program is guided by the district vision of creating positive school environments, raising the graduation rate, and supporting new teachers. The VCUSD induction program utilizes the Formative Assessment System (FAS) developed by the New Teacher Center (NTC). The NTC/FAS system is an inquiry based system built around the California Standards for the Teaching Profession (CSTP). Throughout the two-year program, support providers (SPs) and participating teachers (PTs) discuss the FAS tools at weekly meetings, which guide the new teachers in gathering evidence regarding teaching practice and use of curricular standards in their classroom. District professional development providers and administrators reported that new teachers receive professional development in positive behavior intervention strategies (PBIS) and in the Common Core State Standards (CCSS) through district sponsored professional development, which is required by the program towards completion.

The program incorporates the district vision in meaningful ways that offer direction and accountability. This is evidenced through the required offering of three new teacher institutes per year, led by the program coordinator, through individualized classroom observations and coaching by support providers as evidenced by training calendars, training evaluations, and SP communication logs. Progression through the induction program is monitored by support providers and by the program coordinator through the use of online portfolio submissions and mid-year and end of year portfolio checks, as evidenced by completed checklists and PT interviews. As verified by the chief academic officer and director of school support and management, the program regularly collects program data from beginning of year, mid-year, end of year, and regional surveys, and the data collected is shared with them as a part of regular collaboration meetings together.

The day to day operation of the program is overseen by the induction program coordinator, who also coordinates community and parent complaints for Vallejo City USD. The credential

analyst in the Human Resources Department communicates with the program coordinator to identify new teachers who qualify for induction, and communicate about which candidates have completed all induction requirements and have been recommended for the clear credential. Additional support is provided by the Leadership Advisory Council (LAC), members of whom stated that the council has reviewed program data shared by the coordinator at LAC meetings and offered suggestions for program modifications and improvements based on that data. In addition, the director of school and student accountability stated that he works closely and frequently with the program coordinator to review PT data and plan professional development offerings in support of assessed PT needs.

The budget for the induction program shows that the Vallejo USD allocates funds that provide for a coordinator position, salaries for twelve support providers, FAS tools and support services, facilities for meetings, and any office supplies necessary for running the program, as evidenced by the induction program budget. The program currently employs twelve retired VCUSD teachers to serve as support providers to mentor new teachers throughout their induction experience.

Participating teachers report that they are informed of completion requirements through the orientation process, at which they receive the program handbook and sign the Letter of Commitment and Evidence of Application documents. Support providers and participating teachers complete weekly Collaborative Assessment Logs (CALs) to document successes, areas for growth, and next steps, along with completed FAS tools in online portfolios. Support providers review the portfolio documentation at mid-year and at the end of year. Portfolios include PT scores and feedback recorded on the portfolio review forms, which is a checklist of program requirements. After the portfolio is reviewed using an evidence collection document, the program coordinator and support providers give individual feedback to PTs concerning progress toward meeting the standards and program completion. Collaborative Assessment Logs, Individual Learning Plans, and Co-assessment Summaries are created by the PTs and are reviewed by their own support provider and one other SP as evidence of program completion. Upon successful completion of all requirements, the program coordinator sends a letter of completion to each participating teacher and recommends them for the clear credential.

Standard 2: Unit and Program Assessment and Evaluation

Not Met

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

Findings

VCUSD education unit collects assessment data annually, for ongoing induction program unit evaluation.

Participating teachers have an opportunity to provide feedback to the program through a number of ways. PTs complete an annual regional program survey. In addition, the PTs complete a fall, winter and spring surveys on their “Top Teaching Challenges” in order for the program leadership to better understand the needs of the PTs. They also complete a mid-year and end-of-year evaluation of their support provider. PTs also provide feedback to the program about their professional development sessions by completing a Training Reflection feedback form that includes Lykert scale ratings and feedback comments about the training.

Support providers assist the program coordinator with collecting data on PTs’ progress toward completion at “Portfolio Days” which are group meetings held in January and May. At “Portfolio Days”, the SPs assess their candidates’ formative assessment portfolios for completion and initially verify through a checklist that the PTs have completed the required formative assessments.

The program coordinator routinely observes PT/SP interaction, the PTs in the classroom and scans candidate portfolios to glean data about candidate needs, proficiencies, and competence in specific areas as well as to determine if professional development learnings are applied by PTs in their classrooms.

PTs, SPs, site administrators, and district leaders serve on the induction program’s Leadership Advisory Council (LAC) which meets several times a year. The role of the LAC is to identify key program needs, review assessment data, and make recommendations for program improvement. The program coordinator also shares assessment data with the chief academic officer and director of school support and management within the division of Academic Achievement and Accountability.

Assessment across the Induction program includes data collection related to candidate progress through the system.

Rationale

The data collection is focused on PT needs and completion of program requirements. Data collection is not ongoing, systematic and comprehensive, nor inclusive of a range of stakeholders. There is insufficient data collected or analyzed to effectively use for program improvement purposes.

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 resources needs.

Findings

The VCUSD provides the program operating budget required for operation of all aspects of the induction program, which includes funding for a program coordinator and VCUSD retirees, who serve as support providers. In addition, the program budget includes funds for facilities, technology, instructional and office supplies, and subscription to FAS system tools and online portfolios, as evidenced by budget documentation and interviews. The induction coordinator and induction records are housed in the district central office, and PT and SP meetings are held in district facilities, as evidenced by agendas and meeting schedules.

The Vallejo City Human Resources department provides the induction coordinator with the contact and credential information and provides initial advice and assistance to new induction candidates regarding enrollment in the induction program, as reported by the Vallejo City credential analyst and the chief human resources officer during interviews. After qualified candidates are enrolled in the program, they attend an orientation meeting, which includes district-specific and induction program information concerning program requirements and expectations, as evidenced by agendas, the induction handbook, and the commitment agreement. Site administrators, professional development providers, district administrators, and participating teachers all stated that there are several sources of professional development (PD) offered to PTs, including district professional development in a variety of topics, thrice yearly induction institutes, presented by the induction coordinator, and site based PD which is designed and presented based on site specific needs, according to site and district administrator interviews.

Support Providers are trained in the use of the FAS tools in monthly meetings and meet weekly with induction candidates for support and completion of induction requirements. Release time is provided for the induction coordinator to attend both regional induction informational meetings with other program leaders and to attend New Teacher Center (NTC) symposiums to advance his knowledge of FAS system and to network with other induction program leaders, as evidenced by agendas and attendance documentation. In addition, the program is provided with the necessary resources to support implementation of the online portfolio system. Resources are also allocated for PTs to observe exemplary veteran teachers, as evidenced by interviews and portfolio documentation.

The induction budget is developed annually by the program coordinator and the director of school support and management then reviews the proposed budget and any additional resource needs surrounding teacher support and approves the necessary funding based on those needs, as evidenced by budget documentation and interviews.

Standard 4: Faculty and Instructional Personnel

Met with Concerns

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

VCUSD solely recruits and employs retired teachers to work as support providers with the induction participating teachers. The program maintains a ratio of approximately 5 PTs to 1 SP. Some of the SPs are newly retired from the district, and some have been retired for more than 5 years. Most of the SPs were teachers for VCUSD and have a deep understanding of their PTs’ context for teaching. They are knowledgeable about the student diversity within the district. Newly retired teachers, who were known to be high performing classroom teachers, are encouraged to apply for support provider positions. Interested retirees apply for the position, complete a program application, and are interviewed for the position by program/district leadership.

At the beginning of the school year, the program coordinator provides support providers with the program handbook, an orientation to the program, and professional development on using the New Teacher Center FAS online system. In addition, the program coordinator offers monthly meetings across the school year that are intended to support the SPs’ work with their PTs. SPs are required to participate in “Portfolio Day” in January and May in which they work in teams to assess the PTs’ portfolio of formative assessment work.

Rationale

The team was unable to determine that there is sufficient support for ongoing faculty development. Though the district offers an array of district professional development opportunities, such as workshops on implementing Common Core, technology in the classroom,

strategies for EL, and Positive Behavioral Intervention and Supports, it is not a program requirement for SPs to partake in these training opportunities. In addition, the team found insufficient evidence of institutional support for all SPs to receive consistent levels of preparation in the required assessment tools. The lack of support for faculty development, including support providers, impacts the quality and sustainability of the program.

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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

VCUSD hires teachers who 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.

There is a clearly articulated process for admission to the induction program. Upon hiring, VCUSD Human Resources initially identifies those new hires with preliminary single and multiple subject credentials with the renewal code of R14I or PRO and notifies them of their eligibility to enter the induction program. Then Human Resources forwards the names of eligible new hires to the program coordinator. In addition, HR monitors interns, those serving on Provisional Internship Permits (PIPs) and Short Term Staff Permits (STIPs) as they progress through their preliminary preparation credential programs. Once these teachers have completed their credential program, Human Resources forwards their names to the program coordinator once they have received their preliminary credential.

At the district orientation for new hires, the program coordinator also presents information about the induction program and then makes personal contact with each eligible new hire after the meeting.

Participating teachers attend a program orientation conducted by the program director. At the orientation, PTs receive information about the program and a comprehensive program handbook that covers all program requirements. Participating teachers are informed that there is an early completion option for those PTs that are experienced and exceptional. PTs receive, complete, and submit a Commitment Form to the program that outlines the program requirements and is signed by the participating teacher, the site administrator, and the designated support provider.

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.

Findings

The VCUSD Induction Program has a process in place by which candidates are identified prior to or upon hire to determine eligibility for participation in the Induction Program. The Human Resources department staff members provide the program coordinator with the names and teaching assignments of eligible teachers. The program coordinator meets with individual eligible teachers at the New Teacher Orientation. During the New Teacher Orientation the program coordinator provides an overview of the Induction Program and distributes the VCUSD Induction Handbook. Program participants receive detailed information regarding program requirements, including the early completion option (ECO) criteria and application process. PTs also review their responsibilities and sign their commitment forms.

The Induction program coordinator, working closely with the experienced credentialing unit in the Human Resources department, strives to identify eligible teachers to make SP matches within the first 30 days of employment. PTs and SPs confirm that many PTs and SPs are matched early in the process. Eligible teachers are enrolled in the program until October 31st of each year. Late hires may be assigned a support provider, based on availability, but not officially enrolled in the program. PTs, SPs, and Site administrators (SA) report that the program coordinator determines matches based on by site, grade level, and subject area. In interviews with site administrators they state that they would like more program input or would like to share in the responsibility of the matching process. They specified that they would like to do this through working with program leadership to look for a strong fit based on candidate need and support provider strengths, experience, and knowledge of the school's student population and instructional focus.

There is consistent evidence across stakeholder groups supporting the importance of the initial Triad Meetings which include the PT, SP, and SAs at the beginning of the school year. The value of site administrator participation in the participating teacher induction experience was heard across stakeholder groups. As one SA reported, "I wish we (PT, SP and SA), or (just the PT and SA) could meet monthly to discuss the PT's progress." Numerous SAs, PTs, and SPs confirmed that the Triad meeting structure was helpful in aligning PT goals to the site's instructional goals and district initiatives.

Upon successful completion of the induction program requirements, the program coordinator assists candidates with applying for their professional clear credentials. As a support to the

coordinator, the credential analyst is also trained to recommend candidates for the clear credentials.

Standard 7: Field Experience and Clinical Practice

Met with Concerns

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 VCSD Induction program coordinator collaborates with the Chief Academic Office to identify and recruit retirees who were once high performing teachers to apply for positions as support providers. SP applicants go through an interview process and those that meet the program criteria receive appointments as support providers.

Support providers, serve as clinical personnel and meet with their candidates weekly to provide both ongoing observations and feedback of their novice’s practice and support for immediate needs. Support providers focus the PT on completing the structured formative assessment of practice-NTC FAS. The PT’s formative assessment activities are organized into three main thematic areas: understanding context for teaching, setting and reflecting on professional goals, and advancing teaching and learning through inquiry. PTs are responsible for completing FAS tools/activities within NTC Formative Assessment System (FAS) each year. Participating teachers also attend district and program sponsored professional development to help them learn more about and address issues of diversity that affect school climate, teaching, and learning in their classrooms, as well as helping candidates develop research-based strategies for improving student learning.

Rationale

Through a review of documented evidence and interviews, the review team found a discrepancy between what was stated in the common standard narrative and in what stakeholders evidenced during interviews in the area of the unit’s regularly evaluating 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.” Based on evidence collected in stakeholder interviews, the review team could not substantiate that the program consistently provides all candidate with the opportunity for clinical experiences to adequately develop research based strategies to improve student learning.

There was a lack of sufficient evidence that the clinical experiences provides candidate with opportunities to develop research based strategies to improve 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

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

The VCUSD Induction Program candidates complete a portfolio demonstrating their knowledge and skills in the California Standards for the Teaching Profession, as well as areas mandated by the Program Standards. Participating teachers demonstrate the professional knowledge and skills necessary to educate and support all students through gathered evidence in their portfolio tasks, which includes evidence of CSTP/Continuum of Teaching Practice self-assessments, the New Teacher Center (NTC) Formative Assessment System (FAS) tools, reflection and evidence of Induction Standard 5 – Pedagogy, Induction Standard 6 – Equity, English Learners and Special Populations. Sufficient evidence was present after a review of PTs’ portfolios and interviews with PTs, SPs, completers and program staff to support this standard.

The VCUSD BTSA Induction program provides a comprehensive induction experience for all participating teachers. PTs complete the NTC FAS tools, and attend professional development provided by the program, by centralized professional development providers and at their sites. The program requirements are specifically designed to focus on addressing skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. The Program Director and support providers review all portfolios at mid-year and at the end of the year and provide feedback to PTs. The team reviewed portfolios during the visit.

The VCUSD BTSA Induction Program Coordinator consults with the credential analyst and verifies that candidates have completed the approved induction program. At the end of the school year, there is a ceremony at which the coordinator explains the clear credential application process. Candidates also receive a letter from the coordinator notifying them that they have completed the program and how to apply for their professional clear credentials. The coordinator makes the Professional Clear Credential recommendation. In his absence, the credential analyst makes the recommendations after the Coordinator provides her with the information as to who is to be recommended

Program Report General Education Induction

Program Design

When a teacher is hired in the Vallejo City Unified School District (VCUSD), he or she is directed to report to the Human Resources Department (HR) to complete all the intake information required. Throughout the summer, new teacher orientations are scheduled for multiple new hires. The Induction Program Coordinator is informed of the schedule and attends the orientation to orient the teachers who need to clear their preliminary credential. At the orientation, the candidate is given a packet of information from the Induction program that includes the Induction Program Handbook. The teacher is invited to enroll in the Induction program and asked to sign a Letter of Commitment. Once enrolled, the coordinator immediately begins the process of matching the teacher with a support provider who has similar grade-level and content-area experience. If the coordinator is unable to attend the initial HR orientation, the HR representative gives teachers the aforementioned Induction program documents.

Completed forms and enrollment letters are sent to the coordinator so that the teacher can be enrolled and matched with a support provider. When the Induction coordinator meets with teachers or when he receives enrollment information that candidates have been hired, he initiates contact and informs them of their participation and expectations in Induction. He also directs them to attend the New Teacher Induction Program Orientation and Breakfast. He also makes himself available for any questions. This occurs throughout the summer recess.

As the start of the school year gets closer, another avenue of notification of Induction eligible hires, or Participating Teachers (PTs), may come from principals at each site reporting new hires at their assigned sites. As more names of potential PTs come into the Induction office, those candidates are also welcomed to the district, and notified via email or phone of the date of the New Teacher Orientation. Some teachers are hired after the orientation, so an alternate orientation is scheduled for them. The PT and SP meet together at the orientation, schedule common meeting times, and plan together for the first day of school. Teachers who are hired late are paired with a support provider within 30 days (usually sooner). Teachers hired after

October 31 are normally not “enrolled” in Induction. In the interest of supporting new teachers they may receive other forms of support through district programs. Support providers are required to meet weekly with their PT for 30 – 60 minutes. They also schedule multiple informal and formal observations of their PT.

A mid-year review of the teacher’s portfolio, which includes all required NTC FAS tools is held at the end of January. Each portfolio is reviewed by two support providers, with some receiving a third read by the coordinator. Teachers with incomplete portfolios are given a plan to complete the requirements. An end-of-year review of the teacher’s portfolio, which includes all required NTC FAS Tools, is held the middle of May. The Coordinator reviews all portfolios for completion and consults with all support providers regarding their PTs’ progress being made toward mastery. The coordinator meets with the HR credential analyst to recommend the Clear Credential for all teachers who have completed their Induction requirements. Letters of completion are issued to all teachers to indicate that they have completed Year 1 or Year 2 Induction. Transcripts of completion are prepared for all teachers. Meetings are held with any PTs who have not completed their requirements, and a plan is prepared that details the expectations of the program, and when these will be fulfilled in the coming school year.

Course of Study

The VCUSD BTSA Induction Program’s formative assessment system is based on a process of inquiry characterized by a plan-teach-reflect-apply cycle. The processes are meaningfully embedded in the Support Provider’s day-to-day work with the Participating Teacher. Each formative assessment process is essential and supports the advancement of both the support provider and participating teacher’s practice. NTC FAS protocols support three central processes:

- Assessing and Understanding Learning Context
- Setting and Reflecting on Professional Goals
- Examining Practice Through Inquiry. The components of standards, evidence, and criteria and the inquiry cycle are the frames within each of these central processes.

The Induction year consists of three parts: Understanding and Assessing Context, Setting and Reflecting on Professional Goals, and Examining Practice through Inquiry. During the year the SP/PT team works on creating the ILP, assessing progress at mid-year, writing an action plan, and assessing overall professional growth. Preparation for this work takes place in:

- Beginning teacher orientation, and pairing with a Support Provider, before the start of school. This includes components on classroom management, and equity issues in the classroom.
- Teacher Institutes that focus PT’s on essential elements of the CSTP
- Common Core trainings at school sites
- Seminars are held during the year on Supporting English Language Learners, Using Technology, and Teaching Special Populations.

The VCUSD Induction Program collects and assesses evidence twice during the year. Using

identified criteria (Evidence of Application), the program coordinator and support providers review submitted evidence of practice and reflection, and provide feedback to the support provider and participating teacher regarding progress toward meeting the Program Standards.

All Support providers attend monthly workshops and forums that focus on a variety of mentoring topics and FAS tools. The forums also provide networking opportunities for support providers. Attendance is monitored for all trainings, workshops, and forums. The LAC is informed of the content of support provider trainings. Support providers participate in mid-year and end of year PT portfolio reviews, using checklists and FAS training tools, determine PT progress on formative assessment tools. If tools are missing or incomplete, the program coordinator completes an individual assistance plan, which identifies which requirement need to be completed and establishes a timeline.

The Vallejo Induction Program works with district leadership team representatives to select and assign support providers within 30 days of contract start date and to reassign support providers if needed. Attempts are made to match support provider and PT using a variety of criteria, including same site, grade level, subject matter knowledge, and SP experience after a PT is hired and eligibility is determined.

The Program has an application and interview process and a reassignment policy/protocol. Support Providers are evaluated during the year, and recommendations are made for possible retention in the coming year.

Candidate Competence

The program provides a program orientation for new participating teachers. At this orientation, the Letter of Commitment and the Evidence of Application is explained and participants are given the program handbook, which includes the information about the Early Completion Option. Sample portfolios are used as models of a completed Induction program. At trainings throughout the year, the expectations of progress are outlined. Twice each year, the participating teacher submits a portfolio to document progress toward completion. The program coordinator and support providers, using portfolio review checklists, give individual feedback on progress toward meeting the program completion requirements. Upon successful completion of all requirements, the program coordinator sends a letter of completion to each participating teacher and files for the clear credential. At the End-Of-Year ceremony, the program coordinator explains the Professional Clear Credential application process. Either the program coordinator or the credential analyst makes the recommendation for the Professional Clear credential and assists the PTs with the application process.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **Met** for the General Education (Multiple and Single Subject) Induction Program except for the following:

Standard 3 Support Providers and Professional Development Providers – Met with Concerns

The team found that there was insufficient evidence that SPs consistently receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles, particularly in the area of appropriate use of the instruments and processes of the formative assessment systems.

Standard 4 Formative Assessment System – Met with Concerns

The team found insufficient evidence that the formative assessment system: (1) guides the work of the SPs and (2) is a collaborative process with a prepared support provider.