

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

**Professional Services Division  
June 2012**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Oakland 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	X		
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>
Preliminary Education Specialist: MM Level I	22	21	1	
Preliminary Education Specialist: MS	24	23	1	
General Education (MS/SS) Induction	6	5	1	

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

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

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

**Institution:** Oakland Unified School District

**Dates of Visit:** April 30-May 2, 2012

**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 each of nine Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met** with the exception of Common Standard 1 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 intern and induction programs. 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 intern program, all program standards (Program Design Standards for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials) are **Met** with the exception of Program Standard 1 which was **Met with Concerns**. For the induction program, all program standards are **Met** with the exception of Program Standard 2 which was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, The New Teacher Center's *Formative Assessment System* (NTC-FAS) portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, Institutes of Higher Education representatives, 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** with one **Met with Concerns** in each program, the team unanimously recommends a decision of **Accreditation**.

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

**Initial/Teaching Credentials**  
Education Specialist Credentials  
Preliminary Level I  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

**Advanced/Service Credentials**  
Multiple Subject/Single Subject Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- The Oakland Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The Oakland 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.

#### **Accreditation Team**

<b>Team Leader/Advanced Programs:</b>	<b>Barbara Howard</b> Riverside County Office of Education
<b>Common Standards Cluster:</b>	<b>Virginia Matus-Glenn</b> Tahoe Unified School District, retired
<b>Teaching Programs Cluster:</b>	<b>Andrea Liston</b> Point Loma Nazarene University
<b>Staff to the Visit:</b>	<b>Nadine Nolting</b> CTC Consultant
	<b>Gay Roby</b> CTC Consultant

#### **Documents Reviewed**

Signed Preconditions Documents	Assistance Team Report District Intern
2011 Biennial Report	Program (OPTP) Program Summary
2011 Biennial Report Feedback	District Intern Program (OPTP) Narrative and evidence
2012 Common Standards Narrative	Candidate Portfolios
BTSA Induction Program Summary	Candidate Completion Record
BTSA Induction Program Assessment Feedback	Program Handbooks
BTSA Program Standards Narratives	Program Orientation Materials
District Intern Program (OPTP) Technical	

### Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	42	7	4	<b>53</b>
Completers	20	23	6	<b>49</b>
District Administrators	5	4	5	<b>14</b>
Site Administrators	10	10	10	<b>30</b>
Program Coordinators	1	6		<b>7</b>
Professional Development Providers	3		7	<b>10</b>
Coursework Instructors		3	2	<b>5</b>
Support Providers	34		2	<b>36</b>
Field Supervisors		17	3	<b>20</b>
Credential Analysts and Staff		3		<b>3</b>
Advisory Board Members				<b>0</b>
Partners (IHE and K-12)		5		<b>5</b>
<b>TOTAL</b>				<b>232</b>

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

### Background information

Oakland Unified School District is located in Alameda County, which occupies most of the East Bay region of the San Francisco Bay Area and as of the 2010 census, was the 7th most populous county in the state. Oakland's leading industries are business and health care services, transportation, food processing, light manufacturing, government, arts, culture, and entertainment. The Port of Oakland is one of the busiest ports in the world for container ships. Nearly 200,000 jobs are related to the movement of cargo through Oakland marine terminals.

The Oakland Unified School District was founded in the 19th century as part of the city's birth as a bedroom community for families working in San Francisco. In 2011-2012, the district included 61 elementary schools, 16 middle schools, 12 high schools, with 9 alternative education schools and programs. In that same year, there were 47,000 K-12 students and approximately 6,850 employees.

### Education Unit

The Leadership, Curriculum, and Instruction Office (LCI) oversees both the General Education (MS/SS) Induction Program and the Oakland Practitioner Teacher Program (OPTP) for special education interns. The LCI houses several intern programs (e.g., Teach Tomorrow in Oakland, Teach for America) as well as the Talent Development Office that provides oversight for the induction program. The induction program has a full-time director, one administrative assistant, and four lead new teacher coaches. Enrollment in the program has declined from 413 in 2008-

2009 to 246 candidates in the 2011-2012 year. Support provider numbers have declined in those same years from 207 to 169.

The OPTP is administered through The New Teacher Project, a national organization with a mission of ensuring that poor and minority students get equal access to effective teachers, attempting to help urban school districts and states recruit and train new teachers, staff challenged schools, design evaluation systems, and retain teachers who have demonstrated the ability to raise student achievement. TNTP is a non-profit organization and was founded by Michelle Rhee in 1997. They employ two full-time personnel to administer Oakland's intern program. For the 2011-2012 year, there are 41 candidates in the mild/moderate program and eight candidates in the moderate/severe program. All candidates are on track to complete the program by June 2012, when the contract between The New Teacher Project and Oakland Unified School District will end.

Ethnic data for the school district in 2011-2011 includes:

Ethnicity*	Students		Teachers	
	Count	Percentage	Count	Percentage
American Indian or Alaska Native	182	0.4%	6	0.2%
Asian	6,078	13%	295	11.0%
Native Hawaiian or Pacific Islander	479	1.0%	1	0.0%
Filipino	385	0.8%	37	1.4%
Hispanic or Latino	18,560	39.8%	309	11.6%
Black or African American	14,677	31.5%	489	18.3%
White	3,745	8.0%	1502	56.1%
Two or More Races	808	1.7%	10	0.4%
None Reported	1,670	3.6%	26	3.4%
<b>TOTAL</b>	<b>46,584</b>	<b>100%</b>	<b>2,675</b>	<b>100%</b>

#### Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency or Association Reviewing Programs
Education Specialist, Preliminary M/M	Initial	41	42	CTC
Education Specialist, Preliminary M/S	Initial	6	8	CTC
General Education (MS/SS) Induction	Advanced	106	246	CTC

#### The Visit

The visit was conducted at the Oakland Unified School District offices in Oakland, CA from Monday, April 30<sup>th</sup> through Wednesday, May 2<sup>nd</sup>. The review team consisted of three members—a team lead, a common standards reviewer, and a program standards reviewer and two state consultants.

## Common Standards

### Standard 1: Educational Leadership

Met with Concerns

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 Oakland Unified School District (OUSD) provides both a general education (MS/SS) induction program and a special education intern program offering preliminary credentialing for mild/moderate and moderate/severe candidates, administered by The New Teacher Program (TNTP). Both educator preparation programs are grounded in the belief that a skillful teacher is a powerful predictor in determining student achievement. Teachers' commitment to achievement and high expectations for all students, regardless of socioeconomic background or other demographics is highly valued. During the site visit's initial meeting, the superintendent and district leadership expressed a strong commitment to recruiting and retaining high quality teachers. Multiple interviews with leadership indicated strong support for credential programs as a vehicle for teacher professional growth. A vision of high quality support and mentoring was clearly articulated by district and program leadership. One of the program coordinators stated, "We are improving student achievement one conversation at a time." Interviews confirmed that candidates highly valued these strong models of coaching and support. Interviews and evidence verified that credential programs promote the cycle of continuous improvement for teachers new to the profession by supporting them in attaining the attributes, skills, and abilities necessary for professional educators.

A review of program documents confirmed that OUSD aligns its induction program goals to the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks. However, document review also revealed that the TNTP narrative response to the special education intern program standards does not address the California Standards for the Teaching Profession (CSTP), but instead has a national focus that coincides with the presence of this program (TNTP) in many states. Although the TNTP seminar modules/sessions are aligned with specific mild/moderate and moderate/severe standards for the teaching professions, seminar syllabi do not show evidence of this alignment.

While enrolled in the induction program, candidates utilize the *New Teacher Center Formative Assessment 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 coach. Together, the coach and candidate pairs develop an Individual Learning Plan identifying areas

within the candidate's practice to focus and improve, including setting specific goals for the candidate to achieve. Candidates access professional development in support of those goals through the support of their coach. Interviews with candidates revealed that coaches provide guidance throughout the induction process and provide support in meeting the requirements to complete the induction program. A significant number of candidates indicated that a skillful coach enabled them to make meaning of the process. Clearly, the learning focused relationship with their coach was the most valued aspect of the programs. On the other hand, candidate interviews also highlighted that the formative assessment process itself seemed tedious and the least meaningful aspect of the program for many candidates.

The programs are under the leadership of the Associate Superintendent of Leadership, Curriculum, and Instruction who recognizes the importance of communication and collaboration, and thus grants authority to the program coordinators to establish and maintain direct communication with key service areas such as Human Resources, District Regional Leadership, Programs for Exceptional Children, the Charter Schools office, and Research and Assessment. Through interviews with a variety of stakeholder groups, it was confirmed that the induction program, staffed by OUSD employees, has been able to maximize these communication links and maintain relationships with various other departments within the district. However, the site review team could find little evidence that the TNTP has been integrated into the district's systems of professional development but operates independently as a stand-alone program.

Site administrator interviews revealed a desire and commitment on the part of the district's principals to support new teachers. Many of them provide introductions and orientations for candidates at the beginning of the program. However, there seemed to be a limited understanding of program goals and the site administrator's role in the programs. A minority of coaches interviewed indicated that the site administrator was fully understanding of the work of the induction or intern programs. Site administrators indicated that they had not received formal training in the roles and responsibilities of site administrators in either the induction or intern programs. Program directors confirmed that it has been a significant amount of time since professional development for site administrators, centered on new teacher needs and the credentialing programs, has been offered in the district.

Key expectations and program requirements are outlined for all candidates throughout their participation in the credentialing programs. Progress is tracked and reported to candidates at regular intervals throughout their participation in the programs. Multiple interviewees commented on the helpful support and guidance they received with any credentialing concerns or difficulties from all program personnel. Candidate interviews revealed a high level of satisfaction with the programs' communication regarding credential completion requirements. Each program has both written criteria and an approved process for determining whether candidates have met the requirements for the credential. Program assessors determine whether the documentation and evidence provided by the candidate are sufficient to recommend the candidate for the credential. Each director has the final authority to determine a candidate's advancement to candidacy for a credential. Upon receipt of the final clearance, credential analysts advise candidates through completion of the online recommendation process. Multiple interviews confirmed a strong and supportive collaboration between the program and the credential office.



## Findings on Standard

After review of the institutional report, supporting documentation, and the completion of interviews with various stakeholders, the team determined that this standard is **Met with Concerns**.

### Rationale:

There is little evidence that a forum exists for district collaboration across all programs with stakeholders in program design, implementation, monitoring, and improvement. Site administrators indicated a limited understanding of program goals and their role in the program. Limited evidence was found of other stakeholder involvement in program guidance or decision making via governing or advisory panels.

## Standard 2: Unit and Program Assessment and Evaluation

**Met**

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

### Findings

The district's commitment to assessment is evidenced by their employment of a data analyst, housed within the Office of Talent Development, to coordinate assessment data efforts. The data analyst leads the district in implementing an extensive system of assessment and evaluation that employs multiple data sources to evaluate candidate and program performance and unit evaluation and improvement. Reports generated are then used by program personnel to gauge the effectiveness of their services, the program design and program personnel. Interviews with the leadership team confirmed that they have regular ongoing conversations about different ways to use the data collected to inform their practice.

A review of assessment data sets confirmed that data is collected on both program effectiveness and candidate competency and is gathered at multiple points throughout the year. Assessment feedback includes state survey data, training evaluation and workshop feedback, candidate portfolio reviews, retention data, mid year and year-end data, and candidate reflections.

The program staff discusses what data they intend to collect and for what purposes. The data analyst then summarizes the requested data and reports back to the program. The Biennial Report shows a thoughtful analysis and application of the data with next steps and program changes planned as a result.

OUSD has participated in the CTC accreditation system and has used the feedback to make subsequent program and report adjustments. For example, in the 2011 Biennial Report Response it was suggested that the program include references to the program standards in their report. This was accomplished in the program standard report.

Interviews with unit and program staff, site administrators, support providers, program participants and completers all validated that program assessment and data analysis do inform the decision-making process for program effectiveness and improvement as well as confirmed

candidate competence in meeting the program standards. Interviews with program candidates and completers confirmed that the unit has a strong grasp of effective use of data and an enthusiasm for using data to inform their instruction.

### **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 Oakland Unified School District ensures that the intern and induction programs have the necessary budget, personnel, and facilities to effectively operate each educator preparation program. The budget has various streams of revenue, including the Commission on Teacher Credentialing Block Grant (Tier III funding), Title I and II funds that allow each program to hire effective leadership, faculty, coaches, and support staff. The district administrator who oversees both intern and induction programs reported that despite shrinking budgets due to the state's budget crisis, they are able to creatively leverage qualified personnel and facilities to meet the needs of candidates as they meet credential requirements.

The Associate Superintendent of Leadership, Curriculum, and Instruction has oversight over the educator preparation programs and ensures that the resource allocation process is inclusive. A review of the division budget, candidate matches with coaches, and division organization personnel charts confirm an adequate distribution of resources across credential programs and district service areas. District leadership at the director level oversees the programs and assumes primary responsibility for maintaining and monitoring the budget. Directors regularly meet with program staff. Program staff maintains communication with principals, participants, and program leaders in support of candidates. Allocation of funding is discussed regularly to ensure adequate allocation of resources. The budget is a standing agenda item on regular check-ins between program leaders and supervisors. The Deputy Superintendent of Instruction, Leadership, and Equity-in-Action regularly assesses program needs and funding availability to support candidates in partnership with the Deputy Superintendent of Business Services.

Program leaders confirmed that they frequently reflect and analyze data to continually assess and manage resources to provide effective teacher preparation. Program staff regularly receives assistance from the program's data analyst to identify areas of program need. Budget allocations are influenced by this data-informed needs analysis. Resources are allocated to provide candidates with opportunities to observe exemplary colleagues. Interviews confirmed that candidates find these observations extremely valuable. Coaches are also provided with release time to observe candidates. Again, interviews verified that both coaches and candidates believe the learning-focused conversations following a classroom observation provide some of the most powerful opportunities for growth.

Professional developers and instructional faculty indicated that materials, technology, and facilities are readily available to support their work with candidates. Within the current fiscal constraints, the review team confirmed that sufficient resources are allocated to each program director for coordination, admission, and advisement. Programs allocate time and resources to develop and implement curriculum, professional development, and instruction to meet program and candidate needs. Program leaders confirmed that they frequently reflect and analyze data to continually assess and manage resources to provide effective teacher preparation. Each program has available fiscal resources to provide qualified supervisory and site-based support personnel to all credential candidates. There are sufficient field supervisors and coaches to meet program needs. The coursework and fieldwork faculty support program coordination, admission, advisement, curriculum and instruction, and professional development. Candidates reported that each respective program provides sufficient orientation and support for them to complete program and state requirements to be recommended for a credential. Candidates and program staff reported they have sufficient resources to effectively implement program standards.

**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 Leadership, Curriculum, and Instruction Office oversees both the induction and intern programs. The induction staff includes an administrator, lead new teacher coaches, on-site participant coaches, a data analyst (who serves both programs), and instructional professional development providers. The intern program staff includes an administrator, intern faculty advisors and field visitors, and the data analyst.

A review of staff résumés and interviews with program personnel confirmed that instructional, supervisory and support staff for both the induction and intern programs are qualified and have current knowledge in the curricular and instructional content areas. Instructors, faculty advisors and support providers are for the most part current or past OUSD employees and, as such, have an intimate knowledge of the culture and context of the district as well as a strong commitment to the community. They represent the best instructional models for participating teachers. Candidates consistently reported their appreciation of the expertise brought to them via the instructors and support providers. The staff are reflective of the diversity of the district and are

knowledgeable regarding issues of diverse abilities, cultural, language, ethnic and gender diversity.

The instructional staff have a strong background and a working knowledge of the academic standards, frameworks and accountability systems, which drive the public schools. Interviews with candidates and completers showed that they consistently employed academic content standards and state curriculum frameworks when planning their instruction. Candidates, site administrators and program personnel spoke of program efforts to work with accountability systems and data analysis in the school setting.

The programs' instructional faculty, as district office personnel, collaborate with colleagues within their own programs and with their K-12 peers through program implementation, department meetings, training opportunities, and by virtue of the work they do and the positions they hold. OUSD offers multi-layered professional development opportunities that result in numerous opportunities to collaborate in the work of improving teaching, candidate learning, and educator preparation. The site review team, however, found a need for more consistent and effective communication between the induction and intern programs' personnel.

The educational unit provides initial and ongoing support and training for support providers. Three initial training days are further supported by five annual training days. The coaches consistently reported that the training they received had a positive effect on their own classroom effectiveness and helped them learn the skills of coaching.

By means of participant surveys and training and workshop feedback forms, the unit evaluates the performance of course instructors and support personnel. Candidates consistently reported that the course leaders and individual support staff are very effective.

#### **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**

Admission procedures for entry into either the induction or intern program are available for each of the programs. They are also posted online and program personnel are available for clarifying questions throughout the process.

The admission process to the induction program varies slightly from the intern program. For the induction program, the admission process begins when they are hired into the district as teachers with preliminary multiple subject or single subject credentials. After the candidates are selected by a site administrator and complete the required paperwork with the human resources department, if they are qualified for the induction program, their information is passed on to the

induction office. At this point candidates will be contacted by the induction staff to be enrolled in the program.

For the intern program, admission process begins prior to being hired by the district. Potential candidates apply to the New Teacher Project the year prior to which they intend to participate. They are evaluated on the basis of well-defined criteria including previous educational experiences, background in teaching and a desire to teach special needs populations. Program expectations of applicants are high and there are many applicants for relatively few positions. If selected, applicants are given a pre-service assignment to complete classroom observations, read pertinent textbook material and reflect on their reading. They then participate in summer training and teach part time in the summer school program. After the pre-service summer training, successful candidates are interviewed by site administrators, and those selected must be approved by the school board before final hiring takes place.

Once participants are admitted to each program, they are given an orientation and informed of expectations and planned experiences for participation in that specific program.

Admission criteria are clear and in compliance with guidelines established by the Commission on Teacher Credentialing. Induction program leaders understand that all candidates possessing a California preliminary teaching credential have appropriate pre-service experiences to enter the program. Candidates who want to clear their credentials can be admitted as long as an appropriate support coach is available. However, interviews with participating induction teachers indicated that there is occasionally a time lag between their hiring by human resources and their contact with and admission to the induction program.

OUSD is an equal opportunity employer and adheres to policies and procedures that ensure the hiring of qualified applicants. All personnel decisions are made without consideration of differences due to gender, race, sex or ethnicity. These personnel decisions include employment, retention and promotion of employees.

**Standard 6: Advice and Assistance**

**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Findings**

Qualified staff members provide advice and assistance to the applicants/candidates across the two-year induction program and one-year intern program. As confirmed during stakeholder interviews, the Human Resources department and the program coordinators jointly determine candidate eligibility for both the induction and intern programs. This establishes an ongoing monitoring relationship between the programs and human resources personnel.

The coordinators notify the candidates regarding acceptance into the program and provide

information regarding orientation and program requirements. Program leadership provides an induction program orientation meeting for all participants. The orientation is differentiated for first and second year candidates and delivered by trained program staff. For interns, orientation begins before the pre-service summer training when they are given pre-service requirements and the overall program requirements are explained to them. Candidates and completers reported that this orientation was effective and they felt adequately prepared to participate in their respective programs.

Induction coaches and intern field support staff meet weekly with candidates to engage in the formative assessment process as well as to determine relevant professional development activities, and/or to help the participating teacher make connections between site professional development and induction completion requirements. Candidates and completers consistently reported that their coaching experience made their participation in the program successful and rewarding.

Program leadership provides candidates with advice and assistance regarding completion of program requirements and monitors progress throughout the year and through many structures, including an opening orientation for all candidates, to provide an overview of the program responsibilities and benefits. Staff liaisons (lead new teacher coaches) regularly contact candidates through phone calls and email to stay abreast of progress and to address any problems that may emerge. Individual coaches provide direct feedback to candidates after lesson presentations, referrals to other resources or staff when necessary. Program personnel are available by phone and email and candidates reported that their requests for support were responded to in a timely fashion.

Upon program completion and approval by the induction program coordinator, the Human Resources department assists the induction candidate in applying for the California clear credential. Human resources personnel also assist intern candidates in applying for preliminary M/M or M/S special education credentials and aid program staff in identifying a college or university for the clear credential program. Candidates reported a high level of service from both the Human Resources department and program-level staff.

Candidates are regularly evaluated and candidates who do not demonstrate adequate progress are placed on a program improvement plan (PIP) that involves intensive staff support. If PIP goals are not reached by the identified deadline, the candidates are released from the program, but not necessarily from their jobs within the district.

**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 induction and intern programs work to design and implement appropriate formative systems that support high impact teacher practices. The induction program uses the NTC-FAS system, which is regularly modified and updated by the New Teacher Center as a result of feedback, research and evaluation. This formative assessment system encourages candidates to plan, teach, reflect and apply their learning during their program participation. With the help of a trained coach/fieldwork support provider and within the context of peer support in each site's unique professional learning community, candidates self-assess, set goals, investigate their school context, develop inquiries, plan lessons, analyze student work, and receive feedback. Participants use this evidence to reflect and adjust teaching practice.

Interviews with program administration, site administrators, support providers and participating teachers established that the field work and clinical experiences provide candidates with excellent opportunities to understand and address issues of diversity that affect school climate, teaching, and learning. Participants and program completers reported consistently that their field experiences and the support they received from their coaches very effectively prepared them to become strong teachers and contributing members of the education community of the OUSD.

Within the context of each program there is discussion regarding the selection of school sites, effective clinical personnel and site-based supervisors. However, the review team saw little evidence of collaboration neither between the induction and intern programs nor between the intern program and the district special education division. The intern program effectively communicates with nearby colleges and universities to allow their program completers to matriculate and complete their clear M/M and M/S credentials at local institutions.

## Standard 8: District-Employed Supervisors

**Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

## Findings

(Please note that this standard is not applicable to second-level/tier programs).

All field supervisors and field visitors are hired by TNTP and are either recent or current employees of OUSD. All field supervisors must have effective teaching experience in the content area that they are supporting as well as demonstrate the ability to give clear and constructive feedback to new teachers. They must attend training prior to supporting new teachers and they complete a post training assessment to assure that all training objectives are mastered.

Review of faculty résumés indicated that previous and current teaching experiences, communication skills, and program training provide them with a needed base from which to supervise and support participating interns during their program.

Field supervisors also participate in co-observations with program staff and are provided with concrete feedback on their observations and debriefing conversations. Candidates reported that field supervisors are readily available to address their individual needs.

**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:**

Induction and intern candidates are assessed several ways, utilizing both formative and summative assessments. Multiple interviews and a review of documentation proved that programs leaders carefully monitor all aspects of candidate assessment.

All applicants to the OUSD TNTF district intern programs must initially go through a rigorous hiring process. Once admitted into the program, district intern program candidates complete a series of portfolio tasks demonstrating proficient competency aligned to the *California Teaching Performance Expectations (TPEs)* as well as the program standards for their specific credential. The portfolio tasks are aligned with the standards and are assessed by trained assessors. Information from the portfolio tasks is utilized formatively to guide the intern’s professional growth throughout the program.

Candidates in the Oakland induction program know and demonstrate the professional knowledge and skills to educate all students through their work with their coaches and the New Teacher Center's Formative Assessment System (NTC-FAS). A review of candidate documents by the district review team determines if candidate competency is met. The use of this process was confirmed through interviews with candidates, completers, and coaches and through examination of portfolios. The completion of the program requirements and subsequent submission of the portfolio demonstrates the professional knowledge and skills acquired that are necessary to educate and effectively 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 intern and induction candidates meet with their coaches and program leadership regularly to assess progress and get feedback. During interviews, candidates and graduates confirmed that the regular and ongoing feedback received is essential to their development and understanding of the profession. Program administration, faculty, students, and graduates confirmed that candidates receive regular feedback on their progress and are given multiple opportunities to complete all assignments.

Each completed portfolio is reviewed by a member of the portfolio review team, which consists of program leaders and coaches. Reviewers receive training and use a standardized scoring guide to ensure that each candidate meets the completion requirements. The expectations for the portfolio are clearly communicated to the candidates and the coaches. In interviews, the coaches and candidates all described this process as informative and meaningful. All stated that the process helped them to grow professionally. If a candidate does not receive a satisfactory score on any section of the portfolio, the portfolio is returned to the candidate. The coach and candidate



work together to revise the portfolio for a satisfactory score. Only candidates who have satisfactorily completed the program requirements are recommended for the clear credential.

District intern program candidates complete a series of portfolio tasks demonstrating proficient competencies aligned to the California Teaching Performance Expectations (TPEs) as well as the program standards for their specific credential. Throughout their program, candidates choose seminar work products to be included in their culminating portfolio.

Information from the portfolio tasks is utilized formatively to guide the intern's professional growth during the program. The portfolio tasks are aligned with the standards and are assessed by trained assessors.

**Oakland Practitioner Teacher Program  
Education Specialist Mild/Moderate and Moderate/Severe Internship  
Preliminary Credential**

***Program Design***

The Oakland Practitioner Teacher Program (OPTP) is a district internship program for special education interns implemented by the Oakland Unified School District (OUSD) in partnership with The New Teacher Project (TNTP). The goal of the program is to ensure that new educators are prepared to be effective in raising the achievement of all students. TNTP has a proven track record in partnering with high-need school districts to train and recommend certification through alternate route teacher preparation programs in other states, and has brought its core beliefs and learnings to customize the design and implementation of OPTP.

This internship program offers a mild/moderate and a moderate/severe educational specialist preliminary credential for intern candidates aligned with the reauthorized 2010 CTC standards. For the 2011-12 academic school year, approximately 50 candidates served as mild/moderate or moderate/severe interns. The program is administrated by an intern program director who is employed by TNTP. The director works in concert with the seminar leaders and fieldwork advisors/supervisors to oversee the instructional operations within the special education program and to ensure that special education competencies and requirements are met. Through interviews with various stakeholder groups, it was confirmed the program's efficiency is due, in part, to the majority of the seminar leaders also being employed by OUSD. These seminar leaders are recognized as exemplary practitioners in the field. Intentional meetings with these seminar leaders and field supervisors are scheduled four times each year by the TNTP program director to ensure that coursework assignments and work products are applicable to intern candidates' placements in the field. The Human Resources department employs three credential analysts who work closely with TNTP to ensure that all admission requirements and credential requirements are met. The TNTP director also attends meetings of local organizations tied to the community and uses recommendations from these organizations to inform program decisions. Document review and interviews with candidates and district staff indicated that there is no formal advisory council to voice the concerns and commendations of the stakeholders. Interviews with district personnel indicated minimal opportunities to collaborate with the TNTP for purposes of professional development, trainings, and general program improvement.

A review of documents, evidence, and interviews indicated the design of the program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program. Candidates apply for internships in the fall of each year. In an interview with a district credential analyst, it was confirmed that all candidates must meet the intern requirements to receive the intern credential. The selection process is completed by the spring of each year, and then the intern candidates begin the pre-service requirements. In the spring, participants complete an independent course of study in special education and experience initial field experiences. This is followed by a pre-service summer training. During the school year, interns assume full-time teaching responsibilities while completing the *Teaching for Results (TfR)* seminar series. TNTP believes that this creates an environment for intern teacher participants to make connections between theory and practice, to reflect critically, and then act on improved teacher performance

in the classroom. Candidates interviewed commented repeatedly on the efficiency of the structure and ease of navigating the various steps to earning a preliminary credential.

The Teaching for Student Achievement (*TfSA*) *Pre-Service Special Education Independent Study Guide* framework competencies guide program development and key work products and program modifications. Work products, uploaded into Teacher Track 2 (a data storage system) and archived in the *TfR* portfolio are assessed on a four-point rubric to demonstrate that candidates meet the competencies. Seminar leaders and coursework instructors are trained and calibrated to evaluate these assessments. The program director and seminar instructors confirmed through interviews that this brings instructors together to norm the assessment process. They further indicated that instructors meet each month to review rubrics, work products, and portfolios.

The program engages in the required CTC biennial report assessment activities. Review of the latest biennial report reveals data collection is collected from seminar instructors and candidates, but analysis beyond “meeting expectations” or “not meeting expectations” is not provided. As evidenced in the biennial report, data analysis leads to recommendations for program improvement.

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

Review of the program assessment document revealed that the course of study is divided into three phases: *Teaching for Student Achievement (TfSA) Pre-Service Special Education Independent Study Guide and Fieldwork*, *Teaching for Student Achievement (TfSA) Pre-Service Summer Training*, and *Teaching for Results (TfR) Content Seminars*. This was confirmed by seminar instructors in the drawing of visuals (tables) to explain the three phases and inclusive activities.

*Teaching for Student Achievement (TfSA) Pre-Service Special Education Independent Study Guide and Fieldwork*. During the spring season, prior to formal enrollment in OPTP, participants complete an independent course of study. Related exercises include a school site visit observation, reading the independent study guide and completing the related research assignments. Review of the study guide confirmed that the topics are foundational in nature and inclusive of special education professional, legal and ethical issues, the continuum of services, communication and collaboration, transitional life experiences, typical and atypical development, behavioral supports, creating healthy learning environments, and curriculum and instruction.

*Teaching for Student Achievement (TfSA) Pre-Service Summer Training*. The pre-service summer training ensures that participants exit the experience prepared to assume full-time responsibilities as beginning special educators. This intense pre-service summer training is composed of two main components: a practice teaching fieldwork assignment and a series of modular framework sessions. Participants serve as intern teachers partnered with cooperating teachers in OUSD summer schools. Each day, following their fieldwork, participants attend framework sessions that are organized in thematic modules around the *TfSA* framework competencies. General education standards and lesson planning with their general education peers is addressed. Per candidates and program completers, it is in this phase that competencies are differentiated for the special education intern candidates. Work products include extensive lesson planning and session presentations aligned with state content standards and the California Alternative Performance Assessment (CAPA).

*Teaching for Results (TfR) Content Seminars.* Once the school year begins, teacher participants assume full-time teaching responsibilities in district schools and complete the *Teaching for Results (TfR)* seminar series. The first series, *TfR* Special Education Seminar, is designed to help new special education teachers internalize a process for quality instructional design that is content-specific. The course is built on three core competencies: content, assessment, and instruction. Document review revealed that seminar objectives are aligned with the 13 California TPEs; however, there is no evidence of alignment with the CSTPs for Mild/Moderate and Moderate/Severe credentials. Interviews did reveal that the seminar content is differentiated for the Mild/Moderate and Moderate/Severe credential participants. "Our seminar instructor is a special education teacher with Oakland. She explains how it is different for special education." "For us in moderate/severe, we look at functional domains." Review of the program assessment document provided evidence of how professional goals and growth plans are monitored. Program standards are met through the seminar assignments and archived in the culminating portfolio. Examples include modules/sessions focusing on communication and collaboration, assessment and IEP/instructional planning, caseload management, specialized instruction, mobility, sensory implications, specialized care, behavior supports, communication, and social skills. As evidenced in interview responses, candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content. The TNTP program provides candidate access to the web-based data storage systems described as "Teacher Track 2" and "Dropbox" to submit assignments and lesson plans. As evidenced in course syllabi and interview responses, candidates also interact with and gain exposure to assistive technology, remedial software, and other technology tools that target the achievement needs of students in special education, and those who are also English learners. Although seminar modules/sessions are obviously aligned with specific mild/moderate and moderate/severe standards for the teaching profession, seminar syllabi do not show evidence of this alignment.

The second seminar series is the *Teaching for Results* Language Acquisition and Literacy Seminar that provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. This seminar focuses on preparing beginning teachers to deliver effective literacy instruction for first and second language learners. The seminar is designed specifically to prepare special educators to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts to students with special needs and English learners.

Exemplary practitioners in the field, employed by TNTP, teach the programs' special education seminars. It was confirmed through document review, that seminar instructors for the mild/moderate and moderate/severe programs hold a California authorization in the candidates' credential area. In addition, instructors are required to have a minimum of four years of experience in the field.

Intern candidates have planned experiences and/or interactions with the full range of the service delivery system. This requirement is met by initial fieldwork activities, candidate placement as the teacher of record, additional observations, and activities embedded in the seminars. Once the candidate is placed, a fieldwork supervisor employed by TNTP is assigned to the candidate. It was confirmed through interviews that fieldwork supervisors also hold a California authorization in the candidate's credential area and, likewise, have four or more years of experience. The intern program director and staff meet with fieldwork supervisors at the beginning of each semester to

introduce them to and review the procedures and expectations for supervision, to review any program changes, and to review the required observation and evaluation forms and schedule for their use. Seminar syllabi are shared with fieldwork supervisors so that the application of theory and pedagogy is monitored in the field. As confirmed by interviews with site administrators, candidates, and fieldwork supervisors, the program's five professional values are emphasized in the collective fieldwork experiences.

### ***Assessment of Candidates***

The TNTP intern program (Mild/Moderate and Moderate/Severe) has identified key assignments and activities that assess candidates' competencies across the program standards. Each intern candidate is evaluated in multiple ways and at multiple points in the program to determine if the candidate is successfully meeting or has met the required professional and program standards. In the initial orientation session, all assessments are sequentially described in detail for the intern candidates. A review of course syllabi confirmed that assessments are also discussed in seminars to ensure that candidates know what proficiencies (aligned with TPEs) are being measured and how they will be assessed. Seminar assignments are assessed by instructors trained in using the TNTP assessment rubrics. If a candidate performs inadequately on an assignment, remedial support is offered and the assessment resubmitted. The candidate is encouraged to turn in future assessments prior to the due date for critical feedback. As confirmed by interviews with site administrators, candidates, seminar instructors, and fieldwork supervisors, the program's five professional values are also assessed at multiple points in the program from the initial application process, throughout the seminars, and in the collective fieldwork experiences. Ongoing observations and performance evaluations are performed by the TNTP fieldwork supervisors. Rubric-based ratings give the supervisor and intern candidate a forum for discussing areas of strength and target next steps in the learning to teach continuum. Another form of assessment is the culminating intern portfolio that contains key artifacts from the intern teaching experience. These performance artifacts include candidate-selected assessments, narratives/reflections, lesson plans, and student work products. The seminar instructors rate the portfolios using a simple rubric-based scale of "meets expectations" or "does not meet expectations."

Candidates who show patterns of non-passing scores on key assessments or who show evidence of struggling with the intern fieldwork assignments supported by TNTP are assisted in creating a plan of action for correcting areas of deficiency. If improvements are not evidenced, the Human Resources department will revoke the intern credential and intern candidate's contract with the district.

After successful completion of the seminar coursework, intern fieldwork/clinical practice, and required program assessments, the intern candidate is recommended by TNTP and the district representative for a preliminary credential. In an interview with the credential analyst, it was verified that the Human Resources department works with the intern candidate to ensure that all requirements are met and supports the candidate in the application process.

### ***Findings on Standards:***

After review of program assessment documents, biennial reports and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of **Program Standard 1: Program Design, Rationale and Coordination**, which is **Met with Concerns**.

**Rationale:**

A review of program documents confirmed that OUSD aligns its induction program goals to the CSTP, the state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks. However, document review also revealed that the TNTP narrative response to the special education intern program standards has a national focus that coincides with their presence in many states rather than a focus on California standards. Although the TNTP design of the seminar modules are aligned with specific mild/moderate and moderate/severe standards for the teaching profession, seminar syllabi do not show evidence of this alignment.

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

***Program Design***

The Oakland induction program is a large, single-district program. Oakland Unified School District's (OUSD) core belief is that all students are able to learn and 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 induction program is a part of the Talent Development Office within the direct oversight of the Associate superintendent of Leadership, Curriculum and Instruction. The program design is centered in the learning-focused relationship between candidate and coach. The formative assessment system is led and facilitated by the coach. Candidate interviews affirmed that candidates highly value the reflective conversation and support given by their coaches. Coach interviews also verified a commitment to meaningful and regular dialogue and support. The design of the program specifics that professional development be individualized to align with the teacher's *Individual Learning Plan*. Interviews indicated that site-based professional development is often seen as unrelated to the induction formative assessment process; however, candidates participating in Team Science and Team Math indicated a high level of relevance to their practice and their formative assessment processes.

The OUSD induction program is led by a full time coordinator. The unit employs three lead new teacher coaches. The coordinator assigns a lead coach to each of the four district regional networks to provide support and oversight to the networks' induction candidates, coaches and principals. The lead new teacher coach provides principals with a roster of candidates and enrolls participants during the first month of school. The program coordinator oversees the activities of the lead new teacher coaches, participates actively in program oversight, collaborates with principals to identify appropriate coach matches, and ensures that induction coaches are being trained. Interviews with coaches indicated a high level of support from the lead new teachers. Many examples were shared of the exemplary service they received from the lead new teachers. Interviews with coaches and participants evidenced deep appreciation for the support received from the lead new teacher coaches in every aspect of program implementation. Coaches praised the high caliber of training provided to them as well. Many candidates indicated that when they had concerns about their candidate/coach match, the program was quickly responsive and a more suitable match was made. Overall, the program is deserving of commendation for the high level of learning-focused coaching given to candidates and for the training and support given to

coaches. The learning-focused relationship is at the heart of the program and evidence gathered overwhelmingly supported that this is effectively implemented.

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

The OUSD induction program uses the New Teacher Center Formative Assessment System (NTC-FAS). 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 coach. Together, the coach and candidate pairs develop a Collaborative Assessment Log and 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 access professional development in support of those goals through the support of their coach. Interviews with candidates revealed that coaches provide guidance throughout the induction process and provide support in meeting the requirements to complete the induction program. A significant number of candidates indicated that a skillful coach enabled them to make meaning of the process. Clearly, the learning-focused relationship with their coach was the most valued aspect of the programs. On the other hand, candidate interviews also highlighted that the formative assessment process itself seemed tedious and the least meaningful aspect of the program for many candidates.

Candidates meet weekly with their induction coach to engage in reflection on the investigations 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. Interviews verified that most candidates are also meeting in professional learning communities with their colleagues. Candidates are provided with opportunities to observe exemplary colleagues, and coaches are released to observe candidates during instruction. Interviews confirmed that candidates highly value both the opportunity to observe others and the impact of dialogue.

As the participating teachers progress through the year, they complete investigations and written reflections, collect documents of practice and engage in numerous discussions in relation to their practice in both the CSTP and the induction standards with their coach. Over the course of the year, candidates conduct investigations based on the plan-teach-reflect-and-apply model, with the guidance of a coach. 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.

### ***Candidate Competence***

Candidates in the Oakland Unified induction program know and demonstrate the professional knowledge and skills needed to educate all students through their work with their coaches and the NTC-FAS. A review of program documents determines if candidate competency is met. This was confirmed through interviews with candidates, completers, and coaches and through examination of portfolios. The completion of the program requirements and subsequent submission of the portfolio demonstrates the professional knowledge and skills necessary to educate and effectively

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 coaches and program leadership regularly to assess progress and get feedback. During interviews, candidates and graduates confirmed that the regular and ongoing feedback received is essential to their development and understanding of the profession. Program administration, faculty, students, and graduates confirmed that candidates receive regular feedback on their progress and are given multiple opportunities to complete all assignments.

Each completed portfolio is reviewed by a member of the portfolio review team, which consists of program leaders and coaches. Reviewers receive training and use a standardized scoring guide to ensure that each candidate meets the completion requirements. The expectations for the portfolio are clearly communicated to the candidates and the coaches. In interviews, the coaches and candidates all described this process as informative and meaningful. All stated that the process helped them to grow professionally. If a candidate does not receive a satisfactory score on any section of the portfolio, the portfolio is returned to the candidate. The coach and candidate work together to revise the portfolio for a satisfactory score. Only candidates who have satisfactorily completed the program requirements are recommended for the clear credential.

***Findings on Standards:***

After review of the institutional report, supporting documentation, and the completion of interviews with various stakeholders, the team determined that all program standards are **Met** for the general education induction program except for **Program Standard 2: Coordination and Communication**, which is **Met with Concerns**.

**Rationale:**

Evidence reviewed and interviews with candidates, coaches, and site administrators indicated a need for professional development for site administrators centered on the needs of new teachers and the components of the credentialing programs. Additionally, evidence and interviews indicated a need for purposeful alignment of professional development activities with candidates' individualized formative assessment activities. Candidates also indicated a need for formative assessment processes to be more closely aligned to the needs identified on their individualized learning plan.