

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

June 2012

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Redwood City 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

	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
Induction	6	X		

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: Redwood City School District

Dates of Visit: April 30-May 2, 2012

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' association representation, credentials analyst, local county intern program representative, support providers, participating teachers, completers, and Leadership Team members; 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 eight 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**.

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, FACT portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' association representation, credentials analyst, local county intern program representative, support providers, participating teachers, completers, and Leadership Team members. Due to the finding that all Common Standards are **Met**, and all program standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Clear

Staff recommends that:

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

Accreditation Team

Team Leader:	Cara Mendoza Fairfield-Suisun Unified School District
Common Standards Cluster:	Linda Margulies William S. Hart Union High School District
Programs Cluster:	Joanne Jenkins Etiwanda School District
Staff to the Visit:	Karen Sacramento Commission on Teacher Credentialing

Documents Reviewed

Biennial Report Feedback	Program Summary
Common Standards Report	Statewide Survey Results
Advisement Documents	District Organizational Chart
Mid-year Survey Results	Leadership Team Meeting Agendas
Program Assessment Feedback	Formative Assessment Database
Participating Teacher Portfolios	Program Meeting Agendas
Support Provider Logs	Individual Induction Plans
Budgets	Job Descriptions
Informational Program Documents	RCSD BTSA Induction Website
Professional Development Calendar	Intake Survey
FACT Feedback Form	Program MOUs

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates		8	8	16
Completers	7		7	14
Site Administrators	8	8	8	24
Institutional Administration	2	1	1	4
Human Resources Personnel	1	1	1	3
Program Coordinator(s)	1	2	2	5
Professional Development Providers		1		1
Support Providers	7	6	7	20
Fiscal Manager		1		1
Credential Analysts		1		1
Local County Intern Program		1		1
Advisory Board Members		6	6	12
Totals	26	36	40	102

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

Background Information

Redwood City School District (RCSD) is a K-8 district, centrally located approximately 25 miles south of San Francisco and north of San Jose, serving students in Redwood City, portions of San Carlos, Menlo Park, Atherton, Woodside and incorporated areas near Redwood City.

The district provides educational opportunities to approximately 8,900 students in grades K-8, in 16 schools: seven K-5 elementary schools, five K-8 elementary schools, one K-6 Spanish Immersion school, two middle schools for students in grades 6-8, and one academy serving students in grades 3-8. The district has a large Hispanic population of 70%, with the next largest population being Caucasian at 20%. The English learner population is approximately 50% and 55% of the students qualify for free and reduced lunch program.

Currently, the district is a Program Improvement district and has nine schools in Program Improvement. There are no schools identified as in need of a School Assistance Intervention Team (SAIT).

RCSD employs over 950 employees, nearly half of whom are teachers, and is governed by a five-person school board of education. The governing board and superintendent are committed to progressing student academic and personal success, as evidenced by the goals developed for their five-year mission: (1) Ensure that all students are prepared to be successful in high school and beyond; (2) Ensure a safe, healthy and respectful environment for students, staff and community;

(3) Ensure that all schools are places where children grow intellectually, socially, physically, and emotionally; and (4) Work with our community to engage, support and take collective responsibility for our children and our schools.

Education Unit

RCSD induction program, a single district program, has provided induction support to the teachers of RCSD since 2000 and became an approved induction program in 2004.

As with many induction programs throughout the state, the RCSD program has experienced fluctuating participant numbers due to budget cuts. In the 2010-11 school year, the program had a total of five participating teachers complete the program. In the current school year, the program has 29 participating teachers and all Year 2 participating teachers - seven total - are on track for completion. The program goal is to maintain a ratio of no more than two participating teachers to every classroom-based support provider and a ratio of no more than three participating teachers per each non-classroom-based support provider.

Members of the RCSD induction program leadership include the director of BTSA induction, whose position during the 2011-12 school year is 80% middle school assistant principal and 20% induction, and a 60% Full Time Equivalent (FTE) Teacher on Special Assignment (TOSA) who serves as support provider and program leader. The program is housed within the Human Resources Department.

**Table 1
Program Review Status**

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency Reviewing Programs
General Education (MS/SS) Induction Program	5	29	CTC

The Visit

The visit began at 11:45 on Monday, April 30, 2012. 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, drafting of interview questions, and team bonding. Later that afternoon, the team convened at the Redwood City School District office where the team attended a program orientation, was given a tour of the facilities, and had full 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 confirm that the program was meeting standards. 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 and invited guests was held the afternoon of Wednesday, May 2, 2012.

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 requirements.

Findings

The Redwood City School District induction program implements a research-based vision for educator preparation that is responsive to the *California Standards for the Teaching Profession* (CSTPs), the state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks. Interviews with the induction director, Induction Leadership Team (Leadership Team) members, and district level administrators and site administrators, confirmed that the program creates and articulates an induction program that is an integral part of the district vision of creating a culture of comprehensive support for sites, teachers, and student success. Moreover, district and site administration noted that the RCSD induction program is a model program that adds value to district goals and vision. When setting priorities for allocating district funding and resources, it was reported more than once that the RCSD induction program receives its fair share because of the exemplary practices it demonstrates.

Program leaders and stakeholders organize, govern and coordinate all aspects of the program. The program leadership team members are individuals who participate in ongoing professional development to maintain and grow an understanding of their roles while continuing to provide support to participating teachers. The Leadership Team members, comprised of representatives from an array of stakeholder groups including the Deputy Superintendent, district level departments, and the teachers' association, substantiated that they are involved in providing input for program design, professional development, and review of participating teacher completion. Additionally, the Leadership Team members are part of a continuous cycle of program improvement through analysis of data paired with opportunities to provide feedback and input.

Interviews with district and program leadership, and review of program documents, including the district organization chart, clearly denoted that program leadership is well-positioned within the district and maintains the authority needed to represent the interests of the program. Interviews with stakeholder groups revealed that they are informed of program rationale, design, and implementation. Program leaders and site administrators work in concert to promote participating teacher success. Additionally, site administrators learn about the program through professional development opportunities, site visits, and continuous communication.

In collaboration with a support provider, participating teachers utilize the *Formative Assessment for California Teachers* (FACT) system to advance their practice and demonstrate application of the CSTP, BTSA Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. Participating teachers develop an Individual Induction Plan (IIP) identifying growth goals and access professional development in support of those goals. Interviews with participating teachers and support providers noted the strong bridge that the BTSA Induction Program provided between education theory and application.

The RCSD induction program maintains a comprehensive credential recommendation process that invites participating teachers to apply the knowledge they bring from their preliminary credential programs. Program support providers and program leadership formally review participating teacher evidence of application and program involvement at mid-year and end-of-year. Additional review of participating teacher progress at the end of the year is provided by a portfolio review panel. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their Clear credential.

Standard 2: Unit and Program Assessment and Evaluation

Met

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

Findings

Interviews with program staff, advisory board members, and review of documents, including current and completed FACT portfolios indicate that the RCSD induction program has an assessment system for ongoing program evaluation and improvement. The program utilizes data from the state survey to inform program practices. Internal program assessment is also evident with the informal program evaluations of professional development, a local mid-year survey, and meeting and training evaluations. The program monitors the quality of IIPs and other formative assessment documents used in FACT. Interviews and documents confirmed that support provider logs are reviewed to verify regular contact between support providers and participating teachers and illuminate the scope and sequence of the program activities therein.

Data is collected and analyzed throughout the school year. The formal evaluation feedback from the state and the informal feedback from professional development seminars are used to construct the program design changes for the subsequent year. After interviews with the Leadership Team, it was clear that the process for analyzing data included many of the stakeholders and the program leadership confirmed that they are responsible for implementing change. It is also evident that professional development is based upon the needs identified through the unit assessment system.

Biennial reports, conversations with program staff and Leadership Team members, and the review of FACT documents, demonstrated an ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness.

Implications about new knowledge of application to teaching and learning are considered by careful analysis of the data established by support provider logs, participating teachers' formative assessment (the IIP), feedback from surveys, and participating teachers and support providers. Support providers interviewed revealed they use documentation of FACT modules and participating teacher IIPs to work with teachers on improving their teaching practice and implementing the Plan-Teach-Reflect-Apply cycle of inquiry. After a comprehensive review, it is evident that commitment to a quality program, based upon the needs of participating teachers, is the focus of all stakeholders.

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 Redwood City School District leadership expressed a strong commitment to educator preparation, which is demonstrated through the agreement to keep funding resources at an appropriate level to support program and participating teacher success. The funding that supports the RCSD induction program is drawn from the Tier III Teacher Credentialing Block Grant. Additional program components are supported through the district, such as induction meetings, teacher release days, program leadership salaries, and support provider stipends. The budget also verified that funds are allocated for clerical support as needed by the program. When enrollment increased dramatically this year, the district responded by creating a Teacher on Special Assignment (TOSA) position in a clear commitment of funding for the program.

The induction director is an administrator who works with the program on a part-time basis. Support providers are full-time classroom teachers who receive a stipend for their work. Most support providers are classroom-based teachers who work at the same site as their participating teachers. Interviews confirm that professional development providers are primarily in-district personnel, although outside resources are also utilized. Interviews with support providers and participating teachers also confirmed the importance of professional development in supporting the growth of all teachers. Release days are provided to attend meetings and trainings, conduct classroom observations and inquiries, collaborate with colleagues, and complete FACT modules.

Participating teachers and their support providers are given the opportunity to utilize the library and digital media resources, information and communication technology resources, and instructional materials, including adopted textbooks. All the state frameworks are available for participating teachers to borrow as well as an assortment of state-adopted curricula and materials.

Human Resources personnel confirmed that participating teachers begin with the credential analyst who makes the recommendation for induction. Once in the system, the induction director takes the responsibility of supporting the participating teacher by working with site

administration to assign a support provider, tracking all documentation of requirements, fielding any questions or concerns, coordinating the exit interviews and celebrating with the candidates at the colloquium. Data collected from interviews with participating teachers and support providers revealed the direct access to and efficient response from the program director and support staff was directly related to their success in the induction program.

Through a review of documentation and interviews with program leadership it was evident the scope of work for the induction director includes oversight for the program design, implementation, budget, staffing, and allocation of resources for support of the participating teachers in the program. Evaluating the program, collaborating with other programs, relaying induction information to the Leadership Team, school board, site administrators and other district departments, and communicating with cluster leadership are all part of a process that is in place to determine resource needs.

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

A review of transcripts confirmed that participating teachers hold a valid California preliminary credential in the area in which they teach. All support providers hold a valid California Clear teaching credential or have the equivalent professional background and experience. Support providers submit an application and are nominated by their principal. Professional development providers show an applied knowledge of academic state standards and performance levels for students, curriculum frameworks, accountability systems, CSTPs, and demonstration of presentation/facilitation skills and group processes. All support providers participate in professional development on the state-adopted academic content standards and content standards and frameworks, in addition to training in FACT. Evidence demonstrated participation in professional development training to acquire knowledge and skills needed to be an effective support provider. Throughout the year, support providers roles and responsibilities are clarified at other professional development seminars, in the induction binder, and at induction meetings.

A review of portfolios revealed that participating teachers complete the FACT process over a period of two years. The academic standards and frameworks are embedded into this system of formative assessment and require participating teachers to complete a rigorous inquiry process that includes the Plan-Teach-Reflect-Apply cycle of inquiry. As part of the

requirements, support providers demonstrate understanding and use of state-adopted academic content standards, state-adopted curriculum frameworks, and the CSTP.

The Leadership Team consists of a variety of individuals who represent colleagues and members of the professional community. Currently, and in years past, the union president and a school board member are part of this group. The team meets twice a year, with three meetings this year due to the CTC accreditation visit. Interviews with Leadership Team members and review of meeting documents indicated a committed group of individuals who are involved in collaboration regarding the ongoing assessment and improvement of participating teacher preparation. All stakeholders are involved in reviewing assessment data and making recommendations for changes to the program according to the findings.

Interviews with participating teachers and support providers confirmed their participation in professional development and other various training opportunities. Professional development is offered frequently by the district, along with the opportunity for release days to observe or attend outside training. Leaders of the induction program are themselves supported with professional development as well. The induction director attends Cluster regional meetings and FACT network meetings.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The RCSD induction program collaborates with the Human Resources Deputy Superintendent to ensure eligibility and placement of participating teachers into the program. Applicants complete an intake survey upon point of hire, which leads to communication between the induction director and the credential coordinator who review credentials, transcripts, and previous induction documentation for placement of participating teachers into the RCSD induction program. If credential status is undetermined, the credential coordinator and the induction director collaborate to investigate and stay abreast of changing credential status.

Interviews with Human Resources staff and directors stressed the importance of hiring only the most qualified teachers for positions in the Redwood City School District. Potential candidates may be notified through participation in job fairs and access to EdJoin. Additionally, the superintendent's belief in the need to close the achievement gap is seen by the staff and directors as a significant factor in the success of the induction program. This is exemplified by the district's practice of holding an information booth at the annual California Association of Bilingual Educators conference and by their hiring exchange with teachers from Mexico and Spain.

The induction staff assures that the Human Resources personnel receive training and ongoing support based on the CTC requirements. Data regarding professional credential requirements

are recorded on each participating teacher's induction transcript. Regular meetings are held between Human Resources and induction staff to discuss outcomes of program effectiveness.

Standard 6: Advice and Assistance

Met

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

Induction staff works collaboratively with Human Resources personnel in advising participating teachers of their program completion and professional development requirements. At point of hire, participating teachers complete an intake survey that indicates eligibility to enter the induction program; the form is forwarded to the induction staff so that each participating teacher can be assigned a support provider. Each participating teacher is advised initially of the Early Completion Option.

To guide the participating teacher's understanding of all program requirements, the induction staff informs participating teachers of attendance at a mandatory orientation meeting to review program requirements and documents with an overview of the FACT. The program has created the Redwood City School District informational packet for prospective new hires that includes a credential program pamphlet, which explains the induction program. A record of completion activities are tracked in a database system for all participating teachers. Feedback on progress is given to each participating teacher at mid-year and end-of-the-year transcript reviews, and three FACT document reviews. In addition, individual assistance is provided by the induction director throughout the year, as needed. The induction staff reviews each support provider log to see if additional support is needed. Participating teachers may apply for an extended induction period due to extenuating circumstances which is granted on a case-by-case basis. A step-by-step process is in place for an application extension.

Each participating teacher has the responsibility to collect evidence of practice as outlined by the completion of FACT. Several formative assessment documents, including the IIP, are collected and monitored by the program. Review of the collected evidence indicated there are many checks and balances in place for the completion process.

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 RCSD induction program employs the *Formative Assessment for California Teachers* (FACT) system, providing a comprehensive approach whereby participating teachers demonstrate over a two-year period application of the knowledge they acquired in their preliminary credential program. Review of participating teachers induction portfolios showed that the participating teachers engage in the Plan, Teach, Reflect, Apply cycle through focused, job-embedded activities designed to help them understand their classroom context, assess their teaching, create an inquiry of their practice, and reflect upon their journey as educators. This process utilizes the CSTP as an anchor along with the state-adopted academic standards. During interviews, support providers and participating teachers highlighted the strengths of the FACT system in moving one's practice forward in the support of student success.

Understanding that one of the key components of the FACT system is the collaboration with a qualified support provider, much emphasis is placed upon the support provider/participating teacher relationship. The induction program leadership has a process for the selection of support providers involving an application and interview, and works closely with site administrators in that process. Each application includes a nomination from the site principal with additional input for the optimum support provider/participating teacher match. BTSA Induction statewide survey data revealed that the match between participating teachers and support providers was important to participating teachers and was supported by the program.

Review of professional development options, participating teacher portfolios, and interviews with support providers and participating teachers evidenced that the program provides opportunities to understand and address issues of diversity. Support providers and participating teachers attend multiple professional development events to that end. Components of the FACT system offer participating teachers opportunities to apply lessons learned and reflect upon their practice as it relates to equity for all.

Standard 8: District-Employed Supervisors

N/A

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.

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

Participating teachers in the RCSD induction program attend a program orientation whereby they begin to understand the requirements to earn their Clear credential. Review of program documents, participating teacher portfolios, and interviews of all stakeholder groups, clarified the program requirements to earn a Clear credential. Such requirements include, but are not limited to: participating fully in the FACT system; meeting regularly and working collaboratively with a support provider; and attending professional development as related to program and/or IIP. Program leadership has a clearly defined process for examining and monitoring participating teachers' application of the CSTP, induction program Standard 5: Pedagogy, and Standard 6: Universal Access. The process includes, but is not limited to: review of participating teacher portfolios, examination of activity logs, observation of participating teachers, and participation in exit interviews.

Participating teacher evidence of application and program involvement is reviewed formally at mid-year and end-of-year by program support providers and program leadership and throughout the year by the induction director. To ensure accuracy of records, participating teacher information is maintained in an electronic database. Once program requirements are met, the induction director forwards to the Human Resources department the completed 41-induction forms. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their Clear credential through the Human Resources Department.

Redwood City School District General Education (MS/SS) Induction Program

Program Design

The Redwood City School District (RCSD) induction program provides clear and appropriate allocation of authority and resources to support program implementation. The district designates the BTSA Induction Director the authority to make program and credentialing decisions, collaborate with the Deputy Superintendent when necessary, and provide the day-to-day leadership. Additionally, the district has designated a Teacher on Special Assignment (TOSA) to assist in the operation and evaluation of the program. The induction program Leadership Team, composed of various stakeholder groups including union representatives, site administrators, district personnel, and program leadership, meets twice throughout the year. The induction director and the Leadership Team review progress and evaluate the program in regard to improvement goals, program standards and licensure requirements.

The RCSD induction program serves teachers who have received their preliminary credential. The induction program respects the experience and knowledge that participants hold, and provides them with opportunities to expand, enrich, and deepen their professional practice through collegial reflection and ongoing preparation. The program is a two-year sequenced inquiry-based formative assessment system built upon the *California Standards for the Teaching Profession (CSTP)*. Participating teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Participating teachers measure their practice several times during the year in relationship to the CSTP.

Program evaluation data gathered on program effectiveness and candidate competency guide program modifications. Stakeholder group interviews corroborated that updates on program modifications are shared with constituent groups during principal meetings, induction support provider and participating teacher monthly meetings, and Leadership Team meetings. Over the past two years, the program has gathered data related to portfolio completion and professional development in the areas of technology and working with families. Analysis of site administrator involvement has led the program to develop an action plan to strengthen communication and support. During stakeholder interviews, evidence of regular site administrator communication with program leadership and participation in the evaluation process was evident.

Support providers, participating teachers, and site administrators provide program efficacy feedback through various channels of the program. Induction meetings, training evaluations, and local/state surveys serve as the information-sharing platforms. Site administrators provide feedback through informal discussion with the program director and participate in the state survey. Based upon this input, the program takes into consideration the needs of its participating teachers in order to provide a focused, organized, and accountable approach to improving program quality.

Stakeholder interviews revealed program responsiveness to their input. For example, changes suggested by support providers resulted in clarifications of FACT documents. Participating teachers expressed the need for additional classroom management strategies. The program readily provided participants opportunities to attend specific training and to receive classroom

management resource materials. Interviewees expressed appreciation for the program's willingness to meet candidates identified needs and incorporate stakeholder feedback to improve program quality and effectiveness.

Course of Study

The RCSD induction program utilizes a combination of mentoring support, formative assessment, and professional development offerings to support the growth of participating teachers. The program's course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the state- adopted academic content standards and state-adopted curriculum frameworks. Participating teachers are provided systematic field-work embedded opportunities to demonstrate their growth through the *Formative Assessment for California Teachers* (FACT) modules. At the beginning of enrollment, the induction director meets with participating teachers to explain the requirements of induction. At that time, the participants receive a binder containing FACT documentation, a sequenced completion timeline, along with other pertinent information related to completion. Participating teacher interviews revealed that they appreciated the leadership of the induction director and the TOSA and felt well-informed regarding requirements and timelines for completion. Program graduate interviews indicated that they continue to use the FACT-based inquiry cycle after completing induction due to their belief that action research helps teachers focus on meeting the needs of their diverse student populations. Site administrators indicated that the inquiry module aligns with the goals and objectives of their school site.

The RCSD induction program coordinates with a variety of district and local county sources to assist the participating teacher to build upon the knowledge and skills learned in their teacher preparation program. District professional development opportunities include topics related to curriculum and framework, English learner (EL) strategies and vocabulary development, equity, special populations, direct instruction, and classroom management. Participating teachers collect information about their teaching environment and student backgrounds. Site administrators reported that ongoing data analysis and subsequent planning is a regular and integral part of understanding student achievement. The information gathered guides classroom decision-making and identifies areas for professional growth. Participating teachers and program graduates shared that site, district, and county professional development resources support their work to meet student needs, and that equity is a focus area for improvement throughout the district. Professional development attendance and explicit opportunities for minimizing bias and building perspective are a part of instruction at all grade levels. Site administrators acknowledged the direct alignment of FACT modules with site goals to increase academic achievement in their EL population. They also provided examples of participating teacher support aligned to site mission and vision including meeting the needs of the English learner (EL) population.

The RCSD induction program utilizes defined criteria to select and assign support providers to each participating teacher. Site administrators collaborate with the induction director to match support providers and participating teachers based on site, grade level, and subject area. The induction director and TOSA provide regular training and feedback to support providers on program requirements and mentoring strategies. Support provider logs are collected twice a year. Participating teachers and program graduates shared that support providers provided relevant support, resources, and opportunities for growth in regard to their practice. Interviewees felt the

most effective match was when support providers were located on participating teacher campuses.

Candidate Competence

The program has a well-established and delineated process to assess candidate competence. This was evidenced through multiple sources including the Participating Teacher Tracking Database, completion of key FACT documents, and portfolio completion, as well as through interviews with program graduates. Candidates are informed and advised of progress towards program completion in an ongoing manner through participation in regularly scheduled induction meetings and informal and formal support provider and program leadership feedback as reported by participating teachers and program graduates.

At scheduled points in the year, participating teachers are required to submit fundamental components (e.g., IIPs, unit plans, and lesson plans) of their formative assessment work to the induction director. Feedback on the quality of reflection related to their practice is sent to the participating teacher and support provider so that collaboration and revisions are implemented when necessary. FACT portfolios are reviewed twice a year by a panel of trained educators, including the TOSA. The panel utilizes a rubric to assess candidate competence related to formative assessment and classroom application of Standard 5: Pedagogy and Standard 6: Universal Access.

To show evidence of candidate growth and program completion, participating teachers partake in multiple culminating activities. As part of the mid-year and end-of-year portfolio review, participating teachers discuss their growth and plans for next steps in the exit interviews with program leadership. The FACT-based culminating reflection activity highlights their learnings gained throughout the induction experience. The program colloquium provides an end-of-year experience in which candidates' growth as teachers and fulfillment of program requirements is shared.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' association representation, credentials coordinator, local county intern program representative, support providers, participating teachers, completers, and Leadership Team members, the team determined that all program standards are **met** for the Redwood City School District General Education (MS/SS) Induction Program.