

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

Professional Services Division

June 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Temple City Unified School District. The report of the team presents the findings based upon reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** 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	NA		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS, SS) Induction Program	6	5	1	0

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
- Selection and Composition of the Accreditation Team

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

Institution: Temple City Unified School District

Dates of Visit: May 21-23, 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 administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic 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 the eight Common Standards to the General Education (Multiple and Single Subject) Induction Program to determine if the standards were met, not met, or met with concerns. The Commission on Teacher Credentialing (CTC) team found that Common Standard 4: Faculty and Instructional Personnel is **Met with Concerns**. The team found that all other Common Standards were **Met**.

Program Standards

The entire team reviewed the General Education (Multiple and Single Subject) Induction Program to determine if the standards were met, not met, or met with concerns. The CTC team found that Program Standard 3: Support Providers and Professional Development Providers is **Met with Concerns**. The team found that all other Program Standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) portfolios, and interviews with program leadership, district administrators, school site administrators, Institution of Higher Education representative, support providers, participating teachers, completers, and advisory board members. With the finding that one Common Standard was "Met with Concerns" and one Program Standard was "Met with Concern" the team unanimously recommends a decision of **Accreditation**.

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

Advanced Credentials: General Education Multiple/Single Subject Induction

- (2) Staff recommends that:

- The institution's response to the preconditions be accepted.

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

Accreditation Team

Team Leader:	Lori Rangel Ventura County Office of Education
Common Standards Cluster:	Jennifer Hicks Placer County Office of Education
Program Sampling:	Alicia De Santiago Aspire Charter Schools
Staff to the Visit:	Lisa Danielson El Dorado County Office of Education

Documents Reviewed

Common Standards Report
 Support Provider Applications
 Graduate Survey Data
 Biennial Report Feedback
 Induction Portfolios
 Mid Year Survey Results
 Constituent MOUs
 Exit Interview Rubric Data
 Program Standards Report
 After School Special Agendas
 Program Assessment Feedback
 Scored FACT Rubrics
 Candidate Applications
 Advisory Committee Agendas
 BTSA Budget
 Site Administrator Training

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates			11	11
Completers	3		3	6
Employers – Site Administrators	6			6
Institutional Administration	2	8	2	12
Program Coordinators	2	2	2	6
Professional Development Providers	2	2	2	6
Support Providers	8	8	2	18
Advisory Board	6	1	6	13
Credential Analyst		1		1
Others – Admin Asst. Staff		1		1
TOTAL				80

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

The Duarte – Temple City BTSA Induction Program is a thirteen year partnership of two districts located in the San Gabriel Valley. This year, the General Education (Multiple and Single Subject) Induction program leaders are working with eleven participating teachers as they get acclimated to their new instructional contexts and work towards earning their Clear teaching credential.

Duarte Unified School District (DUSD), located at the base of the San Gabriel mountains, serves approximately 3,900 students in five elementary schools (K-6), one intermediate (7-8), one high school (9-12) and one alternative education campus.

Temple City Unified School District (TCUSD), located about seven miles southwest of DUSD, serves approximately 5,800 students in four elementary schools (K-3, 4-6, K-6), one middle school (7-8), one high school (9-12), and one learning center campus.

As a result, the Duarte – Temple City Induction Program serves and mentors a wide range of grade level and subject area teachers in acclimating to their new work contexts. The districts are rich in diversity and boast about their thriving international community. The two districts have different demographic make-ups and feel the participating teachers benefit from collaboration across district lines through the program. The largest ethnic groups for Duarte USD are represented as follows: Hispanic 73.6 %, White 9.3%, Black or African American 6.5%, Filipino 4.6 % and Asian 3.5%. The largest ethnic groups for Temple City USD are represented as follows: Asian 63.9%, Hispanic 21%, and White 11.7%.

Education Unit

Temple City Unified School District acts as the Lead Educational Agency (LEA) for the Duarte – Temple City Induction Program and employs the director of the program, who became the director in 2010. Prior to her, the previous director served as the director of the consortium for seven years. The success of this consortium is due, in large part, to the active partnership between the two districts via the director and the Duarte Induction liaison. Both work under the guidance of the Assistant Superintendent of Instructional Services (TCUSD) and the Assistant Superintendent of Educational Services (DUSD).

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
General Education (MS,SS) Induction	Advanced	10	11	CTC

The Visit

The visit began at ten o'clock on Monday, May 21, 2012. The team members convened at the hotel on Monday morning for the initial meeting for review of the accreditation process, roles and responsibilities of team members, and team bonding. After this meeting, the team attended a program orientation at the district office where the team met with leadership from both districts, was given a tour of the facilities, and full access to program documents. The team spent the rest of the afternoon reviewing program documents, data, and conducting initial interviews. A team meeting was held that first night where the team reviewed each Common Standard and the team identified what additional information was needed to confirm the program was meeting standards. Interviews of stakeholders continued on Tuesday. On Tuesday early evening, a Mid-Visit Report was presented to the Induction Director from Temple City and the liaison from Duarte. Final consensus on all Common Standards and program standards was met on Wednesday morning. Team members read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership was held on Wednesday, May 23, 2012. There was no formal presentation of findings to a larger group due to board meeting constraints and the review team concluding its work ahead of schedule.

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.

Program documents and stakeholders report the Duarte-Temple City BTSA Induction Program (induction program) creates and articulates a research-based mission. Using data and program trends for the induction of new teachers, the program holds a vision in which new teachers are knowledgeable, effective practitioners of current pedagogy with the intent to impact student learning. The site visit confirmed the participating teachers engage in inquiry, networking with and observing other colleagues, and self-assessing their teaching practices. Interviews with stakeholder groups including district and program leadership, Advisory Committee members, and site administrators confirmed the program creates and articulates an induction program dedicated to creating a culture of comprehensive support for participating teachers leading to improved student performance. A review of program documents confirmed that the Duarte-Temple City Induction Program 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 the state adopted curriculum frameworks. Candidate portfolios, in addition to interviews with support providers and participating teachers, provided additional evidence to support this alignment.

Program documentation states that to ensure a connection with the program's vision, the induction program, provides professional development for participating teachers and support providers aligned to program requirements and goals stated on the participating teachers' Individual Induction Plan (IIP). Interviews with site administrators and support providers documented their encouragement for the alignment of site evaluative goals with IIP goals and professional development to support the perceived needs of the participating teachers. Graduates verified and confirmed the induction program promotes 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.

Interviews with professional development providers, support providers, and participating teachers revealed that through surveys, exit interviews, professional development feedback forms, and feedback to program leadership, stakeholders have a voice in the ongoing organization of the program. Governance of the program is guided by the Advisory Committee represented by district administration, an induction liaison, site administrators, participating teachers, support providers, association representatives, higher education partners, and the Induction Director. The Advisory Committee consists of a parallel structure of representation with each district appointing a member for each role. A review of agendas and interviews with committee members substantiated their involvement in providing input for program design, professional development and program

improvement. All stakeholder groups shared that their suggestions and recommendations for programmatic improvements were welcomed, listened to and often implemented.

The Assistant Superintendents from each district, Temple City and Duarte, oversee the induction program and are responsible for the credentialing process within their districts. The Induction Director from Temple City is responsible to lead the program in collaboration with the liaison from Duarte. This group, defined as the core leadership group, has the authority needed to represent the interests of the program including reviewing and revising the budget, and participating in trainings, state meetings, and professional development. Program leaders, site administrators, and Advisory Committee members emphasized they work in concert to promote participating teacher success. Interviews with program leadership and the Advisory Committee confirmed their opportunity to provide input regarding decisions within the induction budget and program. The Induction Director, in collaboration with the liaison from Duarte, is responsible for the overall coordination of the program including the supervision of all induction support providers, attending job-related meetings, record keeping, assignment of support providers and candidate advisement.

The Duarte-Temple City Induction Program maintains a comprehensive clear credential recommendation process that ensures participating teachers have met all the induction standards and program requirements. A review of the program's Memorandum of Understanding, application, participating teacher data form, intake interview forms, and the New Teacher Academy materials, reveal participating teachers are informed of the requirements and process for credential recommendation. The verification process includes an induction completion document, four inquiry portfolios, the completion of two IIP's, accountability logs, and participation in required professional development. Previously, a program clerk maintained a database of participant progress. Interviews reflected the assignment of a new program clerk with minimally allotted time. Given the current size of the program, participant progress is tracked in a more informal manner. In the future, as the program grows, the program may want to consider the reinstatement of a database and the personnel to support this. Upon submission of a letter reflecting on their learning and experiences throughout their induction program, participating teachers who successfully complete program requirements are recommended to the California Commission on Teacher Credentialing (CTC) for their Clear Credential by the Induction Director and the Assistant Superintendents from each district.

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.

Interviews with program staff, the Advisory Committee, Core Leadership Team, and review of documents indicate the Duarte-Temple City Induction Program has an assessment system for ongoing program evaluation and improvement. The Core Leadership Team analyzes state surveys and internal data relating to participating teachers, support providers, district and site administrators, and various program staff. Internal data collection includes local surveys, feedback forms, graduate surveys, accountability logs, retention data, portfolio and FACT

document reviews. Data are collated and analyzed for pattern analysis. The on-site visit confirmed that after review, the Advisory Committee and Core Leadership Team make modifications to program design, professional development offerings, and programmatic procedures.

The on-site visit confirmed the regular collection of data to assess candidate progress and program effectiveness. Formative evaluation includes state and local surveys, feedback forms, graduate surveys, accountability logs, retention data, portfolio and FACT document reviews. Interviews support the Advisory Committee and Core Leadership Team review the ongoing assessments and when necessary makes modifications to program design, professional development offerings and procedures. It was clear that the process for analyzing data included many of the stakeholders and the program leadership validated they are responsible for implementing change.

Biennial reports, conversations with program staff, Advisory Committee members, and the review of FACT documents demonstrate an ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Implications about candidate application of new knowledge to teaching and learning are reviewed through an analysis of the data collected from surveys, professional development feedback forms, induction completion documents, candidate portfolios, IIP's, accountability logs and input from the participating teachers and support providers. After a comprehensive review, it was evident that commitment to a quality program is based on the needs of the participating teacher and 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.

Meetings and interviews with the assistant superintendents from each district and the Core Leadership Team validated the unit's commitment and full support of the districts for the goals of the induction program to provide the necessary budget, qualified personnel, facilities and other resources to operate a comprehensive educator preparation program. The program shares the responsibilities in providing resources with other district programs including the funding of the Induction Director from Temple City, the Induction Liaison from Duarte, a part-time program clerk, support provider stipends, substitute costs, professional development costs for support providers and participating teachers, Advisory Committee stipends, office space, rooms for meetings and professional development, as well as instructional supplies and materials.

BTSA Induction and district funds are used to allocate resources to prepare candidates to effectively meet program requirements for completion. Interviews with program leadership, support providers, site administrators, Advisory Committee members, and participating teachers validated that program resources and personnel are available to meet program and candidate

needs. Professional development providers are primarily in-district personnel, although outside resources are also used. Stakeholders confirmed the importance of professional development offerings in supporting the growth of participating teachers and support providers. Release days are provided to attend professional development offerings, collect classroom observations and inquiries, Learning Walks, and collaborate with colleagues.

During the site visit, it was confirmed that the program has a clearly defined system for coordination, admission, advisement, and credential recommendation. Once in the system, the program director and the induction liaisons from each district take the responsibility of supporting the participating teacher by working with site administration to assign a support provider, monitoring completion of requirements, fielding any questions or concerns, coordinating exit interviews and celebrating with candidates at the colloquium. Data collected from interviews with site administrators, participating teachers and support providers revealed that direct access to, and the efficient response from, program staff was directly related to the success of the induction program.

The program has a collaborative process to define and determine resource needs. At the hub of the process is the Advisory Committee with representation from district administration, an induction liaison, site administrators, participating teachers, support providers, association representatives, IHE partners, and the Induction Director. Interviews conducted with stakeholder groups and a review of meeting agendas showed that the common resource needs are discussed and evaluated, with suggestions for adjustments to address program needs. The Induction Director and Liaison are also part of the Core Leadership Team that meets monthly to discuss program issues and resource needs.

Standard 4: Faculty and Instructional Personnel

Met with Concerns

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Qualified members of the education community provide professional development and support to the participating teachers. The program director and program liaison serve as professional development providers, share research and collaborate to plan professional development for coaches and participating teachers. The development of future offerings and training modifications is based on written feedback as indicated by interviews with the program director and professional development providers.

The program has developed specific criteria for support provider selection, and communicates these criteria through a request for applications flyer. Support providers complete an application

process, receive an administrator recommendation and participate in an interview. Review of program documentation showed that the support provider must be a “credentialed teacher who has demonstrated ability to work well with others and who has demonstrated exemplary teaching ability as indicated by effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.” However, documentation evidence regarding support provider hiring such as applications, site administrator recommendations, personal statements, interviews, and site administrator rankings was inconsistent.

The support providers are increasingly reflective of a broadly diverse society and the community in which they serve. The program document indicated that initial support provider training includes “a tenet related to Culturally Relevant and Responsive Education.” Review of program documents revealed a PowerPoint presentation that included some culturally responsive training, however interviews with support providers did not confirm this was part of their initial training.

Core leadership members are former teachers who have numerous years of teaching experience. While program documentation states that leaders have current knowledge in the content they use for training, with evidence cited as their recent participation in training related to induction standards and FACT, interviews with current program leadership indicated they had not been trained in FACT and that training in mentoring practices had not been offered in four or five years. Support provider interviews also confirmed mentoring practices training had not been offered in recent years.

Support providers are assessed throughout the year by participating teachers who complete a mid-year and end-of-year survey from which aggregated data is obtained. In addition, interviews with the program director revealed that she reviews individual support providers formally by examining Accountability Logs and informally by participating teacher feedback. The program director utilizes this information to determine effectiveness.

Review of program evidence and interviews with human resource personnel, educational services personnel, and site administrators confirmed that the program regularly communicates with the broader community to improve teaching, candidate learning and educator preparation.

An interview with one university partner confirmed that the program collaborates to provide continuing education units for participating teachers as well as to develop connections between their teacher preparation program and induction. The program document indicates the program director attends the IHE Collaborative meetings where she collaborates with local teacher preparation programs; however, interviews with program leadership indicated scheduling conflicts had prevented attendance thus far.

Interviews with program leadership confirmed they attend regional cluster meetings and induction professional development when schedules allow. In addition, both the program director and liaison participate in district professional development activities.

The Duarte-Temple City Induction Program has a system of ongoing professional development for coaches that is embedded in the monthly induction meetings with participating teachers. Interviews with support providers confirmed they have opportunities to attend professional

development with their participating teachers connected to the teachers' Individual Induction Plan (IIP).

Rationale:

The team found that current program leadership reported their unavailability to attend current and relevant training related to delivery of the formative assessment model (FACT).

While the program documents indicated support providers “receive initial and on-going training of support provider skills”, interviews and program documentation indicated the training is not consistent or comprehensive for all support providers and is not specific to support provider skills.

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

Teacher candidates are admitted to the program when they are hired by either Duarte or Temple City Unified School District and 1) hold a preliminary multiple subject or single subject credential that needs to be cleared, or 2) have been trained out-of-state or out of the United States with a renewal code that requires induction for credential renewal.

Upon hire, each district credential analyst completes an intake form and forwards it to the Induction Director or program liaison. The director and liaison review these forms and ensure that all eligible candidates are placed in a teaching assignment that will allow them to demonstrate the knowledge and skills required by the induction program. Interviews with site administrators verified that they provide confirmation to the induction director that the candidate would have access to English learners and special population students. Within two weeks of receiving the intake form, the induction director sets up and holds an informal intake interview with the candidates. At this time, candidates acknowledge they have been notified of the requirements by initialing the Intake Interview form. The intake interview also provides the opportunity for induction candidates to ask clarifying questions related to the induction program. Review of completed induction applications and intake forms confirmed this process is in place. Following the intake interview, the program director matches the candidate with a qualified support provider. Interviews with site administrators confirmed that the program director consults with the site administrator to ensure that the support provider match is appropriate.

Through completion of mandated state requirements, the LEA's personnel department has in place guidelines for hiring to ensure that all candidates are sensitive to California's diverse population, have effective communication and basic academic skills, and have prior experiences that suggest a strong potential for professional effectiveness. Program documentation confirmed

that through the interview process, candidates are asked questions related to issues of diversity such as, “We are a multi-ethnic district with many English learners. Describe how you modify lessons to meet the needs of English learners.”

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

The program includes a variety of personnel to advise candidates throughout their participation in the induction program. Interviews with participating teachers indicated that the program director and liaison serve as sources of advice and assistance throughout the two-year program and are readily available for support. In addition to the support from induction program leadership, coaches provide ongoing advice and assistance.

Trained support providers, who support candidates through the program's formative assessment system, are assigned to each participating teacher by the program director or liaison. A review of applications, documents, and interviews of professional development coordinators, the program director, liaison, and participating teachers revealed that coaches have extensive classroom experience, as well as informal training in Formative Assessment for California Teachers (FACT) and mentoring practices.

Participating teachers take part in a minimum of three benchmark meetings with program leadership each year. Interviews with program leadership indicated these provide opportunities for participating teachers to receive feedback on their progress towards attainment of all program requirements. In addition, the induction program clerk also maintains a separate tracking system of information and indicated that information about late assignments was emailed to candidates or support providers when appropriate.

A FACT rubric is used to self-assess candidates' progress and for program leadership to make a final assessment of the participating teacher's demonstration of application. Review of portfolios and interviews with program leadership confirmed this document is used consistently.

A review of evidence demonstrated that the program has a process in place for notifying candidates who are completing FACT documents in an “unsatisfactory” manner. When a candidate fails to meet performance expectations, the program staff contacts the participating teacher and advises them of the improvements that are necessary. Participating teachers then have an opportunity to resubmit their documents for an additional review. In addition, interviews with site administrators verified that they are notified if a candidate is not making significant progress towards completion of the credential requirements.

Review of collected evidence indicated there are adequate checks and balances in place for the completion process and qualified members of the program are assigned and available to advise

applicants and candidates. The Induction Evidence Portfolio serves as compilation of professional growth in relation to state-adopted academic content standards, the CSTP and completion of professional credential.

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.

The induction program partnership has designed and implemented a program that regularly assesses the sequence of field-based experiences for their participating teachers to develop and demonstrate their knowledge and skills to support all students effectively so that P-12 students meet state-adopted academic standards. The program utilizes the FACT system to support the participating teacher's growth along the *Continuum of Teaching Practice* over a two-year period. Completed FACT documentation was found in participant portfolios showing that participants develop their practice over the course of four performance-based, job-embedded modules designed to collect evidence of growth and provide opportunities for ongoing self-assessment.

A thorough review of Accountability Logs verified that support providers, who are expected to meet with candidates for approximately four hours per month, are doing so. Interviews with first- and second-year participating teachers indicated a high level of satisfaction with assistance from the program personnel, including the program director and liaison, as well as support providers.

The candidates are employees of Duarte and Temple City School Districts. As agreed in the Memorandum of Understanding with each district, the personnel department, superintendent and/or principal ensure candidates are placed in the appropriate teaching assignment in order to demonstrate the knowledge and skills required for the attainment of a clear credential. This was confirmed through both site administrator and support provider interviews.

The program director from Temple City and the liaison from Duarte are responsible for the selection of support providers that takes place through an annual hiring process. Interviews with site administrators and support providers confirmed that applicants must be experienced teachers who are recommended by a current site administrator. Applicants participate in an interview process prior to final selection.

Interviews with participating teachers and support providers confirmed that field-based experiences around the issues of diversity are supported and guided by the FACT system. The selection of focus students within the context of the formative assessment provides a number of opportunities for participating teachers to understand and address the issues of diversity. The opportunities are included in the Context for Teaching and Learning Conversation Guide and the Focus Student Selection materials.

In addition, review of program training materials, sign in sheets and documentation showed that participating teachers further explore the issues of diversity, along with research based strategies for improving student learning, during monthly induction after-school specials.

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

Standard 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.

Participating teachers 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.

Participating teachers in the Duarte-Temple City induction program work with support providers using the FACT system, where participating teachers use a plan, teach, reflect, apply cycle. The purpose of the formative assessment and inquiry process is to determine and document improved teaching practices and student achievement. Participating teachers identify growth goals for their Individualized Induction Plan (IIP) and relevant professional development experiences from an array of options from the district, school site and induction after-school specials. The completion of the FACT modules, IIPs with relevant professional development experiences, evidence of completion documents and exit interviews demonstrated the professional knowledge and skills necessary to educate and effectively support students in meeting the state adopted content standards as outlined in the induction standards content for pedagogy and universal access.

Candidate competency was confirmed by interviews with the support providers, completers and participating teachers, examination of induction binders, induction completion documents and the exit interview process for Year 2 participating teachers.

The program leaders confirmed participating teachers submit induction binders to the induction program staff. Reviewers, the Core Leadership Team, use a FACT rubric to determine the final binder completion decision. The program reported that if an item is missing or inadequate from the checklist, the binder or specific document is returned for additional work.

As a final step in determining candidate competency for Year 2 participating teachers, each participates in an exit interview. The exit interview questions focus on four areas: teacher's growth, student growth and evidence from the Induction Portfolio (FACT) binder, and future professional development opportunities. In 2011-2012, program staff began scoring participating

teachers' responses using an exit interview scoring rubric. Participating teachers scoring a three or higher have met this criterion. Completed exit interview scoring rubrics were found for the three, Year 2 teachers for 2011-2012.

If a candidate is having difficulty meeting the program requirements, then the support provider and the participating teacher meet more frequently to assure all criteria is completed. The program document notes as evidence, in an Memorandum of Understanding (MOU), participating teachers unable to complete the program during the two year period may request an extension in writing and may be charged a fee for additional time in the program.

Temple City Unified School District General Education (MS/SS) Induction

Program Design

The Duarte-Temple City BTSA Induction Program reports incorporating a purposeful, logically - sequenced structure of extended preparation using the Formative Assessment for California Teachers (FACT) system. The program provides support to new teachers as they enter the teaching profession by focusing on improving the educational performance of students through better classroom instruction and improved teacher training. The hope is that the support received will lead to higher student achievement for all students in each district, especially students that are culturally, linguistically and academically diverse. Through interviews with the Duarte Liaison, the Temple City Program Director, participating teachers and completers, evidence of a purposeful, logically sequenced structure including Individual Induction Plans, (IIP), relevant professional development, FACT modules, benchmark meetings and portfolio review was confirmed.

Interviews with participating teachers and completers verified the bridge from theory learned in the participating teacher's preliminary preparation program to application through the formative assessment process as valuable. The FACT system is designed to focus on the California Standards for the Teaching Profession (CSTP), induction program standards and the K-12 California academic content standards.

During the formative assessment process, participating teachers self-assess using the formative assessment and program-developed tools such as the evidence of application document. This document captures individual teacher reflection on pedagogy for Year 1 participants and universal access for Year 2 participants. IIPs are written with support providers to determine growth goals. Participating teachers then select and attend relevant professional development that aligns with the work at their site and induction. Each of the eleven participating teachers interviewed felt the IIP and professional development chosen to meet the IIP goals was individualized for their interests and the needs of their students. Interviews and evidence collected in the binders confirmed the formative assessment and inquiry process as demonstration and documentation of improved teaching practice. Participating teachers praised the pacing and organization of the induction process. Monthly afterschool special meetings were used to introduce and discuss FACT documents for each module, followed by meetings between support providers and participating teachers used to reflect and discuss the modules in the context of each teacher's classroom.

Through interviews with induction program leadership, the team confirmed they meet twice a year with the Advisory Committee to monitor and review the effectiveness of the General Education (MS/SS) Induction Program. The Advisory Committee also reviews formative and summative program evaluation data, discusses important updates that impact the program, reviews current research related to induction and makes recommendations for program improvement. The Advisory Committee is comprised of site administrators (1-DUSD, 1-TCUSD), teachers' union leadership, (1-DUSD, 1-TCUSD), support providers (1DUSD, 1-TCUSD), participating teachers (1-DUSD, 1-TCUSD), and an institute of higher learning representative. The Core Leadership Team, comprised of the Temple City Assistant Superintendent of Instructional Services, the Duarte Assistant Superintendent of Educational

Services, induction program director, and induction liaison meet monthly to collaborate and check-in on the progress of participating teachers and support providers.

Each respective district works with its human resources department that informs the induction program leadership of the new participating teachers that have been hired. Once candidates are hired, they complete an intake form which is reviewed by the Personnel Department and credential analysts within each district and signed by the induction candidate.

Communication within the Duarte –Temple induction consortium has three components: first, the induction program leadership and Advisory Committee meetings; second, communication with site administrators; and third, communication with participating teachers through monthly meetings, check-ins and the district websites. Collaboration between the core leadership happens monthly both formally and informally.

Program modifications reflect a change in Program Director in fall of 2010 in Temple City and two consecutive changes in the liaison position for the 2010-2011 and 2011-2012 school years at Duarte.

Support providers and participating teachers confirmed feedback is shared at the close of each monthly meeting. Participating teachers, completers, and site administrators felt the program leadership to be open and readily available to answer questions. An example of the program responsiveness to participating teacher feedback was the prompt uploading of FACT tools to the district website. Another example of program responsiveness was shared by a Year 1 teacher sharing her concerns about her support provider. She was able to discuss the matter with the program director, felt she was heard, and left with a better understanding of the induction process and work with her support provider.

Participating teachers voiced the individual, periodic benchmark meetings throughout the year to monitor, support, and assess the completion of the induction program requirements as valuable throughout the process. These benchmark meetings provided feedback to the induction program director and liaison about the level of participation and next steps needed for participants. Completers stated they were constantly given feedback as to the progress of their induction experience.

The induction leadership provides training to site administrators at the beginning of each year to ensure communication of site goals and induction goals are aligned. Periodically throughout the school year, the induction leadership meets with site administrators individually or at district administrator meetings in order to monitor the new teachers' development, as well as to keep them apprised of the induction program's progress in reaching stated goals. Site administrators reported appreciation for the on-going dialogue regarding their participating teacher's progress.

Course of Study

Structure of coursework and field experiences in the credential program follows a logically sequenced structure that takes place over a two-year period. The program reports the Year 1 focus as Standard Five: Pedagogy and Year 2 focus as Standard Six: Universal Access. Interviews with completers, participating teachers and program staff verified Year 1 and Year 2 to be similar

in addressing English learners and special education students, but views the second year as a deeper use of this reflection process with different tools.

The Duarte – Temple City induction program utilizes the FACT system to scaffold and guide participating teachers through induction. As participating teachers move through the FACT system, they work with their support providers to develop an IIP with goals based on the CSTP. Completers and participating teachers found this to be a highlight of the program. They stated that the relevant professional development opportunities, veteran teacher observations, informal and formal feedback and FACT activities were aligned with the students' needs. Completers and participating teachers found a direct connection to their classrooms which improved their teaching skills and student achievement.

Participating teachers and completers are made aware of program requirements in a number of ways. Clarity of program requirements is evident to participating teachers and support providers through the MOU for each. Participating teachers attend a New Teacher Academy for both years one and two, which outlines the expectations. Support providers meet weekly with participating teachers and are consistently focusing on induction requirements as well as individual needs. This is documented in the Accountability Logs. Individual and periodic check-ins between support providers and their participating teachers provides feedback of progress made toward induction requirements. Induction completion documents, portfolio review rubrics and exit interview questions are all clearly articulated to stakeholders.

During interviews with participating teachers, each noted the FACT system as the scaffold for work in critical areas expanding on examples of how specific tools had aided in their understanding of pedagogy, equity, teaching English learners and special population students. A Year 2 participating teacher and a program completer noted the reflection process of plan-teach-reflect and apply, is now embedded in their daily practice.

During interviews with program leadership it was revealed that all support provider training is done through the after school special meetings held collaboratively with the participating teachers. Support providers reported receiving an overview to the program. The program leadership reported embedding best practice ideas around observations skills into one of the after school special sessions because they noted that assistance in this area seemed warranted. A new support provider reported receiving one-on-one advice around observation protocol but not any extensive training. The depth and complexity of knowledge required to be a support provider involves additional ongoing professional training. Program leadership has indicated a desire to include more support provider training in the future.

Candidate Competence

Candidates collect evidence of their thinking and growth as classroom teachers in the induction portfolio including the development of IIP, that guide the completion of all program requirements. Using the FACT modules, which embed induction standards five and six as their criterion, coaches support participating teachers in their fieldwork. Interviews with completers confirmed portfolio review, and evidence of application and exit interviews as the means of demonstrating increased skills and practices within their classrooms. During the exit interviews,

participating teachers are asked to share their reflection of induction standards through the evidence of application document.

After participating teachers submit their induction portfolio, induction program staff review the portfolios using a FACT rubric to determine all documentation is included. Currently, program leadership is completing the initial check of the documentation and the portfolio final review for this school year, noting the limited time for clerical support. The program reported that if an item is missing from the checklist, then the binder or specific document is returned for revision with guidance and support offered. Participating teachers are notified of their portfolio status by a letter from the induction leadership. It was reported that processes related to documentation of the FACT rubric information were inconsistent during the leadership transition.

At the conclusion of Year 2, participating teachers take part in an exit interview. The exit interview questions focus on four areas: teacher's growth, student growth, evidence from the induction portfolio and future professional development goals. In 2011-2012, program staff began scoring the exit interview process using a scoring rubric.

Findings on Standards:

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

Standard 3: Support Providers and Professional Development Providers

Program Standard 3 states that support providers "... receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles."

An initial overview of the program was offered to support providers at the beginning of the year. Program Leadership and interviews confirmed that support providers received side-by-side training on the formative assessment tools with their participating teachers. Additional training has not been offered for a few years related to specific mentoring skills. The team found this standard to be **Met with Concerns**.