

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

Professional Services Division

**February 2011
Overview of this Report**

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This agenda report includes the findings of the accreditation visit conducted at Fremont 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	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Induction Clear Credential	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: Fremont Unified School District

Dates of Visit: January 30 – February 2, 2011

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, support providers, participating teachers, completers, and Advisory Board 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 the 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 was provided for the BTSA Induction Program. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The CTC team found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) Notebooks, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' association representation, Institutes of Higher Education representatives, support providers, participating teachers, completers, and Advisory Board 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**.

(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.
- Fremont Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Fremont Unified School District continues 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: **Elizabeth Morris**
California Baptist University

Advanced/Services Programs Cluster: **Kathy Hansen**
Kern County Superintendent of Schools

Staff to the Accreditation Team: **Lisa Danielson**
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Documents Reviewed

Agendas and Newsletters	Schedule for Program Events
Common Standards Report	Communication Documents
Candidate Files	Advisement Documents
Induction Handbook	Selection Criteria, Applications & Nominations
Follow-up Survey Results	Professional Development Providers
Needs Analysis Results	Support Providers
Program Assessment Feedback	Program Budget Plan
Biennial Report Feedback	Participating Teacher Completion Data
Formative Assessment (FACT) Notebooks	

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	14	10	24
Completers	7	7	14
Employers – Site Administrators	18	7	25
Institutional Administration	5	3	8
Program Coordinators	2		2
Faculty/Professional Development Providers	6	3	9
Field Supervisors – Support Providers	9	10	19
Advisory Board Members	16	7	23
Advisors – Program Staff	4	3	7
Credential Analysts and Human Resources	1	1	2
		TOTAL	133

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

Fremont Unified School District is located in Fremont, California, which can be found on the southeast side of the San Francisco Bay. With a population of 213,000 and 92 square miles, Fremont is the fourth most populous city in the Bay Area and the fifth largest in California. Fremont is the closest Alameda County city to the Silicon Valley, and often is associated with it.

The district provides educational opportunities to approximately 32,000 students in grades K-12, in 42 schools: 29 elementary, 5 middle, 5 comprehensive high schools, one of each ROP, continuation, and adult schools. The district is rich in diversity, and boasts about its thriving international community. The largest ethnic groups are represented as follows: Asian, 50%; Hispanic, 14%; African-American, 5%; and White, 21%.

Currently, the district is not a Program Improvement district and has one elementary school in Program Improvement. There are no schools identified as in need of a School Assistance Intervention Team (SAIT).

The Fremont Unified School District employs over 3,000 employees, nearly half of whom are teachers, and it is governed by a five-person school board of education. The new superintendent is committed to progressing student academic success, and is leading the district in its focus: Educate—High Standards; Challenge—Great Expectations; Inspire—Bright Futures.

Education Unit

The Fremont Unified School District BTSA Induction Program, a single district program, has provided BTSA support to the teachers of Fremont Unified School District since the late 1990s and became an approved BTSA Induction Program in 2003.

The program had a total of 52 participating teachers complete the program in the 2009-2010 school year, three of whom participated in the Early Completion Option. During the 2010-2011 school year, the program has 53 participating teachers and two Early Completion Option teachers. 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 five participating teachers per each non-classroom based support provider.

Members of the program leadership include the Director of Elementary Education and BTSA Induction, the BTSA Induction Coordinator, and the BTSA Induction Secretary. The program is housed within the Instructional Services Department.

Table 1
Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
Induction	52	53	CTC

The Visit

The visit began at noon on Sunday, January 30, 2011. The team members convened at the hotel on Sunday afternoon 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 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 other pertinent information for the visit. A team meeting was held that first night where the team reviewed each Common Standard—at the sentence level—and the team identified what additional information was needed to confirm the program was meeting standards. Interviews of stakeholder groups began on Monday, and concluded late into the afternoon on Tuesday to accommodate classroom teacher schedules. On Tuesday morning, a Mid-Visit Report was presented to the Assistant Superintendent of Instructional Services and program leadership. Final consensus was reached on all standards on Tuesday evening. Team members read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership was held on Wednesday, February 2, at 10:45 a.m. and a presentation of findings for invited guests was held the same day at 1:00 p.m.

Common Standards

Standard 1: Educational Leadership

Standard 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 Fremont Unified School District BTSA Induction Program aligns its induction program goals 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 program directors, Advisory Board members, and district level administrators and site administrators, confirm 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 Fremont Unified School District BTSA 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 BTSA 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. Advisory Board members—representatives from an array of stakeholder groups including district level departments, school sites, county offices, institutions of higher education, teachers' association, support providers, and participating teachers—substantiate that they are involved in providing input for program design, professional development, and review of participating teacher completion. Additionally, Advisory Board 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 denotes that program leadership is well-positioned within the district and maintains the authority needed to represent the interest 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, program newsletters, 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 they 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. One participating teacher revealed, "...I was very afraid of the possibility of redundancy, but I was pleasantly surprised."

The Fremont Unified School District 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 throughout the year is provided by the BTSA Induction Coordinator. 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

Standard 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 indicate that the Fremont Unified School District BTSA Induction Program has an assessment system for ongoing program evaluation and improvement. The program contracts with an outside evaluator (Sinclair Research Group, SRG) to analyze state survey and internal data relating to participating teachers, support providers, district and site administrators, and various program staff. Internal program assessment is also evident with the informal program evaluations of professional development and the use of FACT for participating teacher evaluation of their teaching practice.

Data is collected and analyzed throughout the school year. The formal evaluation feedback from the state and SRG, and the informal feedback from professional development seminars are used to construct the program design changes for the subsequent year. After interviews with the Advisory Board, 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 was also evident that professional development was based upon the needs and/or weaknesses identified through the unit assessment.

Biennial reports, conversations with program staff and advisory board 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 new knowledge of application to teaching and learning are considered by careful analysis of the data established by monthly activity logs, participating teacher's formative assessment (the IIP), feedback from surveys, and participating teachers and support providers. After a

comprehensive review, it is evident the commitment to a quality program that is based upon the needs of the participating teacher, is the focus of all stakeholders.

Standard 3: Resources

Standard 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 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 sources that support the Fremont Unified School District Induction Program draw from the state allocation, the School and Library Improvement Block Grant (SLIBG), Title II funding and district general funds. Additional program components are supported through the district, such as Induction Standards professional development seminars, teacher release days, the BTSA Induction Coordinator salary, and support provider stipends. The budget also verified that funds are allocated for clerical support for daily operation of the program.

The Director of Elementary Education facilitates the program with one full time release teacher-on-assignment who serves as a coordinator for the program. Interviews confirmed 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 are also given \$200 each year (Year 1 and Year 2) to use for supplies and classroom needs.

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 professional books, videos, and DVD's all based on current research-based instructional information and strategies.

Human resources confirmed that participating teachers begin with the credential analyst who makes the recommendation for induction. Once in the system, the program coordinator takes the responsibility of supporting the participating teacher by working with site administration to assign a support provider, conducting quick visits, 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 is evident the scope of work for the Director of Elementary Education (as BTSA 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 BTSA Advisory Board, School Board, and other district departments, and communicating with cluster leadership are all part of a process that is in place to determine resources needs.

Standard 4: Faculty and Instructional Personnel

Standard 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 that 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 also submit an application that verifies required knowledge of the teaching profession.

Through the application process, professional development providers show an applied knowledge of academic state standards and performance levels for students, curriculum frameworks, accountability systems, *California Standards for the Teaching Profession* (CSTP), adult learning theory, and demonstration of presentation/facilitation skills and group processes. All support providers are required to have participated in staff development on the state-adopted academic content standards and content standards and frameworks, in addition to training in their formative assessment model, FACT. Evidence demonstrates 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 Handbook, at FACT days, and through monthly newsletters.

Interviews supported the existence of an opportunity for all participating teachers and support providers to participate in an introductory session of *Guided Language Acquisition Development* (GLAD) and have the opportunity to attend the full training if desired. Participating teachers are required, due to district goals, to also include Service-Learning projects in their delivery of the curriculum.

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 planning, teaching, reflection, and application. 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 Advisory Board for the BTSA Induction Program consists of a variety of individuals that represent colleagues and members of the professional community. This board meets twice a year, with three meetings this year due to the CTC accreditation visit. Interviews with board members and review of meeting documents indicate 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 monthly as well as the opportunity for release days to observe or attend outside training. Leaders of the induction program and individuals who provide professional development for the induction program are themselves supported with professional development as well.

Professional development providers are evaluated through a survey process with the attendees. The results are shared with the provider in order to allow for improvement and best fit for the program. Participating teachers complete an evaluation of the effectiveness of the support provider. This instrument is used to enable knowledgeable planning for support providers professional development and the placement and/or retention of support providers.

Standard 5: Admission

Standard 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.

The Fremont Unified School District BTSA Induction Program collaborates with the Human Resources credentials analyst to ensure eligibility and placement of participating teachers into the program. The Human Resources credentials analyst reviews credentials, transcripts, and previous induction documentation for placement of participating teachers into the Fremont Unified School District BTSA Induction Program. An initial Credential Information Sheet is shared with and signed by each participating teacher to ensure accurate documentation of information.

Interviews with Human Resources staff and directors stressed the importance of hiring only the most qualified teachers for positions in the Fremont Unified School District. Potential candidates can be notified through participation in job fairs and access to EdJoin. Additionally,

the superintendent's belief in equity and diversity is seen by the staff and directors as a significant factor in the success of the Induction Program.

The Induction staff assures that the Human Resources staff receives training and ongoing support based on the CTC requirements. Data regarding professional credential requirements are recorded on each participating teacher's induction transcript in a shared database with Human Resources. This data is shared at mid-year and end-of-the-year reviews held with the BTSA Induction Coordinator. Regular meetings are held between Human Resources and induction staff to discuss outcomes of program effectiveness.

Standard 6: Advice and Assistance

Standard 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.

Induction staff works collaboratively with Human Resources personnel in advising participating teachers of their credential completion and professional development requirements. Upon hiring, participating teachers sign a Credential Information Sheet which indicates they are eligible 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, and eligibility requirements/criteria for early completion are outlined in the Induction Handbook.

To guide the participating teacher's attainment of all program requirements, the induction staff informs participating teachers of attendance at a mandatory orientation meeting to review program requirements, documents with an overview of the *Formative Assessment for California Teachers* (FACT). 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. In addition, individual assistance is provided by the BTSA Induction Coordinator at FACT days and throughout the year, as needed. The induction staff reviews each monthly activity log to see if additional support is needed. Participating teachers may apply for an extended induction period due to extenuating circumstances and is granted on a case by case basis. A step by step process is in place for an extension application.

Each participating teacher has the responsibility to collect evidence of practice as outlined by the completion of FACT. A verification of completion, signed by the support provider, is submitted to the induction office and is entered into the database. Review of the collected evidence indicates there are many checks and balances in place for the completion process.

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 Fremont Unified School District BTSA Induction Program employs the FACT system, which provides a comprehensive approach for participating teachers to demonstrate application of the knowledge they acquired in their preliminary credential program. Review of participating teacher induction portfolios showed that the participating teachers engage in the plan, teach, reflect, and apply cycle through focused, job-embedded activities designed to help the teacher understand his/her classroom context, assess his/her teaching, create an inquiry of his/her practice, and reflect upon his/her journey as an educator. 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 clearly designed process for the selection of support providers and works closely with site administrators in that process. Review of support provider applications revealed a range of program requirements and the degree to which the support provider meets those requirements. Each application included a nomination from the site principal with additional input for the optimum support provider/participating teacher match. Inasmuch as there is a partnership in selection, it was clear that the induction program leadership maintains the last say in this process to ensure participating teacher success. State Survey data reveal that the match between participating teachers and support providers was important to participating teachers and was supported by the program. Lastly, the *BTSA Induction Handbook, 2010-2011* outlines a protocol for requesting a different support provider in the event it is needed.

Review of professional development options, participating teacher portfolios, and interviews with support providers and participating teachers demonstrated that the program provides opportunities to understand and address issues of diversity. Support providers and participating teachers attend a myriad of professional development events such as *Guided Language Acquisition and Development* (GLAD) training, and Service-Learning. Components of the FACT system offer participating teachers to apply lessons learned and reflect upon their practice as it relates to equity for all.

Standard 8: District-Employed Supervisors

NA for BTSA Induction

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.

Findings

Participating teachers in the Fremont Unified School District Induction Program attend a program orientation where they begin to understand the requirements to earn their clear credential. Review of program documents and participating teacher portfolios, and interviews of all stakeholder groups, reveal the program requirements to earn one's 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 *Individual Induction Plan* (IIP). Program leadership has a clearly defined process for examining and monitoring participating teachers' application of the CSTP, BTSA Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. 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, as well as throughout the year by the BTSA Induction Coordinator. To ensure accuracy of records, participating teacher information is maintained in an electronic database to which both the induction program and Human Resources has access. 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.

BTSA Induction Program

Findings on Standards

Program Design

The Fremont Unified School District BTSA Induction Program incorporates a purposeful structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students as well as retain high quality teachers. The intensive two year sequenced program of preparation is formulated on an inquiry-based formative assessment system, built upon the *California Standards for the Teaching Profession* (CSTP). In addition to the *Formative Assessment for California Teachers* (FACT) system, the Fremont Unified School District BTSA Induction Program provides individual support from a qualified support provider, professional development opportunities, observations of other teachers, and additional appropriate support as indicated by the participating teachers' *Individual Induction Plan* (IIP). Interviews with participating teachers verified they put into practice the learning from their preliminary preparation program along with the plan, teach, reflect, and apply the cycle of inquiry. Throughout the process they self-assess, foster development on best teaching practices, and reflect upon those practices through the lens of student learning. Action plans are formulated by participating teachers through their formative assessment procedures, specifically the *Individual Induction Plan* (IIP) to apply the principles, concepts, and pedagogical practices. The teaching of English learners and special population students is embedded across the participating teacher practice. Application of the state adopted academic content standards and performance levels for all students is demonstrated by the participating teachers as they create a healthy environment for student learning, support equity and diversity, and use technology to advance student learning. Interviews with participating teachers and support providers indicated that the reflective practices implemented within the FACT process cemented best teaching practices, made them better teachers, and the professional development opportunities provided helped with the application of knowledge in their classrooms. Advisory Board members reported that teachers are collaboratively teaching and the district has a 98% retention rate of their participating teachers.

A professional and educational community is established through continual communication and regular collaboration by the Fremont Unified School District BTSA Induction Program with partner school district personnel, Human Resources staff, and site administrators. Induction staff has established links to local teacher preparation programs ensuring a seamless transition from teacher preparation to induction. Participating teachers reported that induction has given them the opportunity to apply the pedagogical theory acquired during teacher preparation programs without redundancy. They stated also that reflection has allowed them to recognize best practices in their delivery and how important it has been to analyze student data for future planning and implementation. District leaders from the departments of Pupil Services, Assessment and Instructional Materials, Federal and State Projects, Secondary Education, and Elementary Education, the Fremont Unified District Teachers' Association, participating teachers and support providers, along with a member from a local institutions of higher education, serve on the BTSA Induction Advisory Board where members indicated that their strongest asset was collaboration in building a professional educational community of learners. During the tri-annual meetings, members of the advisory board also provide input for program improvement based on analyzed program data.

Course of Study: Curriculum & Field Experience

The Fremont Unified School District BTSA Induction Program offers professional development opportunities by trained presenters who are selected, prepared, and assigned to work with participating teachers and support providers based on their background expertise, and ability to teach the CSTP. The BTSA Induction Coordinator receives on-going professional development ensuring a knowledgeable grasp of the program, is fully trained in formative assessment, and adult learning theory, as well as ongoing training in all aspects of the BTSA Induction Program. Support providers receive training in formative assessment, mentoring, the CSTP, and training for effective induction program practices. They attend a mandatory program orientation and follow-up professional development throughout the year. The program provides professional development for support providers to develop the knowledge and skills required to assist their participating teachers in the completion of the induction program.

The Fremont Unified School District BTSA Induction Program uses the *Formative Assessment for California Teachers* (FACT) system for participating teachers. The series of FACT assessment modules focus teachers on a plan teach, reflect, and apply (PTRA) cycle which underlies all activities in the FACT system. As participating teachers progress through each of the FACT modules, Context for Teaching and Learning, Assessment of Teaching and Learning, Inquiry into Teaching and Learning, and Summary of Teaching and Learning, they follow a delineated cycle of:

- Planning for instructional activities
- Teaching specific lessons or a series of lessons, and/or groups of students
- Reflecting upon that teaching experience; and
- Applying new knowledge to future practice.

FACT activities are compared against the six standards of the *California Standards for the Teaching Profession* (CSTP), representing in a comprehensive manner the knowledge, skills, and abilities possessed by an accomplished teacher. Interviews with participating teachers confirmed reflection on their practice using multiple measures that include observations, norms of inquiry, collaboration with colleagues, data-driven dialogue, and reflective conversations to improve student learning. Participating teachers have multiple opportunities to learn and demonstrate their knowledge, understanding, and application of the CSTP over a two year period. Review of the participating teachers' *Individual Induction Plans* (IIP) contained a CSTP growth goal that assists the participating teacher and support provider to prepare a plan for professional learning, a step-by-step implementation plan which includes evidence, resources, and a completion date. The IIP guided the direction for professional development in at least one content area of focus.

Evidence of teaching practice, such as demonstration of BTSA Induction Standards work and student work samples, is collected over the two year induction period. Participating teachers' teaching practice is measured against the *Continuum of Teaching Practice* (CTP) enabling the participating teachers and support providers to collaboratively look at growth and practice over time. Document reviews of the Fremont CSTP Interest survey, taken by the participating teachers at the end of the year, informs the program design of professional development opportunities at the district level. The data identifies areas of strengths, interests, and needs in the context of their teaching assignment and is used to improve the induction program on an

ongoing basis. In regards to the training sessions on how to embed the CSTP into everyday teaching practice, interviewed participating teachers stated that their every need was met by these sessions. They also stated that they knew their voices were heard and were able to gain more strategies for teaching through these professional development opportunities.

Candidate Competence

To guide the participating teachers' attainment of all program requirements, participating teachers are informed by the Induction staff at orientations and induction seminars about the formative assessment process and the components that allow for self-assessment throughout the two year induction process. Review of the Fremont Unified School District Induction Program documents shows that they maintain records for participating teachers and note completion on a database transcript created for each participating teacher. Throughout the program, participating teachers are given formative feedback by the induction staff regarding progress at mid-year and end-of-the-year transcript reviews. Monthly activity logs documenting the progress of participating teachers are reviewed by the induction staff to see if additional support is needed for program completion. Interviews with participating teachers and support providers provided consistent evidence that participating teachers are knowledgeable of their assessments and meet with support providers to collaborate on assessment results. Support providers reported that only when it is clear that the formative assessment documents adequately address Induction Standards 5 and 6 do they verify results for completion documentation. At the end of year two, an Induction Review Panel conducts exit interviews with participating teachers, reviews all Induction activities completed under each standard and matches evidence against a completion form.

Within the formative assessment process, participating teachers have many opportunities to demonstrate knowledge of student growth and development by creating lessons plans with appropriate accommodations and modifications to support students' needs. Following observations, participating teachers collaboratively meet with support teachers to discuss and assess their actual teaching practice and use of instructional strategies as reflected by participating teacher's lesson development and delivery. Participating teachers reflect and self assess on their practice on the FACT conversation guides and the Continuum of Teaching Practice against all elements of the six CSTP throughout the formative assessment process. Additionally, induction staff conducts "Quick Visits" on each participating teacher to ensure ongoing connection of practice with the CSTP. Review of program documents and participating teachers' portfolios of experience verify that self assessment is documented throughout FACT on the Continuum of Teaching Practice (CTP) and conversation guides.

Findings on Program 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' union representation, support providers, participating teachers, completers, and Advisory Board members, the team determined that all program standards are fully met for the Fremont Unified School District BTSA Induction Program.