

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Rialto Unified School District
February 2011**

Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at Rialto Unified School District. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Major Stipulations** is made for the institution.

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

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

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	6	6		

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: Rialto Unified School District

Dates of Visit: January 30–February 2, 2011

Accreditation Team

Recommendation: Accreditation with Major Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of the Common Standards narrative; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, program completers, and local school personnel; along with additional information requested from program leadership during the visit. The team believes 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 team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Programs to determine if the Standards were met, met with concerns or not met. The team found that Common Standard 1: Educational Leadership; Standard 3: Resources and Standard 4: Faculty, are **Met with Concerns**. Common Standard 2: Unit and Program Assessment and Evaluation, is **Not Met**. The team determined that all other 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 General Education (Multiple Subject and Single Subject) Induction Programs. Following the discussion the team determined if the standards were met, met with concerns or not met. The team found that all of the General Education Induction Program Standards are **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the findings that one Common Standard is Not Met, three are Met with Concerns and all General Education (Multiple Subject and Single Subject) Induction Program Standards are Met, the team unanimously recommends a decision of **Accreditation with Major Stipulations**.

Following are the Stipulations:

1. That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations.
2. That the institution provide evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication and lines of authority and responsibility.
3. That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, completers and stakeholders. The system must demonstrate the potential for assuring continuous program improvement.
4. That the institution provide evidence that the program receives sufficient resources to allow for effective operation. The resources must enable the program to effectively operate in terms of coordination and program development.
5. That the institution provide evidence that all faculty are provided with opportunities for professional development.

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

Advanced Teaching Credentials

General Education (MS and SS) Induction Program

Staff recommends that:

- The institution's response to the Preconditions be accepted.
- Rialto 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.
- That Rialto Unified School District not be allowed to offer new credential programs until the stipulations have been removed by the COA.

Accreditation Team

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Common Standards Cluster: **Nikol Baker**
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Judith Washburn
California State University, Los Angeles

Advanced/Teaching Programs Cluster: **Sharon Weight**
Campbell Union School District

Staff to the Visit **Marilynn Fairgood, Consultant**

Documents Reviewed

Common Standards Narrative	Biennial Report Response
Program Assessment Preliminary Report of Findings	Induction Program Budget
Program Information Booklet	FACT Data
Advisement Documents	e-Chalk System
Faculty Vitae	Professional Development Website
Schedule of Classes/Professional Development Activities	

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	19	9	28
Completers	6	3	9
Employers	4	3	7
Institutional Administration	5	1	6
Program Coordinators	2	1	3
Faculty		3	3
FACT Coordinator			
Advisors	4		4
Field Supervisors – Program (Support Providers)	2	2	4
Fiscal	3		3
Credential Analysts and Staff	3		3
Advisory Board Members	1		1
Total			98

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 Rialto Unified School District lies in the western portion of the San Bernardino Valley. Rialto is 60 miles to the east of Los Angeles and 103 miles north of San Diego. Comprised of 18 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school and a community day school, Rialto Unified School District offers instruction on both traditional and year-round schedules.

The mission of the Rialto Unified School District is to maximize student academic, social, and cultural development so that graduates can apply acquired knowledge and skills to live meaningful and productive lives in a democratic society. District demographic information for 2009-2010 shows that Rialto Unified School District is a demographically diverse urban district serving approximately 28,000 students. The student population includes 73% Hispanic or Latino students, 31% English Learners and 76% of students qualify for free or reduced-price meals. Ninety-seven percent of all teachers are NCLB Highly Qualified with 0.7% on emergency permits and 0.1% serving on certification waivers.

Rialto Unified School District is a Federal Program Improvement District (Title I) making progress toward exiting. RUSD reports that positive trends in student attendance, graduation rate and academic proficiency are occurring and that the District continues to progress under the new District leadership.

Over the past year, 168 faculty and staff retired from the District. More than ninety of the retirees were administrators, including the former Executive Director of the Rialto General Education (Multiple Subject and Single Subject) Induction Programs. The current Superintendent has been in place for the past two years and most of the administrative staff is serving in interim positions. It was the Superintendent's decision to establish the Professional Development Center so that all teachers in Rialto Unified School District could be provided professional development opportunities.

Education Unit

Rialto Unified School District offers a General Education (Multiple Subject and Single Subject) Induction Programs. The program is housed in the Professional Development Center of the District's Educational Services Division.

The mission of the Rialto Unified Induction Program is to provide a highly-qualified, highly-prepared and highly competent teacher for each student in the Rialto Unified School District. Candidates experience a rigorous and relevant Induction program which focuses on new teacher development and formative assessment. Each candidate is matched with an experienced and knowledgeable support provider who conducts mentoring and support throughout the Formative Assessment for California Teachers System (FACT).

The research-based FACT system asks the candidate to demonstrate his or her practice through the Plan-Teach-Reflect-Apply cycle along with inquiry and reflection which allows the teacher to implement personal action research in his or her classroom. At the conclusion of the Induction program, the district recommends candidates for their clear credential.

In Spring 2010, the Executive Director and program secretary who had administered the Rialto Induction Programs for the past four years retired. As of fall 2010, a new Senior Director, along with new Induction staff, were assigned to oversee the Rialto Induction Program.

The Assistant Superintendent of Educational Services supervises the Senior Director of the Professional Development Center who is responsible for the day-to-day administration of the Induction Program. The Senior Director is supported by three program coordinators, a program secretary and a professional development staff. Currently, Rialto has one full-time support provider and two extended-day support providers serving 45 candidates.

In 2009-2010, twenty-three candidates were recommended for Clear Multiple and Single Subject credentials. Due to the severe budget crisis that California is currently experiencing, Rialto Unified has reduced its teacher workforce each year for the past three years. Consequently, few elementary teachers have been hired. This has also caused a reduction in the number of support providers hired in the past two years. For the 2010-11 school year, one Rialto Induction candidate is an elementary teacher; the other 44 serve at the secondary level. Table 1 below summarizes the number of General Education (MS and SS) Induction Program candidates.

**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 Reviewing Programs
General Education (MS and SS) Induction Programs	Advanced	23	45	CTC

The Visit

The Rialto site visit team included three team members and a team lead. During the week prior to the visit, team members engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and to develop questions for Rialto constituent group representatives. Team members were reminded that the conversation was confidential and to place all accreditation documents in a secure location until the visit.

On Sunday, the team met at the hotel and was transported to the Rialto Professional Development Center where they were met by institutional representatives who welcomed the team and provided an introduction to the team’s evidence room. Document review and interviews were conducted beginning on Sunday and continued through Tuesday. On Tuesday morning, the Team Lead and Commission consultant presented the Mid-Visit Status Report to the Assistant Superintendent of Educational Services and the Senior Director of the General Education Induction Programs. On Tuesday afternoon and evening, the team met to discuss all standards. Following dinner, the team continued their deliberations. Consensus was reached on all standard findings and an accreditation recommendation was made. The institutional report out was held at 10:00 a.m. on Wednesday morning.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Rialto Unified School District General Education Induction Program, in alignment with the California Department of Education (CDE) and the California Commission on Teacher Credentialing, (CTC) implements a research-based Induction Program. Rialto's program utilizes the state developed Formative Assessment for California Teachers (FACT) system, which has been formulated from current research and practice as it relates to new teacher development and formative assessment. Through the FACT system, candidates deepen their understanding and application of the state-adopted academic content standards and curriculum frameworks.

Due to the high number of retirements, many administrative positions at Rialto Unified School District have been newly assigned. The Induction Program director was appointed within the past six months. The team found no evidence of a research-based vision; however, the team was advised through an interview that the director is currently developing a vision for the program.

Through document review and interviews with program administration, faculty, and Professional Development Center (PDC) Advisory Council members, the team determined that the Induction Program staff facilitates workshops, works one-on-one with candidates and oversees the work of Extended-Day support providers. The organization, coordination, and governance of the professional preparation program is under development due to recent personnel and institutional changes. Although the team found through interviews that there was a Professional Development Center Advisory Council, evidence of regularly calendared Professional Development Center Advisory Council meetings was not found.

Overseen by the Assistant Superintendent of Educational Services, the Senior Director of Professional Development designs and oversees the budget, ensures compliance and implementation of all components of the program to meet all the standards, and supervises the coordinators, full-time support provider and the program secretary. Interviews and documentation indicate the Senior Director works collaboratively with Professional Development Coordinators and the full-time support provider to develop professional development opportunities to embed best practices as they relate to the CSTP, Induction Program Standards, and state-adopted academic content standards.

An interview with the Senior Director of Personnel and a Credential Analyst provided evidence that the unit implements and monitors the credential recommendation process. Candidates attend an advisement session to receive the requirements necessary for completion of the program to clear their credential. Progress monitoring occurs with mid-year Induction Portfolio checks

conducted by Induction Program staff. All components of the program are reviewed using the Module Completion Forms. The Rialto BTSA Portability Document ensures candidates have completed all modules of FACT and have met Induction program requirements. Upon successfully passing the yearly reviews, candidates are recommended for their clear credential.

Rationale for Standard Finding

A research based vision for the unit has not been articulated. Candidates and Induction faculty stated in interviews that confusion exists as to the roles and responsibilities of the day-to-day operation of the unit. The full-time support provider is responsible for program implementation as well as support for 45 candidates and provides five expert forum professional development meetings during the year. The team found no evidence that stakeholders are actively involved in the organization, coordination, and governance of the Induction programs.

Standard 2: Unit and Program Assessment and Evaluation

Not Met

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

A document review and interviews with program staff and candidates indicate that the Rialto Induction Program has a process for collecting data on program and unit evaluation and improvement. Documentation was provided regarding the collection of evidence, however, evidence of analysis and resulting program and unit evaluation and improvement was not found.

Data on candidate and program completers are collected and analyzed. These data include the State Survey of Program Effectiveness, Individual Induction Plans (IIPs) and local mid- and end-of-year binder checks. Program effectiveness data are captured in professional seminar evaluations. However, evidence of analysis and resulting program improvement was not evident. The full-time support provider reports using observation data and responses to the IIP to assist candidates with their teaching performance. The full-time support provider also reports using feedback from conferences, observations and IIPs to make modifications in the sequence of delivery of the Expert Forums as defined by program Standards. Evidence to support this, however, was not provided.

The relationship between candidate performance data and program improvement is unclear. The team found it difficult to link candidate assessments to program strengths, weaknesses, or program improvement.

Rationale for Standard Finding

The team found no evidence that the education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. Evidence that the system analyzes and utilizes data on candidate and program completer performance and unit operations was also missing. Ongoing and comprehensive data collection related to program effectiveness and program improvement was not evident.

Standard 3: Resources

Met with Concerns

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.

The budget, provided at the site visit, is built on the Teacher Credentialing Block Grant (Tier III) and district in-kind resources such as Title I, Title II and PAR funds which are used to support the professional development of all RUSD teachers. Interviews revealed that a portion of the 2010-2011 BTSA Tier III funding was reallocated for other educational purposes. The team found that there is a budget process in place and that the BTSA Induction budget was approved to support 25 candidates at the beginning of the year, however, 45 candidates are participating in the program. During the Mid-Visit Status Report, the team requested evidence of the process that is used to submit a revised budget that requests additional resources to be used in support of the increased number of candidates. Program leadership indicated that there is a process but the documentation presented did not adequately address this issue.

The site visit provided the opportunity for team members to view the new Professional Development Center (PDC), a modern facility in which the program operates in conjunction with district Professional Development Coordinators. The team found evidence that the Induction Program staff (Senior Director, program secretary, one full-time support provider) work in conjunction with Professional Development Coordinators to identify the professional development needs of candidates.

Adequate personnel services are provided to the program to determine eligibility and to file for the credential upon completion. This work is done by Personnel Services with the support of the Induction Program Staff. Induction Program Staff and Professional Development Coordinators contribute to the curriculum, instruction, and professional development for candidates as verified by interviews, agendas and calendared dates. However, sufficient resources were not found to be consistently allocated for the effective coordination of the credential program. Consistent coordination of assessment management was not evident.

In addition to the collaboration with Professional Development Coordinators, the Induction program partners with the Educational Services department for professional development related to healthy environments, special populations, data analysis, and English Language learners. Candidates have access to eChalk online resources, BTSA Induction Handbook and the District website that includes a calendar of activities. Interviews with candidates and program completers indicated a high degree of satisfaction with the level of support provided by the full-time support provider. Through interviews with candidates and unit administration the team found that the full-time support provider serves 45 candidates and concurrently coordinates five expert forum professional development meetings. Unit administration reports their intention to add an additional full-time support provider in March 2011.

Rationale for Standard Finding

The team found no evidence of a budget revision process which allows for consistent allocation of resources to meet program needs. There is no evidence of sufficient resources for coordination of the program and assessment management.

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.

Review of vitae confirms that Induction program faculty and Professional Development Coordinators are qualified. Faculty includes a full-time release support provider and two Extended-Day support providers who provide the field-based support for all candidates.

Through review of vita, the review also found that Professional Development Coordinators are qualified to demonstrate and model expertise in universal access, pedagogy, Professional Learning Communities, FACT, technology, and research-based instructional technologies.

Through the online tool eChalk, the full-time release support provider develops reflective questions pertaining to effective teaching practices that provide universal access to the curriculum and are unbiased for all students, which in turn provide strategies to candidates for working with students who exhibit different learning styles, and students with various strengths, interests, needs, and abilities. Additionally, support providers assist candidates in acquiring sensitivity to students with special needs, students who speak a second language, and students who may experience alternative lifestyles as required by the Induction standards.

The support providers, through the support provider application process, have been identified as having a thorough grasp of standards, frameworks, and the accountability system that is driving the curriculum at Rialto Unified School District.

The Senior Director and/or Induction Program staff attends BTSA Cluster 4 and 6 meetings and FACT trainings offered during the year. The Cluster meetings are designed to include relevant college and/or universities as well as area program directors and staff. The Professional Development Center Advisory Council consists of the Assistant Superintendent of Educational Services, an Area Director, three site principals (one elementary, one middle and one high), Rialto Education Association president, five at-large association members, two classified employees, two parent representatives, one student representative, the Senior Directors of Educational Services, and the Senior Director of Professional Development. The committee

meets to review district professional development needs as well as to provide collaboration and advisement to the Induction program. Representatives from local institutions of higher education are invited to participate on this committee.

The Senior Director evaluates the full-time support provider, using non-teaching certificated evaluation language in the negotiated teacher contract that states that, providing they have received satisfactory evaluations in previous years, they be evaluated every other year. The full-time support provider is required to write yearly goals and year-end self evaluations. The Senior Director periodically meets with the full-time support provider to discuss progress of candidates. Extended-day support providers are monitored by the Senior Director and Induction Program staff. Their logs and completion paperwork are checked by the Senior Director for evidence of candidate progress.

Rationale for Standard Finding

The team found no evidence of support for Induction faculty development. A calendar of support provider meetings was provided. The team could find no evidence that confirms that the meetings occur or opportunities for faculty development exist.

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.

A review of the evidence, Rialto Unified School District Board Policy and candidate application forms, indicate that candidates are hired based on non-discriminatory practices. Data from interviews with principals and the Senior Director of Personnel indicate that candidates are screened, interviewed and recommended for hire by site administrators using a Rialto Unified School District Interview/Data Gathering instrument. District credential analysts ensure that each newly hired candidate holds or is eligible for all appropriate credentials and authorizations. All candidates fill out the BTSA Induction Eligibility form.

Principal interview data indicate that multiple measures are used to screen candidates and support candidates from diverse populations. The Assistant Superintendent of Educational Services reported that a review of candidates' education and experience are considered in hiring decisions in an effort to encourage and support applicants from diverse populations.

Interviews with the credential analyst and principals as well as a review of the documentation in the FACT system indicate that candidates have appropriate pre-professional experiences and personal characteristics.

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.

Interviews and documentation indicate that Rialto Unified School District Personnel Services staff works closely with BTSA Induction staff to determine program eligibility. General Education Induction Program candidates are identified and requirements for admission, participation, and completion of the program are communicated to the candidates. Personnel Services and Induction Program personnel work together to insure that candidates possess qualifications for program participation using the BTSA Induction Program Eligibility Form.

Candidates and completer interviews revealed that the program conducts advisement sessions with candidates within the first two weeks of the school year. Program and credential information is also available through the Participating Teacher Handbook and the District's eChalk online system.

Support and assistance to candidates regarding their progress in the Induction Program is provided through several avenues. Support providers are responsible for documenting progress within the formative assessment elements in FACT. The Completion Record verifies completion of the formative assessment elements. Support providers provide support and assistance through all phases of the formative assessment system. An Extension Request process is in place for candidates who may need additional time to complete requirements due to extenuating circumstances.

The FACT formative assessment system is evidence-based. Performance is assessed through the *CSTP Continuum of Teaching Practice* and the Induction Program Standards self-assessments. Candidate progress and performance is monitored through candidate reflections, weekly support provider/candidate reflective conversations, student work analysis as part of the Inquiry process, and Completion Record documents. The mid- and end-of-year check of FACT formative assessment completion supports advisement and assistance.

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 Rialto General Education Induction Programs use FACT in a planned sequence of experiences designed to provide opportunities for candidates to demonstrate the application of the CSTP standards, Induction Program standards, and state-adopted content standards. The *CSTP Continuum of Teaching Practice* criteria are used to evaluate candidate professional growth over the course of the two-year induction program. The state BTSA Survey, professional development evaluations, Expert Forum evaluations, and a mid-year survey are used to regularly evaluate progress in the program components.

The Rialto Induction Programs have criteria in place for the selection of full-time release support providers and Extended-Day support providers. A job description and application process with criteria is in place to ensure that effective support providers are employed.

FACT provides experiences for candidates to demonstrate understanding of issues of diversity in the form of formative assessment activities, professional development sessions and workshops, and the assistance and guidance of trained and qualified support providers. Principals interviewed also stated that they work with support providers to provide candidates with site-based expert teachers as needed. FACT provides a logically sequenced structure of actions to focus the candidate's growth on planning instructional experiences, assessing student learning, creating equitable and effective learning environments, and reflecting on professional growth. The after-school Induction Program Expert Forums are logically sequenced to support candidate instructional needs throughout the year and enable candidates to meet the requirements of Induction Program Standards 5: Pedagogy and 6: Universal Access: Equity for all Students. Interviews with Professional Development Coordinators identified additional District professional development opportunities in pedagogy, universal access, and technology available to candidates as choice options to support the requirements of the action research of their inquiry. In addition, District Professional Development Coordinators interviewed stated that demonstration lessons with classroom follow-ups are available.

Standard 9: Assessment of Candidate Competence

Met

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

The Rialto Induction Program provides multiple opportunities for candidates to demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. These opportunities are captured in the FACT system. Evidence indicates professional development offerings are designed to assist the candidates in their efforts to apply and demonstrate the professional knowledge and skills necessary to educate and effectively support students in meeting the state-adopted academic standards.

Candidates collect evidence to support their completion of the Induction program requirements in a BTSA Participating Teacher FACT binder. After completion of each module, candidates are given a completion form. The BTSA Participating Teacher FACT binders are collected and reviewed by Induction program faculty to determine whether the candidate completed all program requirements.

Rialto Unified School District BTSA Induction

Program Design

The Rialto General Education Induction Program is overseen by the Assistant Superintendent of Educational Services. The Senior Director of Professional Development provides the day-to-day leadership of the program. The Induction Program staff consists of three coordinators for professional development who support professional development for all District teachers as well as Induction candidates, one full-time support provider and a program secretary. The full-time support provider facilitates Induction workshops, works one-on-one with candidates and acts as a liaison with extended-day support providers. Extended-Day support providers are teachers who receive a stipend to work after school hours with one or more candidates and may also assist in facilitating seminars. Credential analysts in Personnel Services work with the Senior Director and program secretary to determine candidate eligibility for program entry upon hiring.

During 2008-2009 the Rialto Induction Program's assessment system transitioned from using the California Formative Assessment and Support System for Teachers (CFASST) to the Formative Assessment for California Teachers (FACT). Full implementation of FACT began in 2009-2010.

The Induction Program centers on the California Standards for the Teaching Profession (CSTP), the State P-12 Student Content Standards, the state-adopted Curriculum Frameworks, and Induction Program Standards 5: Pedagogy and 6: Universal Access: Equity for all Students. The program uses the State-approved Formative Assessment for California Teachers (FACT) components which include a focus on standards (CSTP, Induction Program Standards, Academic Content Standards), criteria (CSTP Continuum of Teaching Practice, Induction Program Standards Self-Assessment) and Evidence of Teaching Practice (inquiry, lesson plans, student work analysis, support provider observation and feedback, reflection).

An individual induction plan must be in place for each candidate and is based on an ongoing assessment of the development of the candidate. Rialto's Induction programs utilize activities and benchmarks as part of the FACT system that encourage candidates to become reflective, questioning teachers who strive to improve their teaching practice.

The Senior Director is invited to sit on advisory committees and/or to join discussion groups for teacher preparation at local institutions of higher education in order to better facilitate the transition from teacher preparation to induction. Several times a year Induction Program faculty meets with other induction program members from BTSA Cluster 4 and Cluster 6. Also invited to these regional meetings are representatives from local institutions of higher education. Articulation opportunities between the institutions of higher education and the induction program occur during these meetings. Topics for discussion include review of the teacher preparation components, the commonality of content and standards and the ways that induction programs build upon and provide opportunities for demonstration and application of pedagogical knowledge and skills acquired in the preliminary credential program.

Course of Study

Following the selection and training, support providers are assigned to eligible teachers within two weeks of the program's receipt of a candidate's Induction Program Eligibility Form. The Eligibility Form is a document that is completed by the candidate in Personnel Services at the

time of hire. It gives the Induction Program information on his or her teaching experience, credentials, grade level and school site.

As candidates move through the FACT system, they work with their support provider to develop, teach and discuss lesson plans. They also explore best-practice strategies for equity, English Language learners, and special population students. The candidate must demonstrate proficiency in technology and classroom management. Through the use of observation, inquiry, reflection and the writing and practice of an Individual Induction Plan, the candidate shows application in the classroom beyond the learning that took place in their preparation program.

In FACT Module A: Context for Teaching and Learning, candidates learn about their teaching environment and the resources and challenges it offers them and their students. With a support provider, candidates discuss prompts focused on their classroom, school, district, and community. The information gathered will guide classroom decision-making and help identify areas for professional growth. FACT supports and informs candidates about their professional growth through reflection with their support provider.

During FACT Module B: Initial Assessment of Teaching and Learning, candidates consider their prior knowledge and skills gained from teacher preparation, their current context for teaching, and evidence gathered in a classroom observation of the candidate by a trained support provider. During the informal observation, the support provider gathers evidence based upon the California Standards for the Teaching Profession (CSTP). The initial assessment helps candidates gather evidence for their initial self-assessment on the Continuum of Teaching Practice. Candidates then use the assessment information to identify strengths and areas for growth which will be used in subsequent inquiries of teaching practice.

Through FACT Module C: Inquiry Into Teaching and Learning, candidates use an Individual Induction Plan to develop an area of focus, a focus question about their teaching practice, determine the CSTP elements to be addressed and determine the measurable student performance outcome for the inquiry. They then examine research related to their focus question, develop an action plan, implement that action plan, reflect on collected evidence, and apply new learning to future practice. This inquiry-based system guides and informs candidates about their own professional growth.

The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The IIP is a professional growth plan that details the steps a candidate will take to reach a professional goal based on the CSTP and assessed needs and documented through evidence of the teaching practice. The IIP is the foundation for the Inquiry, and is updated regularly throughout the Inquiry process.

The FACT Module D: Summary of Teaching and Learning is a holistic reflection on teaching through a review of the Assessment of Teaching and Learning, Context for Teaching and Learning, and Inquiry into Teaching and Learning Modules.

This reflection captures the candidate's progress related to the *California Standards for the Teaching Profession*, the state-adopted academic content standards for students, and the *Induction Program Standards*.

The Induction Program staff collaborates with coordinators and senior directors in Educational Services, Student Services, English Learners, Risk Management, Health Services and Educational Safety and Security regarding curricular and instructional priorities. They collaboratively plan, coordinate and provide training offered to the candidates to meet credential completion requirements. The Senior Director and Induction Program staff monitor candidates' progress through the FACT elements, record seminar attendance, provide one-on-one support provider meetings, and conduct mid-year and end-of-year binder reviews.

Candidate Competence

Candidates are told about induction requirements during an advisement session held within the first two weeks of school. The candidate receives a handbook and information about the District eChalk group page. Each contain all information regarding credentialing requirements, suggested timelines, specific activities and required training dates that will lead to the completion of requirements for the Professional Clear Credential. It also describes participant and program responsibilities, the process to verify completion of requirements, and procedures for requesting an extension of the induction timeline. Late hires are advised of their requirements and responsibilities by Induction Program staff.

When candidates complete all of the induction program requirements, which include completion of FACT formative assessment elements, attendance at seminars, participation in program evaluation, and ongoing collaboration with their support provider, they present a collection of evidence to a full-time support provider. When completion requirements are verified, candidates receive from BTSA a SB 2042 Induction Completion Record Summary and their Portability Document. The District Personnel Services issue a Verification of Completion Form 41-Induction to support their application for the professional clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and support providers, the team determined that all program Standards for the Multiple and Single Subject Induction Programs are **Met**.