

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Anaheim Union High School District

Professional Services Division June 24, 2011

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Anaheim Union High 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 (not applicable)	NA		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	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
- Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Anaheim Union High School District

Dates of Visit: May 2 – May 5, 2011

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional site visit documentation; additional supporting documents available during the visit; interviews with program leadership, district administrators, school site administrators, credential analysts, support providers, participating teachers, completers, lesson design specialists, advisory board and leadership team members; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the eight Common Standards and determined whether the standard was met, not met, or met with concerns. The Commission on Teacher Credentialing (CTC) accreditation site visit team found that all eight Common Standards were **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 the discussion of program review, 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) portfolios, and interviews with program leadership, district administrators, school site administrators, credential analysts, teachers' association representative, institutes of higher education representative, support providers, participating teachers, completers, lesson design specialists, advisory board and leadership team members. Due to the finding that all Common Standards were "Met," and all Program Standards were "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: Multiple/Single Subject General Education Induction

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Anaheim Union High School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Anaheim Union High 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: **Shirley Bell**
San Jose Unified School District

Common Standards Cluster: **Adora Fisher**
Cupertino Union Elementary School District

Advanced/Services Programs Cluster: **Barbara Howard**
Riverside County Office of Education

Staff to the Accreditation Team: **Lisa Danielson**
El Dorado County Office of Education

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

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates			36	36
Completers			14	14
Employers – Site Administrators	7			7
Institutional Administration	2			2
Program Coordinators	3			3
Faculty/Professional Development Providers	8	7	10	25
Field Supervisors – Support providers		23		23
Advisory Board Members		7		7
Advisors – Program Staff	2			2
Credential Analysts and Human Resources	3			3
TOTAL				122

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 Anaheim Union High School District is located within Orange County in southern California. The district covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma and Stanton. The students, who speak 46 different languages in their homes, attend 20 campuses and come from five feeder elementary districts.

Founded in 1898, the Anaheim Union High School District has a student population of approximately 32,000. Their population makes it one of the largest high school districts in the state, with an average daily-attendance rate of 31,000 students. Anaheim Union High School District employs approximately 1,300 teachers.

The district is rich in diversity, and embraces their diverse student population. The largest ethnic groups are represented as follows: Hispanic, 63.9%; White, 15.46%; and Asian, 11.88%.

Currently, the district is a Program Improvement district and will be moving into corrective action for the 2011-2012 school year. With their focus on the Lesson Design Specialists and long term English learners they have been able to make significant growth on their API score. This year, 12 schools increased their APIs by double digits, with the district posting the highest API gain in Orange County. The growth English learners have exhibited at the junior high level indicates a reduction in the achievement gap.

Education Unit

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

The program had a total of 23 participating teachers complete the program in the 2009-2010 school year, two of whom participated in the Early Completion Option. During the 2010-2011 school year, the program has 31 participating teachers. The program provides support providers on a one to one ratio along with the support provided by the Lesson Design Specialist.

Members of the program leadership include the program director and two retired teachers who serve as BTSA induction specialists. The program is located within the Human Resources Department with collaborative oversight by education services.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
Induction	Advanced	23	31	CTC

The Visit

The visit began at noon on Monday, May 2, 2011. The team members convened at the hotel on Monday afternoon for the initial meeting for review of the accreditation process and roles and

responsibilities of team members. 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 time in the afternoon reviewing program documents, data, and other pertinent information for the visit. The first round of interviews with Support providers and Participating teachers occurred before the team left the site. A team meeting was held that first night. Interviews of stakeholder groups continued on Tuesday and concluded late into the afternoon on Wednesday to accommodate classroom teacher schedules. On Wednesday, a Mid-Visit Report was presented to the Program Director and Induction Specialists. Final consensus on all Common Standards and confirmation of implementation of Program Standards was met on Wednesday evening. The Presentation of Findings for Program Leadership was held on Thursday, May 4, at 11.30 A.M. and a Presentation of Findings for Invited Guests was held the same day.

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

Anaheim Union High School District implements a research-based vision for educator preparation that is responsive to *California Standards for the Teaching Profession* (CSTP), state academic content standards and performance levels for students, curriculum frameworks, and Induction Standards. The Induction Program vision is driven by the philosophy that retention of successful teachers is the direct result of the support and training they receive as new teachers. Interviews affirmed the program staff creates and implements an induction program that is an integral part of supporting the district mission and vision focused on employee development from induction to retirement, student learning, and community engagement.

Through documentation review, as well as interviews with stakeholders, the team confirmed the induction program facilitates participating teacher and support provider workshops that are useful and valued by program participants. The program staff relies on leadership team members who are Formative Assessment for California Teachers (FACT) trainers and support providers to facilitate monthly meetings for participating teachers and support providers and to provide participants with clarification on processes within FACT.

The program staff consists of an induction coordinator and two induction specialists who organize and coordinate the implementation of the program. Evidence substantiated the staff provides program governance. Although program staff considers input from the Leadership

Team members who serve as liaisons between other support providers and the program staff, decision making clearly resides with the induction staff.

Anaheim Union High School District gives authority to the program coordinator in the design and implementation of the induction program. The coordinator is authorized to oversee and manage the entire scope of the induction program, including personnel and resources. Interviews clearly delineated support that permeates throughout district structures for participating teachers. Site administrators understand their responsibilities to participating teachers to include such things as providing time to work with support providers, to plan lessons, and to observe peers; provide flexibility to minimize extra duties; and providing a day-to-day mentor on campus when the assigned support provider teaches at a different campus than the participating teacher.

During credential reviews with participating teachers twice each year, the BTSA staff is able to monitor the progress of each participating teacher and to provide documented feedback regarding the progress of each participating teachers. Participating teachers meet with a member of the staff to ensure that all program requirements has been completed. A determination is made as to whether the participating teacher has fully met the requirements or needs further documentation. Once all documentation has been verified, the participating teacher receives a verification of completion form indicating they have met all requirements. Interviews with credential analysts confirmed only participating teachers who meet all program requirements are recommended for a 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 leaders and review of local assessment documentation indicate that the education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The reviewers examined local assessments such as the Support Provider Effectiveness Survey, the support provider and participating teachers monthly Activity Logs, mini-conference evaluations, monthly meeting attendance logs, teacher retention surveys and FACT Portfolio documents. Interviews with the coordinator and induction specialists confirmed data from these documents is collected on an ongoing basis and the program leaders meet monthly to analyze the information and look for trends. The program leaders also confirmed that they compare local assessment data to state survey data to identify correlations and improvements.

Induction specialists and support provider interviews confirmed that the system collects and uses data on candidate and program completer performance and unit operations in making program decisions and changes. The induction specialist explained that information from the support provider effectiveness survey is important in making changes to the support provider/participating teacher relationship model as needed. Mid and end of year portfolio reviews are used to determine participating teachers' next steps to help improve their practice, as

well as determining end of year program completion. Professional development evaluations are used to identify trends in participating teachers professional development needs. Support providers interviewed revealed they use documentation of FACT modules and participating teacher IIPs to work with teachers on improving their teaching practice and implementing the *Plan-Teach-Reflect-Apply* cycle of inquiry.

Program leaders indicated they assess all components of the program comprehensively, collecting both anecdotal and standardized data related to candidate qualifications, proficiencies and competence, as well as program effectiveness, and use the data for improvement purposes. As an example, the program leaders referred the reviewers to components of the state survey and the trends determined from the IIPs and the portfolio reviews. The program leaders used this information to add additional mini-conferences around classroom management and differentiation and to increase face time between support providers and participating teachers.

The program's comprehensive data collection and assessment also includes collaboration between the coordinator and the human resources credentials analysts. Their interviews and documentation indicated that the program uses the *New Teacher Information Program Placement Form* to ensure candidate qualifications for program eligibility. Documentation and interviews with induction specialists and support providers confirmed that one-on-one reviews of FACT documents and artifacts determines candidate completion, proficiencies, and competence while state and local assessments provide information on program effectiveness. The program leaders indicated they analyze all assessment and evaluation data to use for improvement purposes at their monthly meetings.

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 Anaheim Union High School District leadership expressed strong commitment and support to employee development that is exemplified in the district's fiscal support of the Induction program. The Teacher Credentialing Block Grant funding is made available to the unit and, according to interviews, will continue to be allocated in spite of looming budget cuts to other district programs.

The coordinator facilitates the program, reporting to both the human resources and education departments. Two retired teachers, induction specialists, provide the day-to-day program operation with the assistance of an administrative assistant. Interviews of the induction staff, advisory board and leadership team confirmed the program is integrated into professional development offered by other departments and initiatives in the district in addition to professional development the program provides specific for FACT and other induction specific topics.

Individual participating teacher needs drive the allocation for materials and personnel within the program. The budgets reflect allocations that include such support as admission procedures, advisement, curriculum, professional development opportunities, instructional materials, information resources, instructional experiences, supervision and guidance, as well as assessment management. Interviews with participating teachers, support providers, professional developers, and other stakeholders indicated a high degree of satisfaction with support provided by the staff.

Adequate personnel services are provided to the program to determine eligibility and to complete the recommendation process. Interviews with the credential analysts confirmed their role in referring eligible candidates to the induction program and in recommending for clear credentials those participating teachers who meet completion requirements.

The coordinator works collaboratively with the assistant superintendent of human resources, district and site leadership personnel, and varied stakeholders to consistently allocate fiscal, material, and personnel resources to ensure all program standards are met. Individual participating teacher needs drive the allocation for materials and personnel within the program.

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.
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Findings

Evidence and interviews indicated qualified persons are employed and assigned to support new teachers in field-based and clinical experiences and provide professional development. Program leaders, professional development providers and support providers are selected using multiple criteria embedded in a process which includes an application, resumé, recommendations, interviews, observations and evaluations.

Interviews with support providers and professional development providers confirm they have current knowledge in the content they teach. Training provided by the program on the Continuum of Teaching Practice reinforces the support provider and professional developers’ understanding of the context of public schooling and frames best instructional practices in teaching and learning. Interviews with support providers indicated they receive training and professional development around adult learning theory and current best professional practices in teaching and learning. Evidence and interviews corroborate the collaboration amongst support providers and ongoing professional development in the form of monthly meetings.

The superintendent made clear the district is aware that its teaching staff is currently not reflective of the diverse student population served and, the district continues to make efforts to

recruit and hire staff representative of its student population. All program leaders, professional development providers and support providers hold a valid California clear teaching credential and have demonstrated through classroom application and evaluations an applied knowledge of academic state standards and performance levels for students, curriculum frameworks, accountability systems and the California Standards for the Teaching Profession.

Interviews with Lesson Design Specialists, participating teachers and support providers provided evidence that all program personnel have access to each individual Lesson Design Specialist on site. The Lesson Design Specialists provide Sheltered Instruction Observation Protocol (SIOP) training to facilitate high quality instruction for diverse populations in content area teaching and learning. Participating teachers are required to join a lesson design cohort at their school site and to receive ongoing coaching and support in delivering instruction for English learners and special populations.

Stakeholders indicated regular and ongoing collaboration in some capacity throughout the district or with other educational organizations outside of the district. Support providers collaborate regularly at monthly meetings and interact with professional development providers and program leaders as needed. The coordinator consistently attends Cluster Regional BTSA Induction Director meetings and attends collaboration meetings with Institutions of Higher Education throughout the year. In addition, selected professional developers attend cluster and/or regional FACT trainings.

Through participating teacher conversations, support provider effectiveness surveys and professional development evaluations, the program regularly assesses and identifies excellence in performance of program personnel and retains only those who are consistently effective.

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.

Findings

The Anaheim Union High School District admits applicants on the basis of well-defined admission criteria and procedures, including the Commission-adopted requirement of a preliminary teaching credential. The team was able to verify through interviews that the induction program collaborates with the human resources credentials analysts to ensure eligibility and proper placement of participating teachers into the program, along with recommending participating teachers for a clear credential. Interview evidence indicated that during the hiring process, potential program participants are informed of program criteria, procedures and state requirements. After screening, the credential analyst sends the *Program Placement Form* to the induction office where final eligibility is confirmed. Interviews and program evidence confirmed the induction specialists are well qualified and trained to provide advice and assistance on eligibility to new hires as well as to provide information about the induction program and the requirements to obtain a clear credential.

The superintendent shared a belief in equity and diversity and the importance of working toward a staff that reflects the diversity of their student enrollment. She attributes their 90% retention rate of participating teachers to personal characteristics and desire to work with the district's diverse student population. In addition, the district has a partnership with California State University, Fullerton's *Urban Teaching and Learning Partnership*, from which they recruit prospective teachers who are screened for professional reflective practice, cultural competence, and a positive disposition toward working in urban schools.

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.

Findings

Qualified members of the Anaheim Union High School District are assigned and available to advise participating teachers about their academic, professional and personal development. Evidence demonstrates that credential analysts meet initially with every teacher applicant to complete the new teacher placement form. Credential analysts complete the program recommendation section of the form, attach a copy of the preliminary credential, and submit the paperwork to the induction specialists.

Participating teachers attend orientation to receive a thorough explanation of all requirements for program participation and completion as well as a hard copy *Letter of Intent* that fully describes participation and completion requirements. In interviews, participating teachers verified they were informed of program completion requirements. Support providers and participating teachers verified in interviews that program staff are extremely supportive, available and easily accessible to assist with any program needs.

To guide participating teacher's attainment of all program requirements, the induction specialists have designed several components of support for on-going advisement and assistance. Each participating teacher meets with an induction specialist twice each year to review FACT documents and evidence related the *California Standards of the Teaching Profession*. The induction specialists provide each participating teacher with feedback related to FACT completion. A calibrated system of portfolio assessment guides advisement and assistance efforts.

The induction specialists also monitor professional development attendance and completion requirements. Participating teachers receive email notification of missing professional development requirements and are simultaneously provided with alternative ways to meet the requirement. Interviews and evidence corroborated that regular notifications are sent to both participating teachers and support providers. The unit provides support and assistance throughout the participating teacher experience. Interviewees were very complimentary of the support provided to them by program staff.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The Anaheim Union High School District implements the Formative Assessment for California Teachers (FACT) system, which provides a planned sequence of field-based and clinical experiences. The program particularly values the *Plan-Teach-Reflect-Apply* process with reflection of teaching practice assessed by the *California Standards for the Teaching Profession*. Documentation and interviews with participating teachers verify that with the guidance of their support provider, these experiences help them further develop their teaching practice and provide opportunities to demonstrate knowledge and skills necessary to educate and support all students effectively.

The program has a clearly defined process for selecting program leaders, support providers, and professional development providers that includes applications, resumés, recommendations, interviews, observations and evaluations. Program personnel collaborate regularly through emails, newsletters, staff, leadership team members, cluster regional and state meetings. Support providers and professional development providers meet monthly to collaborate around the needs of participating teachers. The majority of support providers have been involved in the induction program since the inception 11 years ago. Interviews confirmed the value placed on the program in developing teacher leaders, 20% of whom have become site administrators in the district.

Through review of professional development requirements, participating teacher portfolios, and interviews with program leaders and support providers, the reviewers were able to confirm the program requires training, follow-up and coaching regarding issues of diversity. Participating teachers are required to attend lesson design professional development, which includes Sheltered Instruction Observation Protocol (SIOP) training. Teachers also receive coaching and follow-up training at their school sites around the SIOP model.

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.

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

The Anaheim Union School District provides multiple opportunities for participating teachers to know and demonstrate knowledge and skills to effectively teach and support all students in meeting academic content standards. Participants begin their understanding of program completion requirements when they attend an orientation meeting in September. During orientation, participants receive a *Letter of Intent* that outlines program expectations including completing FACT modules, meeting regularly with a support provider, attending 90% of participating teacher and support provider meetings, participating in the lesson design program, and attending professional development related to their *Individual Induction Plan*. Review of evidence and interviews reveal a consistent implementation of participating teachers demonstrating knowledge and skills necessary to educate and support all students.

Participating Teachers collect evidence for Commission-adopted competency requirements through the FACT system. The induction specialists calibrate their expectations for completion by conducting one portfolio review together prior to meeting twice a year with each participating teacher. During portfolio reviews, induction specialists review documents, evidence collected, provide feedback, and monitor completion requirements. Progress and completion of FACT are tracked on an No Carbon Required (NCR) paper; the program retains a copy and gives a copy to the participating teacher. Interviews confirmed only participants who have completed all competency requirements are issued a 41-Induction form, verifying the participant has completed the induction program.

BTSA Induction Program

Findings on Standards

Program Design

The Human Resources Division administers Anaheim Union High School District's Induction Program. The induction coordinator leads the program with the support of two part-time BTSA Induction Specialists. These three individuals comprise the program leadership and governance. Each of these leaders has been involved in induction for more than a decade. The current leadership team has extensive programmatic history.

The superintendent and assistant superintendents lend strong support to the program. They are in agreement about the importance of induction and despite very serious fiscal conditions the program continues to be strong and effective. The superintendent stated that induction is an integral part of teacher development and capacity building. The district has very high teacher retention rates, and induction is considered to be foundational for the professional expectations of teachers in the district.

BTSA Induction staff communicates regularly with participants and support providers through monthly meetings. The BTSA Induction Specialists also often communicate directly with the teachers in support of their work in the program.

The intensive two year sequenced program of preparation is designed with an inquiry-based formative assessment system built upon the *California Standards for the Teaching Profession (CSTP)*. In addition to the *Formative Assessment System for California Teachers (FACT)*, the program provides individualized support by a qualified support provider, professional development opportunities, observations of other teachers, and additional appropriate support as indicated in each participating teacher's *Individual Induction Plan (IIP)*. Participating teachers formulate IIP action plans through formative assessment procedures, as one way to focus and document application of the principles, concepts and pedagogical practices of the Induction Program Standards for Universal Access. Teaching of English Learners and Special Population students is embedded across the participating teachers' practice as was verified through interviews and documentation review.

Each participating teacher is also required to participate in the district's lesson design program intended to improve instruction for "Long Term English Learners" and special population students. This program provides an additional layer of professional development and coaching directed specifically at improving achievement of English learners and special populations. Interviews verified teachers receive extensive support and assistance serving the diverse students in the district. The coaching model embedded within the lesson design program meaningfully augments the support given to induction participants by their support providers. One induction program completer who volunteered to continue in a lesson design cohort after she participated as a program requirement stated she is grateful to have support beyond her induction years from the lesson design specialist.

Examination of FACT binders and interviews with participating teachers verified application of knowledge from their preliminary preparation program along with the *Plan-Teach- Reflect-Apply* cycle of inquiry. Throughout the process they self-assess, foster development of best teaching practices, and reflect upon those practices through the lens of student learning. A common thread among interview groups is the district’s focus on student learning. One professional developer stated, “Our district is very student centered and student focused. This is reflected in all our professional development, including BTSA.”

Course of Study

The Anaheim Union High School District sequence of coursework is primarily delivered through the support provider/participating teacher relationship. Interviews with participating teachers confirmed clarity with completion requirements. Multiple participating teachers made the comment, “I didn’t really have to worry about it, my support provider knew exactly what to do.” Participating teachers commented that workshops and mini-conferences offered throughout the year had been very helpful and practical. Program completers also indicated that these mini-conferences were extremely valuable. Overwhelmingly, participating teachers praised support providers as being the best part of the program.

Support providers involved in the program’s leadership team communicate regularly with the induction staff. District curriculum specialists provide assistance and resources as needed through regular communication with the program coordinator. Interviews of each group provided layers of evidence indicating a strong professional collaborative relationship.

The program strives to provide a job embedded FACT experience focusing on integrating various district initiatives within the work that participating teachers do. Through portfolio examinations, reviewers found evidence that inquiry action plans included information gathered from the lesson design process.

New monthly reports were developed in response to leaderships’ analysis of the previous support provider time logs. Through dialogue, program staff determined ‘time’ logs were not providing a meaningful description of the learning focused relationships between the participating teacher and support provider. Support providers complete monthly reports documenting the collaborative process between the support provider and participating teachers. Participating teachers also complete these logs periodically. These monthly reports were in evidence for examination. Program leadership assesses these documents to identify program strengths and concerns.

To guide the participating teachers’ attainment of all program requirements, participating teachers are informed by the induction staff at orientations and monthly induction meetings about the formative assessment process and the components that allow for self-assessment throughout the program. Agendas were available to corroborate this. Interviewees also verified that program completion requirements were clear.

Candidate Competence

The site visit team was asked by program assessment readers to review the evidence and implementation of participating teachers adherence to legal and ethical obligations to the full range of special populations, the communication of participating teachers with support services

and the participating teachers' implementation of lessons that maximize academic achievement for students with special needs. Interviews of current participating teachers and support providers indicate that the support and assistance provided to participating teachers includes the legal and ethical issues related to students with special needs. Evidence in FACT documentation provided by current participants provides general evidence addressing these concerns. Interviews with program completers, however, unveiled the possibility that participants had not always received support and assistance in meeting the range of obligations to students with special needs. Evidence in current FACT documents and interview data, indicates the program has addressed this question. Lesson design specialists stated in the interviews they provide instructional support and assistance for teachers working with special needs students. The lesson design program was implemented within the last two years. In interviews, teachers also indicated the professional learning communities at each site work together to address the needs of special population students.

Program leadership meets with each participant twice a year to give formative feedback regarding progress at each meeting. The induction staff use an NCR completion form to document progress.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, credential analysts, teachers' union representation, support providers, participating teachers, completers, lesson design specialists, leadership and advisory board members, the team determined that all program standards are fully met for the BTSA induction program.