

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

**Professional Services Division**

**March 2012**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Orange 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**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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	X		
9) Assessment of Candidate Competence	X		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
General Education (MS, SS) Induction	6	X		
Education Specialist Clear Induction	7	X		
Autism Spectrum Disorder Added Authorization	3	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:** Orange Unified School District

**Dates of Visit:** February 13-16, 2012

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of 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 – General Education (MS/SS) Induction

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction. 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**.

Program Standards – Clear Education Specialist Induction

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Clear Education Specialist Induction. 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**.

Program Standards – Autism Spectrum Disorder Added Authorization

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Autism Spectrum Disorder Added Authorization. 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) portfolios, Blackboard site, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' association representation, Institutes of Higher Education representatives, consulting teachers, 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**.

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

### **Advanced/Service Credentials**

- General Education (Multiple Subject/Single Subject) Induction
- Clear Education Specialist Induction
- Autism Spectrum Disorder Added Authorization

Staff recommends that:

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

### **Accreditation Team**

**Team Leader:**

**Jo Birdsell**  
National University

**Common Standards:**

**Renee Anita Elkins**  
Westside Union School District

**Program Sampling:**

**Jodi Revis**  
Elk Grove Unified School District

**Virginia Kennedy**  
California State University, Northridge

**Staff to the Accreditation Team:**

**Lisa Danielson**  
Consultant

## Documents Reviewed

Common Standards Report Program Assessment Summaries Program Assessment Feedback Biennial Report Biennial Report Feedback Professional Development Statewide Survey Data Program Completion Data	Participant Portfolios Blackboard Interactive Coursework System Advisement Documents Selection Criteria and Applications - Consulting Teachers - Program Assessors Orange Unified Overview Packet Assessor Training
---	--

## Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	20	40	<b>60</b>
Completers	11	21	<b>31</b>
Employers – Site Administrators	23	23	<b>46</b>
Institutional Administration	13	9	<b>22</b>
Program Coordinators	1	1	<b>2</b>
Faculty – Professional Development Providers	17	17	<b>34</b>
Consulting Teachers/Assessors	9	25	<b>34</b>
Advisory Board Members	29	29	<b>58</b>
Credential Analysts	1	0	<b>1</b>
			<b>288</b>

*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

Orange Unified School District is a public school district headquartered in Orange, California. Orange USD serves the cities of Orange and Villa Park, the unincorporated land of Silverado, and parts of Anaheim, Garden Grove, Santa Ana and an unpopulated area of Yorba Linda. Its student enrollment during the 20010-2011 year was 30,373 students with 2,716 Certificated and Classified employees.

The mission of Orange Unified School District is to provide a curriculum and learning environment of excellence and high expectations to provide each student with the opportunity and preparation to compete in a global economy. The language of all district stakeholders was aligned around a philosophy of “mission critical” objectives. The BTSA Induction office and the programs operated under the program coordinator were seen as meeting those objectives for student learning outcomes.

The Orange Unified School District serves a diverse PreK-12 population. The district is currently under the constraints of Program Improvement (PI) Year 3 Corrective Action, Title III Year 4 Accountability and Compliance, Monitoring, Intervention and Sanctions, Level C. These federal requirements have a significant impact on the delivery of services provided by the BTSA Induction Program in the area of professional development and support for program participants.

The program added the Education Specialist Clear Induction Credential for Mild Moderate and Moderate Severe authorization and Autism Spectrum Disorder Added Authorization during the 2010-2011 year. The program has partnered with two outside BTSA Programs (Tustin Unified School District and Placentia/Yorba Linda Unified School District) to provide Autism Spectrum Disorder Added Authorization and/or Education Specialist Mild Moderate/Moderate Severe Coursework for these programs. For serving Career Technical Education Credential candidates the OUSD Program has partnered with Sonoma County Office of Education to enroll their Career Technical Education (CTE) teachers in the CTE Program.

**Education Unit**

The Orange Unified School District BTSA Induction Program has provided BTSA support to the teachers of Orange Unified School District since the late 1990s and became an approved BTSA Induction Program in 2003.

The Orange Unified School District (OUSD) is the lead educational agency for the General Education Induction Multiple/Single Subject Induction program, Education Specialist Clear Induction Program and the Autism Spectrum Disorder Added Authorization. The OUSD Board of Education gives authority to the OUSD BTSA Induction Coordinator to design and implement the programs under the leadership of the OUSD BTSA Induction Advisory Board. The Advisory Board, which meets four times yearly, utilizes a shared decision making model that involves stakeholders from every aspect of the program including representatives from the Human Resources Division, Educational Services Division Bargaining Unit, Institutions of Higher Education and program participants to ensure that program recommendations are grounded in the needs of our candidates. This governance board utilizes program data to make recommendations to the BTSA Induction Coordinator. The BTSA Induction Coordinator utilizes recommendations from the Advisory Board to make modifications and adjustments in the oversight and management of the entire scope of the BTSA Induction Program including personnel and resources.

**Table 1  
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency or Association Reviewing Programs
General Education (Multiple Subject/Single Subject) Induction	Advanced	16	22	CTC
Education Specialist Clear Induction	Advanced	6	20	CTC
Autism Spectrum Disorder Added Authorization	Advanced	41	97	CTC

**The Visit**

The Orange Unified School District site visit team included three team members and a team lead. Two weeks prior to the visit, team members engaged in a conference call to discuss their completed Common Standards Planning Instrument, Program Summary reviews and to develop questions for Orange Unified School District constituent group representatives. The team met at the district office beginning February 13, 2012 to review documentation and interview stakeholders for 4 days. On the afternoon of the fourth day the program report was delivered to the BTSA Induction Coordinator and the OUSD stakeholders.

# 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.

The Orange Unified School District (OUSD) Beginning Teacher Support and Assessment (BTSA) Induction Program vision is based on the results of extensive research on effective, meaningful new teacher induction programs and the principles of adult learning theory. Clearly defined goals are integral components of the Orange Unified School District BTSA Induction vision. Goals are related to state, district, and site-based requirements. These goals are based on the California Standards for the Teaching Profession (CSTP), state academic content standards and performance levels for students, curriculum frameworks, and Induction Standards, which are aligned with district-wide goals and are focused on student achievement. Program goals are designed by the BTSA Induction Leadership Team and are revised, as needed, in accordance with the Induction Program Standards during BTSA Advisory Board Meetings. The 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. Evidence of this vision was articulated in interviews with a variety of stakeholder groups who noted that the district uses a “Mission Critical” process to ensure that the work of the district is focused on key areas for improvement. Professional development is focused and available throughout the district for all educators—beginning teachers, tenured teachers, administrators and others. This alignment strengthens the entire district. As one principal noted, “We can shield our new teachers from too many initiatives so they can focus on their teaching”.

OUSD determined that the needs of the teachers requiring advanced credentialing program, Education Specialist Clear Induction and Autism Spectrum Disorder Added Authorization, would best be met within the district. An analysis of capacity to effectively offer the programs was completed and it was determined that the programs would be written and implemented.

The content of programs offered within the unit is based on the needs of beginning teachers or those teachers requiring additional authorization. These needs may be identified, through the Formative Assessment for California Teachers (FACT) Initial Assessment/Self-Assessment Documents, CTC standards, and/or the OUSD Transition Plan.

In addition, OUSD offers two of their approved programs in partnership with other districts. In one partnership, OUSD has worked with a district to offer the Autism Spectrum Disorder Added Authorization (ASDAA). In another partnership, OUSD provides the Ed Specialist Clear Transition program for Level I Ed Specialist teachers. In each case, leadership of OUSD analyzed their capacity to offer the programs. Leadership set parameters for the partnerships including

yearly agreements so that if a change was needed, it could be accomplished relatively quickly. Liaisons from partnership districts are on the Advisory Board and shared their appreciation for the programs during an interview.

It was evident that the vision for the credential programs is an integral part of the district vision and goals. OUSD provides direction for and receives direction from the program leadership. As noted earlier, the alignment of the credential programs with district goals was evident in interviews with multiple stakeholder groups.

Many examples of opportunities for involvement in the organization, coordination and governance of all professional preparation programs were provided. These opportunities include: advisory groups; meetings with instructional coaches and professional development providers; surveys; training for site administrators; and preparation for the role of consulting teachers. Interviews with a variety of stakeholder groups indicated an ownership of the programs—the work of the unit belongs to everyone in OUSD. They all share responsibility for the success of beginning teachers and those studying for the added authorization.

The Assistant Superintendent, Educational Services gives authority to the BTSA Induction Program Coordinator for the design and implementation of the Induction Program. The BTSA Program leadership involves stakeholders in a shared decision making process; thereby, assuring the outcomes of these decisions are communicated to the varied stakeholders. The Program Coordinator is authorized to oversee and manage the entire scope of the BTSA Induction and ASDAA programs, including personnel and resources.

An interview with human resources staff indicated that the credential recommendation process is initiated with paperwork from the program coordinator. This paperwork includes the appropriate OUSD transcript indicating candidate competence as well as program completion and a cover letter from the program coordinator. The credential analyst then recommends for the credential with notification to the participating teacher to complete their part of the process.

## 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.

The OUSD BTSA Induction Program participates in the statewide accreditation seven year cycle administered by Commission on Teacher Credentialing. As part of that cycle, the unit has submitted and received feedback on a Biennial Report and Program Assessment document. In addition, the program has analyzed district data such as mid-year surveys for all stakeholders, Induction State Surveys, professional development feedback, and participating teacher/consulting teacher engagement data. OUSD's responses to Common Standards and interviews with the Advisory Board and Educational Services indicated that each group reviews data from multiple sources (Survey Monkey, State Survey, and Completers Survey) with the goal of moving toward improvement in needed areas. The cycle of data review and program improvement is an ongoing process.

The program has parallel processes in place to verify participation in all three programs and to provide regular feedback on meeting credential requirements. Program assessors within each program are used to provide electronic feedback on progress toward meeting standards. Advice and assistance meetings provide feedback both face to face and electronically to participating teachers on their progress toward completion. It was confirmed by site administrators that PTs are closely monitored through Blackboard Portfolios as well as CT observations and face to face meetings. Site Administrators reported serving as assessors at the end of the year PT presentation (Colloquium). In general education and education specialist programs, the PT is given a score based on a four point rubric that reflects the level of quality of their presentation, based on the CSTP as well as Induction Program Standards. In the ASDAA program, the criteria for successful completion is based on the program standards and demonstrated at the colloquium. In the words of one site administrator: "The participating teacher has a level of pride. This work is the same that they do in their classrooms. It is rigorous and reflective of a two year dialog between the site administrator and coordinator."

A review of the Biennial Report noted that it included data from all programs as well as unit effectiveness. Members of the unit, Educational Services Division, confirmed in interviews that 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.

General Education and Education Specialist programs include ongoing and comprehensive collection of data in the form of a transition plan, formative assessment through the use of FACT documents, advice and assistance meetings four times annually, and the end of year Colloquium. Assessment data is shared with the Advisory Board as well as other stakeholders and is analyzed and discussed to determine how the program may be improved or changed to better meet the standards as well as needs of candidates. Stakeholders shared instances of programmatic changes based on needs identified in collaboration with site administrators, professional development providers and program coordinator.

### 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.

The Orange Unified School District BTSA Induction Program, sponsored by the Orange Unified School District (OUSD), is part of a state network that supports participating teachers. OUSD has elected to utilize Title II Teacher Quality funds to support the implementation of all programs under the BTSA Induction umbrella. The Administrative Director of Accountability and Special Programs holds responsibility for the allocation of district categorical funds including Title II Teacher Quality Funds. The site team confirmed that annually, the BTSA Induction Coordinator works collaboratively with the Administrative Director of K-12 Curriculum to determine budgetary needs. Once budgetary needs are determined the Administrative Director of Accountability and Special Programs under the direction of the Assistant Superintendent of Educational Services ensures that BTSA Induction Programs receive priority in the budgeting and allocation of Title II Teacher Quality funds before these funds are utilized for other programmatic expenses.

Funding allocated through this process supports PTs in becoming effective and productive members of the teaching profession as measured by the California Standards for the Teaching Profession and Induction Program Standards. Funding has also been allocated to support the technical delivery of all programs.

OUSD provides a qualified BTSA Induction Coordinator who is responsible for the overall design, budget development and monitoring of all resource allocations for the program. The coordinator works collaboratively with district and site leadership personnel, and varied stakeholders to consistently allocate fiscal, material, and personnel resources to ensure all BTSA Induction Program Standards are met. The BTSA Induction Coordinator accesses the personnel services from both the Educational Services Division and Human Resources Division to ensure all clerical and credentialing program processes are aligned with the state and program guidelines. Site Administrators and the BTSA Induction Coordinator works collaboratively to ensure that program participants have the physical resources to be successful within their teaching assignment. The responsibility to provide critical program components such as: release time for observations, collaboration, and the viewing of demonstration lessons is shared by multiple stakeholders. Individual candidate needs, as identified through the formative assessment process, drive allocations for materials and personnel within the program. The resources allocated to the BTSA Induction Program reflect allocations that include support for admission procedures (Slice of Orange and point of hire services), advisement (Advice and Assistance Meetings), assessment management (on-line teacher assessment resources including credentialing), professional development opportunities and information resources, (both on-line and face to face forums as indicated by each candidate's formative assessment process),

instructional experiences, supervision, and guidance (as provided by Consulting Teachers and Practicum Supervisors).

The team noted that the BTSA Coordinator is also a CT working with 15 PTs, fewer than in the past two years. Although the coordinator is available to the PTs through a variety of communication means, it was noted that some PTs supported by the Program Coordinator would like more access to face-to-face support. Interviews with OUSD district office leadership noted that they consider the time of the BTSA Coordinator as a resource and have a process in place to determine appropriate use of that resource.

Resources are also provided for the ASDAA, which is coordinated by the BTSA Coordinator. This program is offered for OUSD teachers and teachers from one other district. There is an internal process to share information regarding the impact of the partnerships on workload. Each year, agreements are negotiated in order to ensure that OUSD resources are adequate to meet program needs. OUSD receives compensation for each out of district participant.

Interviews with a variety of stakeholder groups indicated a focus of resource alignment on “Mission Critical” issues facing the district. District leaders and administrators indicated strong support for General Education and Ed Specialist Induction as well as the ASDAA programs as part of the “Mission Critical” issues.

## 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.

In all programs, leaders, professional development providers, course instructors and consulting teachers are selected based on applications, resumes, recommendations and evaluations. Consulting teachers are hired annually with the understanding that site administrators and coordinator collaboratively base their placement decisions on district need, geography, and credential alignment. Most consulting teachers also serve in other positions within the District such as: BTSA Coordinator, Instructional Coach or Professional Development Provider. When interviewed, Professional Development Providers and Instructional Coaches mentioned that they are full time release teachers who work in a specific focus area and support teachers in that area by modeling lessons, planning, and providing training based on district and program standards and goals.

Professional development providers, instructional coaches, consulting teachers and course instructors for all programs demonstrate current knowledge of academic content standards, CSTP, pedagogical practices, and deep understanding of the context for teaching as demonstrated by the resume and/or application process. When interviewed, professional development providers, instructional coaches, CTs, and Practicum Providers in the ASDAA program indicated that the qualifications that make them experts in their specific areas vary. Some indicators are the academic certifications, credential status, classroom experience, and recommendations by site administrators and evaluators. Other indicators mentioned were the district supported certifications earned in specific strategy areas such as Thinking Maps and Guided Language Acquisition Design (GLAD). During interviews professional development providers in all programs also stated belonging to professional organizations and have university affiliations.

The institution provides Equity and Diversity training, as verified through curriculum vitae, for those who do not have an SB2042 credential. The program considers the SB2042 preparation sufficient when addressing the training of professional development providers and consulting teachers. In addition the CT, professional development providers and course instructors participate in Professional Learning Communities that address the ability to meet the needs of diverse cultures, abilities, and ethnic and gender diversity. When interviewed, the Superintendent verified the focus on diversity when given the opportunity to search for new employees.

The professional development providers, instructional coaches and consulting teachers are considered experts in specific content areas and strategies. They are certified professional

development providers in strategies such as GLAD and Thinking Maps. They participate in ongoing professional learning communities to increase knowledge of academic content standards, frameworks and accountability systems as well as ethnic and gender diversity. The course instructor for the ASDAA has a doctorate in Special Education and currently teaches in the district, which allows him to understand the curriculum and accountability systems.

The professional development providers, consulting teachers and instructional coaches meet with members of the advisory board (which includes representatives from local university partners) as well as site administrators, district administrators, and each other. The goal of this collaboration is to improve student achievement by improving PT teaching and learning. In interviews it was evident that collaboration takes place across many stakeholder groups and focuses on program improvement through the use of data.

Consulting teachers, professional development providers and course instructors receive training consistent with their role in each respective program. In each program, CTs participate in professional learning communities where they receive support, assistance, and advisement specific to their needs and the needs of their PT as mentioned in interviews with multiple stakeholder groups.

The Induction leadership regularly evaluates the performance of course instructors, professional development providers and consulting teachers through PT feedback, course evaluations, advice and assistance, engagement logs, mid-year and state surveys. Data from these tools is used to keep only those who are effective in these roles.

## 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.

Based on interviews, it is evident that Human Resources support staff have a detailed, comprehensive and well-structured process for admission to the programs. Newly-hired teachers receive a packet of information, including an OUSD Credential Program Eligibility form. The document is signed by the participating teacher to indicate they understand the requirements and will be participating in the Clear Induction credential program.

Notification was sent to all district teachers who needed to earn the ASDAA, informing them of this new requirement and how it could be earned through OUSD's program.

The ASDAA program also includes teachers from the Placentia/Yorba Linda Unified School District (PYLUSD). Eligible PYLUSD teachers are provided the same admission and program information as those in OUSD.

Teachers employed at OUSD, or a partner district, are admitted to appropriate programs based upon their credentials.

All participating teachers have, at minimum, a Preliminary or Level I credential in their respective areas. Teachers in the ASDAA program may have a Clear credential as well. Therefore they have already demonstrated that they have had appropriate pre-professional experiences and personal characteristics.

## 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.

Participating teachers are advised by several qualified members of the unit. It is evident that it is a coordinated process and that all those providing advisement, including the credential analyst, BTSA Induction Program Coordinator, and Consulting Teachers, have had on-going, appropriate training for their role.

Participating teachers are able to access information and ask questions regarding their program requirements in several ways. The BTSA Induction Program Coordinator initiates communication with the PTs through a "welcome letter" and an invitation to attend a scheduled District/Induction Orientation meeting. Program requirements are posted online, which has been useful for both PTs and their CTs. PTs in the ASDAA program reported participating in an orientation that not only walked them through course and program requirements, but also introduced them to the Blackboard learning management system.

The Educational Services Division provides extensive support and assistance to candidates in a coordinated system developed by the BTSA Induction Program Coordinator. Every PT in the Induction and Education Specialist Clear programs is matched with a CT, who offers feedback on their Induction activities, as well as resources and guidance on their daily teaching. PTs in the ASDAA program receive similar support and assistance from their practicum provider, as well as from the Course Instructor.

The e-portfolio and the Advice and Assistance meetings are methods used to track PTs progress on program activities as well as their Individual Induction Plan. The OUSD program has an expectation that all PTs will successfully complete the program. Through the "revise and resubmit" process PTs are given multiple opportunities to succeed.

Advisement and assistance are actively tailored to the needs of individual PTs, and the skills to do so are included in the CTs' training. During the 2011-2012 year regularly scheduled advice and assistance meetings were initiated. CTs, PTs and the assessors acknowledged the value of these meetings.

## 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.

The team was able to confirm that in the General Education and Education Specialist clear credential programs the PT participates in a two year program in which they take part in a series of experiences that include trainings, observations of master teachers, professional readings, structured mentoring and inquiry based research, tailored to meet the needs of the individual teacher. The ASDAA candidates participate in two courses and a practicum. In all three programs the PT participates in a colloquium presentation that demonstrates their ability to effectively support P-12 students.

Consulting teachers are assigned to a PT for the duration of the two-year Induction period. The assignment of the CT is determined collaboratively by the site administrator and the program coordinator, ensuring that the PTs receive sufficient contextual support to meet their needs. Consulting teachers reported guiding the PT through program activities, moving them toward completion by meeting an average of two to four times per month.

Practicum Providers are assigned to support PTs in planning, implementing and evaluating the effectiveness of a lesson. Interviews confirmed that they have previously served as consulting teachers in the Induction Program, and therefore have received training for their role.

Site administrators and program leadership report collaborating to determine professional development opportunities that focus on issues of diversity and research-based instructional strategies. PTs indicated that they were given “multiple opportunities” to meet with CT, Coordinator, professional development provider or course instructors to discuss strategies for improving student learning. PTs also indicated that there is an “open door policy” and “if ever they have a question” there are many resources, including individuals, available to help with the demonstration of strategies for improving student learning in their instruction.

## 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.

Data from participating teachers' electronic portfolios and Biennial Reports indicate that participating teachers have achieved the knowledge and skills needed to educate and support all students in meeting the state-adopted academic standards. Interviews with representatives from each stakeholder group corroborate the participating teachers' induction portfolios and Biennial Report data. Induction portfolios and colloquium presentations serve as the key assessments for each program. In addition, participating teachers seeking a Level II Mild/Moderate or Moderate/Severe Credentials or an Autism Spectrum Disorder Added Authorization have coursework that is assessed. PTs receive ongoing assessment and feedback during their coursework and development of their portfolio. Participating teachers' portfolio documentation and presentation scores indicate they have attained the requisite skills and knowledge necessary to educate and support effectively all students in meeting the state-adopted academic standards.

To assess participating teachers' learning each program employs electronic induction portfolios and colloquium presentations to a three member Exit Panel comprised of program assessors, site administrators and district leaders. Program assessors review participating teachers' portfolio documentation from the FACT system for completeness and demonstration of competency in induction. Then at the conclusion of each year, participating teachers' colloquium presentations are scored by calibrated Exit Panel members. Program records of PTs' presentation scores and portfolio documentation indicate that participating teachers meet the Commission-adopted competency requirements, as specified in the program standards. In all cases, interviews with site administrators, district leaders, consulting teachers, assessors, participating teachers and the coordinator confirmed the Biennial Report data related to candidate competence. Interviewees corroborated that OUSD participating teachers must demonstrate completion of all required program documentation and competency in the CSTP and Induction Program Standards. In addition, participating teachers in the transition program for holders of the Level 1 Mild Moderate or Moderate Severe credential and those seeking an ASDAA demonstrate completion of their coursework and meet the competency requirements of the standards specific to their authorization area. Upon demonstration of competency requirements the participating teacher may be recommended for the appropriate credential or added authorization.

## **General Education (MS/SS) Induction Credential Program**

### ***Program Design***

The Orange Unified School District is the lead educational agency for the OUSD BTSA Induction Multiple/Single Subject Clear credential program. The OUSD Board of Education gives authority to the BTSA Induction Coordinator to design and implement the program under the leadership of the BTSA Induction Advisory Board. The Advisory Board meets four times a year and uses a shared decision making model that involves program participants along with representatives from the Human Resources Division, Educational Services Division, the Bargaining Unit, Institutions of Higher Education, and Special Education Department to ensure that program recommendations are grounded in serving Participating Teachers' (PT) needs. Stakeholders report that the governance board uses program data to make recommendations to the program coordinator for improvements or adjustments in the oversight and management of the programs' personnel and resources.

The program maintains communication with California State University, Fullerton and Azusa Pacific University to provide a smooth transition between teacher preparation and the BTSA Induction program. Additionally, the program coordinator works closely with the District Human Resources Department in the recruitment, advisement, and credentialing of PTs. Interviews confirm the Human Resource Division works collaboratively with site administrators and the program coordinator to recruit, hire, and place Consulting Teachers (CT) for supporting PTs. Site administrators working with the Educational Services Division and program coordinator annually determine professional development priorities for the district. The program coordinator uses this information to ensure the availability of high quality professional development offerings for program participants.

Since 2009-2010 the program coordinator also serves as a consulting teacher for a number of PTs (15 or more) and has adjunct responsibilities related to other District Programs.

Program stakeholders have multiple opportunities to provide input, through comprehensive evaluation instruments, resulting in recommendations for changes and improvements in the program. In every phase of the seven year accreditation cycle the program disaggregates and analyzes data from multiple sources, including the state survey, local surveys, professional development feedback, participating/consulting teachers' participation data, PTs' program completion data, and informal feedback from program leaders to ensure that the program is effectively providing services that build PTs' competency through adherence to program standards and the Commission on Teacher Credentialing guidelines.

### ***Course of Study***

The OUSD BTSA Induction Program serves a diverse PreK-12 district that is currently under the constraints of Program Improvement (PI) Year 3 Corrective Action, Title III Year 4 Accountability and Compliance, Monitoring, Intervention and Sanctions, Level C. These federal requirements have a significant impact on the delivery of the services provided by the program in the area of professional development and support for program participants. Annually, professional development is guided by both district and site based needs linked to these federal mandates. In response to the impact of the District's PI status the BTSA Induction Program recognizes the need for a flexible delivery model that provides PTs with access to professional development and program requirements.

A hybrid on-line program has been implemented blending face-to-face time (generally linked to program feedback and advisement) and on-line content delivery and feedback. This blended delivery model provides access to PTs across a geographically large district. PTs submit all required program documents in electronic portfolios through Blackboard and receive formative and summative feedback from trained assessors throughout their two years of participation. The program provides PTs with individual guidance from carefully selected CTs, who have the appropriate qualifications, professional development in critical areas, such as serving English Learners (GLAD training), observation opportunities, and additional professional development as indicated on PTs' IIP/Action Plans. Interviews confirmed that PTs' participation in the program is closely guided by a CT who averages 36 hours of interaction per year through face-to-face and electronic communication.

OUSD offers a research-based program for developing PTs' instructional practices. Program participants are required to demonstrate competency in Induction Standard 5: Pedagogy, Induction Standard 6: Universal Access and the CSTP. To facilitate PTs demonstration of these elements, the program uses the Formative Assessment for California Teachers (FACT) system, which is intended to build upon the knowledge PTs bring from pre-service preparation and implement to demonstrate their ability to promote student achievement. Participants progress through a sequenced two-year program of inquiry learning applicable to their instructional setting. PTs' participation in the program is closely guided by a CT. During interviews participants and completers reported there is a range of how frequently they meet with CTs. Some PTs meet bi-weekly, others weekly, and in some instances, daily. Participants commented that they have ongoing communication with CTs by email and telephone and CTs are very responsive and will meet more often upon request.

At the program orientation, PTs complete a transition plan that links their pre-service preparation with the Induction Program. Early in Year One, a FACT Initial Assessment of the PT's teaching practice is conducted in collaboration with a trained CT. This process leads to the FACT Inquiry, which requires the PT to create an IIP/Action Plan (within the first 60 days of participation) linked to their professional and site based goals. This IIP and action plan directs each PT's professional development and is personalized to the PT's focus area. During the interviews participants emphasized that the IIP/Action Plan was instrumental in providing a focus for their development and accessing resources.

As candidates move through this formative assessment system, evidence of their competency is demonstrated through the collection of observation records, lesson plans, student work analysis, and other support documents. Throughout Year One as PTs complete each facet of the FACT system they self-assess using the Continuum of Teaching Practice criteria that helps them monitor their progress toward demonstrating competency with Induction Standards 5 and 6 and the CSTPs. Interviews confirm the program is an intensive two-year program that includes an inquiry based FACT system grounded in the CSTP and Induction standards 5 and 6. PTs stated the reflective practices incorporated in the induction process helps them with application of best teaching practices.

Year two PTs begin the year with an in-depth analysis of their classroom, students and contextual elements that impact student achievement using the FACT system Class Profile, Instructional Environment, and Home School Communication documents. CTs in collaboration with their PTs use the information from these documents to identify the focus area for year 2 which considers

areas of strength and areas for growth based on the Year 1 demonstration of competency in the Induction Standards 5 and 6 and the CSTPs. This focus area leads to a second Inquiry within the FACT system that mirrors the Year 1 action research process. Both Year One and Year Two PTs use the Continuum of Teaching Practice criteria and on-going electronic dialogue with their Portfolio assessors to guide them in the selection of evidence to support their competency. Participants reported they receive ongoing, timely program support and communication.

### ***Candidate Competence***

The BTSA Induction Program provides PTs with multiple opportunities to receive both formative and summative feedback as they document evidence of competency in the Induction Standards 5 and 6 and the CSTPs. At the onset of program engagement PTs are presented with a Program Assessment Schedule. This schedule has been crafted to ensure that PTs receive feedback throughout the document submission process. In addition to initial FACT/BTSA training, CTs receive face-to-face professional development on each FACT module as they use these documents with their PTs. All training modules are posted on Blackboard enabling use of these tools in CTs' work with PTs. As PTs complete each facet of the FACT system they are scheduled to attend a face-to-face Advice and Assistance meeting. PTs and their CTs attend these meetings together and receive guidance from their assessor on evidence of Induction Standards/CSTP competency prior to submitting documents into their electronic portfolio. PTs are provided with time following Advice and Assistance meetings to refine and add to their documents prior to submitting them to their electronic portfolio. Once PTs have submitted their documents into their portfolios, assessors then provide PTs with additional feedback identifying competencies in Induction Standards/CSTPs based on portfolio evidence.

At the end of each year, PTs present their Inquiry to an exit panel. The exit panel is comprised of three members who score the presentation on a four point rubric in each of the elements of the Induction Standards 5 and 6 and the CSTPs. Each stakeholder group spontaneously expressed the value of the colloquium presentations and emphasized the model's positive impact on PTs, site administrators, and service providers. The exit presentation scores, combined with the assessors' portfolio scores, are used by the program coordinator to make a credential recommendation to the OUSD Credential Analyst for a Clear Multiple/Single Subject credential.

Throughout the process PT's progress toward their clear credential is monitored by assessor meetings and the Assessor/Consulting Teacher Blackboard Blog. These interactions, which include input from both assessors and CTs, ensure program calibration, special assistance for PTs and/or modifications in professional development to optimize successful completion of all program requirements.

### ***Findings on Standards:***

After review of the program summary, supporting documentation, and the completion of interviews with participating teachers, consulting teachers, assessors, professional development providers, instructional coaches, site administrators and other district leaders the team determined that all program standards are met for the Orange Unified School District General Education (MS, SS) Induction Program.

## Clear Education Specialist Induction Program

### *Program Design*

The Orange Unified School District (OUSD) is the Lead Educational Agency for the OUSD BTSA Clear Education Specialist Induction credential program. This program has been designed to meet the credentialing needs of both Preliminary Education Specialists as well as the Level I Mild Moderate/Moderate Severe Credential participating teachers (PTs) through the inclusion of “transitional coursework.”

The OUSD Board of Education gives authority to the BTSA Induction Coordinator to design and implement the program under the leadership of the BTSA Induction Advisory Board. The Advisory Board meets four times a year and uses a shared decision making model that involves program participants along with representatives from the Human Resources Division, Educational Services Division, the Bargaining Unit, Institutions of Higher Education, and Special Education Department to ensure that program recommendations are grounded in serving PTs’ needs. Stakeholders report this governance board uses program data to make recommendations to the program coordinator for improvements or adjustments in the oversight and management of the programs’ personnel and resources.

Recent BTSA Induction Program modifications include the addition of this program, which became Commission-approved during the 2010-2011 school year. This program includes the coursework to provide credentialing services for Level I Mild Moderate and Moderate Severe PTs. The Program has developed “templates” and “scoring rubrics” for Mild Moderate and Moderate Severe coursework and a recommended sequence of coursework to facilitate Education Specialists with completing the program requirements for credentialing. Another program modification involves partnering with Tustin USD BTSA Induction Program to provide Mild Moderate and Moderate Severe coursework to allow them to credential Education Specialists who need the Level II transitional coursework.

A smooth transition between teacher preparation and the Induction program is maintained through IHE participation on the Advisory Board. Additionally, the program coordinator works closely with the District Human Resources Department in the recruitment, advisement, and credentialing of PTs. Interviews confirmed the Human Resources Department works collaboratively with site administrators and the program coordinator in the recruitment, hiring and placement of consulting teachers (CTs) to support PTs. CTs serving Education Specialists PTs are carefully matched by credential and experience to ensure teaching assignment specific support. Site administrators working with the District SELPA, Educational Services Division, and program coordinator determine professional development priorities for Education Specialists. The program coordinator in collaboration with the Special Education Department uses this information to ensure the availability of high quality professional development offerings for program participants.

Program stakeholders confirmed that they have multiple opportunities to provide input, through comprehensive evaluation instruments, resulting in recommendations for changes and improvements in the program. In every phase of the seven year accreditation cycle the program disaggregates and analyzes data from multiple sources, including the state survey, local surveys, professional development feedback, participating/consulting teachers’ participation data, PTs’ program completion data, and informal feedback from other BTSA program leaders to ensure

that the program is effectively providing services that build PTs' competency through adherence to the program standards and Commission on Teacher Credentialing guidelines.

### ***Course of Study***

The BTSA Induction Program serves a diverse PreK-12 district that is currently under the constraints of Program Improvement (PI) Year 3 Corrective Action, Title III Year 4 Accountability and Compliance, Monitoring, Intervention and Sanctions, Level C. These federal requirements have a significant impact on the delivery of services provided by the program in the area of professional development and support for program participants. Professional development is guided annually by both district and site based needs linked to these federal mandates. In response to the impact of the District's PI status the BTSA Induction Program recognizes the need for a flexible delivery model that provides PTs with access to professional development that meets their program requirements. Program participants are required to demonstrate competency in both the Induction Standards and California Standards for the Teaching Profession (CSTP). Level I PTs must also complete transitional coursework demonstrating they have met the standards for one of the specific areas of authorization; Mild Moderate or Moderate Severe. To facilitate PTs' demonstration of these elements, the program uses the Formative Assessment for California Teachers (FACT) system.

Interviews confirm the program is an intensive two-year program that includes an inquiry based FACT system grounded in the CSTP and Induction standards 5, 6 and 7 followed by the transitional coursework when needed. Both FACT and the transitional coursework are designed to provide PTs with two years of structured professional development that is directly applicable to their instructional setting.

A hybrid on-line program has been implemented blending face-to-face time (generally linked to program feedback and advisement) and on-line content delivery and feedback. This blended delivery model provides program access to PTs across a geographically large district. PTs submit all required program documents in electronic portfolios through Blackboard and receive formative and summative feedback from trained assessors throughout their two years of participation. The program provides PTs with individual guidance from carefully selected CTs who have the appropriate qualifications, professional development in critical areas such as serving English Learners (GLAD training), observation opportunities, and additional professional development as indicated on PTs' IIP/Action Plans. Interviews confirmed that PTs' participation in the program is closely guided by a CT who averages 36 hours per year of engagement through face-to-face and electronic communication.

At the program orientation, PTs reported that they complete a transition plan that links their pre-service experience with the Induction program. Early in Year One, a FACT Initial Assessment of the PTs' teaching practice is conducted in collaboration with a trained CT. This process leads to the FACT Inquiry, which requires the PT to create an IIP/Action Plan (within the first 60 days of participation) linked to their professional and site based goals. This IIP and action plan directs each PT's professional development and is personalized to the PT's focus area. During the interviews participants emphasized that their IIP/Action Plan was instrumental in providing a focus for their development and the ability to access resources.

As candidates move through this formative assessment system, evidence of their competency is demonstrated through the collection of observation records, lesson plans, student work analysis,

and other support documents. Throughout Year One as candidates complete every facet of the FACT system they engage in self-assessment measured against the criteria of the Continuum of Teaching Practice that helps them monitor their progress toward demonstrating competency with Induction Standards 5, 6 and 7 and the CSTPs. PTs stated the reflective practices incorporated in the induction process helps them with application of best teaching practices.

In Year 2 PTs continue with the FACT system while Level I Mild Moderate/Moderate Severe PTs begin their work on required transitional coursework. As in the previous year, PTs are continually identifying elements from their daily practice that demonstrate application of the Induction Standards and CSTPs. Both Year One and Year Two PTs use the Continuum of Teaching Practice criteria to guide their self-assessment conclusions and this evidence is recorded on their FACT documents. PTs use their self-assessment documents and on-going electronic dialogue with their Portfolio assessors to guide them in the selection of evidence to demonstrate competency.

The transitional coursework, embedded in both years, has been grounded in practical application of the knowledge, skills and unique abilities that a special education teacher must have for success within their teaching assignment. Level I Mild Moderate/Moderate Severe PTs participate in a total of 6 practicum courses during their two years of program participation. The Curriculum and Instruction Course, is embedded in each PTs Year 1 FACT experience. The IIP/Action Plan completed in Year 1 provides the PT with the opportunity to select and develop an area of “specific emphasis”. As candidates engage in the action research portion of their IIP they deepen their understanding in their area of emphasis by investigating current and emerging research and practices. Program leaders confirm that elements of the FACT system and the transitional coursework have been carefully designed to meet Mild Moderate/Moderate Severe Program standards while providing practical application to the PT’s instructional setting.

Once PTs move to Year 2 transitional coursework, trainings are provided for CTs and PTs to assist them in accessing course content and deepening their understanding of the process for assignment completion and submission. In Year Two PTs complete five additional courses, three of which are shared by both Mild Moderate/Moderate Severe PTs; (1) Advanced Behavioral, Environmental and Emotional Supports, (2) Data Based Decision Making, and (3) Transition and Transition Planning. PTs complete two additional courses that are specific to each credential. Mild Moderate PTs complete Assessment and Communication and Consultation courses, whereas Moderate Severe PTs complete courses in Leadership and Advanced Communication Skills. Training materials for all courses, assignments, and scoring rubrics are posted on the program Blackboard to allow participants unlimited access for additional clarification and guidance. All coursework assignments can be used by PTs to demonstrate competencies in the Induction Standards 5, 6 and 7 as well as the CSTPs.

### ***Candidate Competence***

The BTSA Induction Program provides all Education Specialist PTs with multiple opportunities to receive both formative and summative feedback as they document evidence of competency in the Induction Standards 5, 6, and 7 and the CSTPs. At the onset of the program PTs are presented with a Program Assessment Schedule. This schedule has been crafted to ensure that PTs receive feedback throughout the document submission process. In addition to FACT/BTSA training, CTs receive face-to-face professional development on each FACT module as they use these

documents with PTs. All training modules are posted on Blackboard enabling CTs to access these training tools in their work with PTs. PTs and their CTs attend scheduled Advice and Assistance meetings together and receive guidance from their Assessor on evidence of Induction Standards and CSTP competency prior to submitting documents into their electronic portfolio. PTs are provided with time following Advice and Assistance meetings to refine and add to their documents prior to submitting them to their electronic portfolio. Once PTs have submitted their documents to their portfolios, Assessors then provide PTs with additional feedback identifying competencies in Induction Standards and CSTPs based on portfolio evidence. Year Two Level I Mild Moderate/Moderate Severe PTs engage in a similar process of advisement that has been modified to address coursework assignment completion and demonstration of Mild Moderate or Moderate Severe competencies in addition to the Induction Standards and CSTPs. PT and completer interviews corroborated receiving ongoing assistance with each component of the program and cited incidents of personalized assistance beyond expectation. Transitional coursework assessors meet to calibrate their work with PTs and to identify linkages between course assignments and the demonstration of PTs competencies.

At the end of each year, Education Specialist PTs present their Inquiry to an Exit Panel. The exit panel is comprised of three members who score the presentation on a four point rubric in each of the elements of the CSTP and Induction Standards 5, 6, and 7. Each stakeholder group spontaneously expressed the value of the colloquium presentations and emphasized the model's positive impact on PTs, site administrators, and service providers. The exit presentation scores, combined with the Assessors Portfolio scores, are used by the program coordinator to make a credential recommendation to the OUSD Credential Analyst for a Clear Education Specialist Credential. Level I Mild Moderate/Moderate Severe PTs also participate in an exit panel experience. In Year Two, as PTs shift their focus to coursework assignments, PTs are directed to complete one course at a time. The sequence of course work is determined by the PT and CT based on the PT's needs and the demands of the assignments.

As PTs complete assignments within transitional coursework they have an option to schedule an additional Advice and Assistance meeting to assist them in the collection of evidence that demonstrates both assignment completion and required competencies. Once a PT has completed all of the assignments from a single course they upload their work into their electronic portfolio where assessors use coursework rubrics to evaluate the PT's coursework portfolio. As PTs work with assessors they are provided with guidance linking coursework assignments to the demonstration of competency in Induction Standards 5, 6 and 7 and CSTPs. The scoring criteria for transitional coursework allows PTs to access assessor's feedback to revise and resubmit coursework multiple times (if necessary) to ensure competency in all areas. As PTs work with assessors they are provided with guidance linking coursework assignments to the demonstration of competency in the CSTPs and Induction Standards 5, 6 and 7. At the conclusion of Year Two, PTs work with their CTs and assessor to determine Induction Standards and CSTP areas to be addressed during the exit panel presentation. Exit panel members score PT's culminating presentation on a four-point rubric. These scores, combined with the Assessors' Coursework Portfolio scores are used by the program coordinator to make a credential recommendation to the Credential Analyst for Level II Mild Moderate/Moderate Severe credential.

Throughout the process PTs' progress toward their clear credential is monitored by Assessor Meetings and the Assessor/Consulting Teacher Blackboard Blog. These interactions, which include input from both groups, ensure program calibration, special assistance for PTs and/or

modifications in professional development to optimize successful completion of all program requirements. This process was confirmed through assessor and CT interviews.

Formative assessment of PT competencies occurs through CTs and assessors' portfolio feedback. Summative assessment occurs through portfolio checkpoints and the PT's inquiry presentation for an Exit Panel at the Colloquium. Portfolio and Inquiry requirements are clearly delineated by evaluation rubrics.

PTs are given multiple chances to succeed. They are provided with advisement and coaching by CTs and assessors. Feedback to PTs is provided by CTs and assessors at benchmark checkpoints with the opportunity to work further and resubmit documentation. PT and program completer interviews confirmed the ongoing assistance with program components and corroborated the programs commitment to successful completion.

***Findings on Standards:***

After review of the program summary, supporting documentation, and the completion of interviews with participating teachers, consulting teachers, assessors, professional development providers, instructional coaches, site administrators and other district leaders the team determined that all program standards are met for the Orange Unified School District Clear Education Specialist Induction Program.

## **Autism Spectrum Disorder Added Authorization**

The Orange Unified School District received program approval from the Commission on Teacher Credentialing (CTC) to offer the Autism Spectrum Disorders Added Authorization (ASDAA), beginning in September 2010. The program was initiated in response to new requirements from the CTC that all special education teachers acquire the added authorization to teach students with Autism Spectrum Disorders if they are not already authorized to do so. The Orange Unified School District has entered into an agreement with the Placentia/Yorba Linda Unified School District (PYLUSD) BTSA Induction Department to provide the ASDAA to PYLUSD special education teachers in need of this authorization.

### ***Program Design***

The ASDAA program is under the leadership of the OUSD BTSA Induction Coordinator. The OUSD Board of Education gives authority to the OUSD BTSA Induction Coordinator to design and implement the program under the leadership of the OUSD BTSA Induction Advisory Board. The Advisory Board includes members from the partnership district (PYLUSD), and local teacher preparation programs. Representatives from the district's Education Services Division, site administrators, consulting teachers, and participating teachers are also included. The BTSA Induction Coordinator utilizes recommendations from the Advisory Board to work with the OUSD Course Instructor in make modifications and adjustments to the management of the entire scope of the ASDAA program, including personnel and resources.

Within the ASDAA program, there is clear, regular and frequent communication between the BTSA Induction Coordinator and the Course Instructor. Program requirements and standards, course content, and assessment of candidate competence were co-planned, with direction and feedback from the Advisory Board.

Interviews with Human Resources staff indicated that the BTSA Induction Coordinator worked closely with them to develop the process of identifying district teachers in need of the added authorization, informing them of program application procedures, tracking their progress towards completion, and recommending them to CTC for completion. At the completion of their program, the Credential Analyst requests information from the PTs, and then recommends them to CTC for issuance of the added authorization.

The OUSD BTSA Induction Coordinator works closely with the PYLUSD BTSA Induction Coordinator to ensure that the administration of personnel and resources is equitable across both programs. The OUSD Credential Analyst communicates with the credential analyst in PYLUSD about the status of their teachers who are completing the ASDAA through OUSD.

Due to increased identification of students with autism spectrum disorders, and the increased placement of these students within mild/moderate settings, the CTC developed the ASDAA. The OUSD ASDAA program consists of two twelve-week on-line courses and a two-week practicum. PYLUSD and OUSD PTs access the program through the OUSD Blackboard learning management system. The Blackboard site is jointly administered by the BTSA Induction Coordinator (through the district Educational Services Division) and the District Autism

Spectrum Disorder Added Authorization Content Instructor (through the Pupil Services Division).

The length of time to completion depends on the scheduling of the two courses. For example, since Course #2 will not be offered during the summer of 2012, current candidates in Course #1 will complete the program in Fall 2012.

Course #1 focuses on the ASDAA Standard #1: Characteristics of Autism Spectrum Disorder (ASD). Characteristics of students with ASD across the spectrum of academic and intellectual functioning are studied. A review of the course in Blackboard indicated that the course structure consists of an initial face-to-face class meeting, weekly Power Point presentations on specific topics, posting of readings from books and professional articles, and blogging among course participants about the readings and Power Point information. Assignments include development of a case study of one student, an autism research paper, and a presentation at the conclusion of the course.

Course #2 focuses on the ASDAA Standard #2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder. Course structure is the same as in Course #1. Assignments include a research paper on one of the three components from this course: environment, classroom/behavior management or lesson design, a classroom environment analysis, classroom management plan, research-based unit of study, and observation of a classroom. A colloquium is held at the conclusion of the course, in which participants present the lesson that was conducted during their practicum to a panel consisting of their site administrator and two other individuals such as district staff.

The practicum takes place during Course #2. This consists of planning a two-week course of study that incorporates knowledge and skills developed during both courses. Implementation of a lesson from the unit is then observed by a practicum provider. The practicum providers note a strong alignment between coursework and the practicum field experience.

Since the program was initiated in September 2010, major program modifications have not been made. However, interviews with PTs in the initial group and those in the current group indicated that there have been many improvements to course format, such as clearer and more detailed assignment directions.

PTs complete course evaluation surveys at the conclusion of each course. PTs also report that their input has been solicited in informal ways throughout the program, and the Course Instructor and BTSA Induction Coordinator have been responsive to any concerns or suggestions that were made.

### ***Course of Study***

All course content is written and delivered by the OUSD Course Instructor and builds knowledge and skills in the two-course sequence. The colloquium at the conclusion of Course #2 requires PTs to consolidate and demonstrate learning via the presentation of a lesson or a research paper. OUSD course assignments are graded by the course instructor, who also supervises and provides support to the trained PYLUSD assessors in the grading of PYLUSD PTs' work.

Site administrators and program assessors have reported that the final PT colloquium presentations effectively demonstrate competency in all knowledge and skills required in the program standards.

Coursework assignments relate directly to the program standards. Course #1 aligns with Standard 1, Course #2 aligns with Standard 2, and several course assignments develop competence in Standard 3, particularly the case study project in Course #1 that requires examining multidisciplinary team decisions and gathering information from the family of the student who is the subject of the PT's case study. Evidence gathered at the site visit affirms that this program effectively responds to the needs of students served through this authorization.

A practicum is required in Course #2 of the program. The practicum is completed in a classroom with at least one student identified as having ASD. PTs develop a two-week unit of study. During that time they are observed teaching one lesson. PTs reported highly valuing the practicum experience.

Field Practicum providers, who are experienced and trained in teacher supervision and support, are assigned to PTs during the practicum phase of Course #2. They meet with their PTs before the practicum begins to provide planning support, observe the PT teaching a lesson, and give structured feedback after the lesson. PTs reported that the support they received from the practicum providers helped them improve their planning and teaching.

### ***Candidate Competence***

There are effective methods for assessing PTs' competence. On-going assessments of course assignments are graded by the course instructor, who also supervises and provides support to the trained PYLUSD assessors in the grading of PYLUSD participating teachers' work.

Summative assessments are conducted at the final presentations (in Course #1) and the colloquium (Course #2). PTS and assessors reported that the assessment processes were clear and guided the PTs' activities throughout the program.

The first session of Course #1 is an orientation to program requirements and the formative and summative assessments that are utilized. Assessments of course assignments are posted on their portfolios on Blackboard. At the final colloquium, panel members use a rubric to assess PTs' presentation. PTs receive the results of this assessment shortly after the colloquium.

### ***Findings on Standards:***

After review of the program summary, supporting documentation, and the completion of interviews with participating teachers, assessors, practicum providers, course instructors, site administrators and other district leaders the team determined that all program standards are met for the Orange Unified School District Autism Spectrum Disorder Added Authorization.