

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Arcadia Unified School District
March 2012**

Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at Arcadia Unified School District. The report of the team presents the findings based upon reading the Site Visit Documentation 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	Does not apply to Tier II credential programs		
9) Assessment of Candidate Competence	X		

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

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- 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: Arcadia Unified School District

Dates of Visit: March 5 – March 7, 2012

**Accreditation Team
Recommendation:** Accreditation

Rationale:

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

Common Standards

The team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program to determine if the Standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership; Common Standard 2: Unit and Program Assessment and Evaluation; Common Standard 3: Resources; Common Standard 4: Faculty; Common Standard 5: Admission; Common Standard 6: Advice and Assistance; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 9: Assessment of Candidate Competence are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (Multiple Subject and Single Subject) Induction Program. Following the discussion the team determined that all of the General Education (MS/SS) Induction Program Standards are **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation; evidence provided at the site; additional information provided by program administration; and interviews with candidates, program completers, site administrators, and other stakeholders. All General Education (Multiple Subject and Single Subject) Induction Program Standards are **Met**; therefore, 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 Teaching Credentials:
General Education (MS and SS) Induction Program

(2) Staff recommends that:

- The institution's response to the Preconditions be accepted.
- Arcadia Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Arcadia 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 Lead:	Barb Libolt Riverside Unified School District
Common Standards Cluster:	Elizabeth Morris California Baptist University
Advanced/Services Teaching Programs Cluster:	Darren Battaglia San Jose Unified School District
Staff to the Accreditation Team:	Judy Roberts, Consultant Fresno County Office of Education

Documents Reviewed

Common Standards Narrative	Program Assessment Feedback
Program Standards Narrative	Biennial Report
Program Summary	Biennial Report Response
Report of Findings	Preconditions
Documentation linked to standards	Induction Program budgets (2011-2012)
Participating teacher portfolios	Arcadia website
Data Sheet	Accountability logs
Early Completion Option criteria	Early Completion Application
Early Completion Form	Support provider training PowerPoints
Mid-Year Survey results	Sample email correspondence
Statewide Survey results	Entrance Interview Agenda
Professional development evaluations	Support provider Continuum
Needs Assessment Survey Tally	Agendas, sign-in sheets, training materials, and evaluations (participating teachers, support providers, steering committee)

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	14	8	22
Completers	4	4	8
Institutional Administration (Superintendent, Deputy Superintendent, Directors)	6	1	7
Employers (Site Administrators)	18	0	18
Program Coordinator	3	1	4
Field Supervisors – (Support Providers)	28	14	42
Credential Analyst	1	0	1
Fiscal	1	0	1
Advisory Board members	6	6	12
Total			115

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

Arcadia Unified School District, located in Los Angeles County, is approximately 13 miles northeast of downtown Los Angeles. Arcadia is bordered by six other communities: Pasadena, Sierra Madre, El Monte, San Marino, Monrovia, and Temple City. The 2010 United States Census reports that Arcadia’s population is 56,364. Arcadia is part of a cluster of cities, along with Temple City, Rosemead, Monterey Park, San Marino, and San Gabriel Valley, with a growing Asian population. In 2010, Business Week ranked Arcadia as the best place to raise children in the state of California, citing the city’s excellent school system as one of the factors.

The district is comprised of six elementary schools, three middle schools, one comprehensive high school, and one alternative high school.

The mission of the Arcadia Unified School District is to *provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more.* The vision identifies the *district, families and community as partners for student success.* The policies, personnel and resources of the Arcadia Unified School District are used to ensure that *all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society.*

An example of the partnership that exists among the district, families, and community is the Arcadia Educational Foundation. This non-profit organization was founded in 1981 primarily in response to reduced federal and state funding for California Public Schools. The Foundation’s sole purpose is to raise funds for the school district. It is administered by parent and community member trustees who represent the interests of each of Arcadia’s ten public schools. The Foundation offers mini-grants to teachers annually. Recently, the Arcadia Educational

Foundation donated \$840,000 which allowed Arcadia Unified School District to retain 12 staff positions.

The district serves approximately 10,000 students. During the past five years, the district has experienced a slight decline in enrollment. Based on the 2010-2011 California Department of Education, Educational Demographics Office (CBEDS), the student population includes: 0.1% American Indian or Alaska Native, 65.7% Asian, 0.1% Native Hawaiian or Pacific Islander, 2.5% Filipino, 12.2% Hispanic or Latino, 1.4% Black or African American, 17.0% white, and 0.9% unreported students. Additionally, 12.5% of students are English learners. Of those English learners, the proportion of specific languages is as follows: 6.2% Mandarin (Putonghua), 2.3% Cantonese, 1.1% Spanish, 0.8% Korean, 0.3% Japanese, and 1.8% other. 17.6% of students qualify for free or reduced-price meals.

Superintendent Dr. Joel Shawn believes that “the BTSA program is an important piece of the history of the district.” He further states that “the program provides teachers with an understanding of what it is like to be a quality educator in Arcadia. The program formally helps shepherd the new faculty.” Dr. Shawn describes the importance of teachers having high expectations for all students as the “Arcadia way”.

Certificated staff includes 427 teachers. The district reports that 100% of the teachers are fully credentialed. Ethnicities represented by teachers include: 0.4% American Indian or Alaska Native, 14.1% Asian, 0.4% Filipino, 5.6% Hispanic or Latino, 59.6% white, 0.4% two or more races, and 19.3% unreported.

Graduate rates in 2010/2011 were approximately 98%. Arcadia Unified School District’s overall Academic Performance Index (API) reported for 2010-2011 is 925.

After reviewing student achievement for every public school in California, the California Business for Education Excellence named several Arcadia schools to the 2010 Honor Roll. Schools that are named to the Honor Roll have met a rigorous standard of increasing and sustaining grade level proficiency over four years and closing achievement gaps when they exist. The Honor Roll, with its focus on achievement data over time, validates teachers’ hard work and results and promotes sharing best practices with other schools.

Education Unit

Arcadia Unified School District offers a General Education (MS/SS) Induction Program. The Induction Program is housed in the Educational Services Department and is overseen by the Deputy Superintendent of Educational Services. The Coordinator of Categorical Programs and Elementary Curriculum also serve as the BTSA Induction Program Director, who is responsible for day-to day operations of the program.

Candidates experience a rigorous and relevant induction program which focuses on new teacher development and formative assessment. Candidates are matched with experienced and knowledgeable support providers who mentor and support them throughout completion of the Formative Assessment for California Teachers (FACT).

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 Reviewing Programs
General Education (MS/SS) Induction Programs	Advanced	21	19	CTC

The Visit

The Arcadia Unified School District site visit team included two team members and a team lead. Prior to the visit, team members engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and to develop questions for Arcadia Unified School District constituent group representatives. The team met at the district office to review documentation and interview stakeholders for three days.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

The Arcadia Unified School District BTSA Induction Program aligns its vision with the *California Standards for the Teaching Profession*, the state-adopted academic content standards, and the state-adopted curriculum frameworks. Interviews with the program director, Steering Committee members, and site administrators confirm that the goals for the induction program integrate with the district vision to create a culture of comprehensive support for sites, teachers, and student success.

The program director and relevant stakeholders organize, govern, and coordinate all aspects of the program. The program director participates in ongoing professional development to hone the skills necessary to fulfill her role while providing continued support to participating teachers. Steering Committee members – representatives from a variety of stakeholders including school sites, teacher associations, institutions of higher education, support providers, and participating teachers – confirm that they are involved in program improvement through analysis of statewide survey data paired with opportunities to provide feedback and input.

Interviews with site supervisors and the program director, coupled with review of the organizational chart in the program narrative, showed that the leadership is positioned to maintain the authority necessary to represent the interests of the program. Interviews with stakeholder groups revealed that they are informed of program rationale, design, and implementation. The program director, site administrators, and support providers work together to promote participating teacher success. Additionally, site administrators are kept up-to-date on the program through monthly principal meetings and communication between the leadership.

The BTSA Induction Program has a planned process for recommendation of candidates for a clear credential that requires participating teachers to apply the knowledge they bring from their preliminary credential programs. Site administrators shared their participation in the exit interview. A review of documents as well as the interview with the credential analyst and program director confirmed a process for providing feedback and special assistance to each eligible teacher in the induction program prior to arriving at a clear credential recommendation.

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 the program director, Steering Committee members, site administrators, support providers, and participating teachers, in conjunction with a review of documents, indicate that the Arcadia Unified School District BTSA Induction Program has a system for program evaluation. In collaboration with the program director, the Steering Committee analyzes mid-year and statewide survey data. They reported in interviews that they discuss this data in relation to the type of further professional development that might be needed by participating teachers. Additionally, stakeholder representatives on the Steering Committee bring forth concerns from their constituents for discussion and possible program modifications.

Four out of seven site administrators on the 2010-2011 statewide survey reported being involved in discussions of program data for the sake of improvement, while during interviews ten out of ten site administrators reported that program assessment data is shared with them. During that interview, three principals cited the “Visit a Veteran” professional development day as an example of the program’s response to data (participating teachers reported on the 2009-2010 statewide survey that they did not have opportunities to observe in experienced teachers’ classrooms).

Support providers reported during interviews that in February the program director supplied them with a checklist to guide their work. They suggested that they receive it at the start of the year for 2012-2013, and she agreed. Support providers additionally reported that some professional development providers were not well-received, and were thus dropped from presenting at future professional development sessions. In response to additional support provider concerns, the program director also modified Formative Assessment for California Teachers documents to meet the needs of intervention teachers who are not in a traditional classroom setting.

The statewide survey, the needs assessment survey, and the mid-year survey provide aggregated data for program assessment. All other forms of internal program data, including professional development evaluations, anecdotal feedback, and Individual Induction Plans remain disaggregated.

Standard 3: Resources**Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

Arcadia Unified School District, as the sole sponsor and Lead Education Agency of the induction program, has in place an administrative structure that establishes clear direction for budget expenditures and other resources to prepare participating teachers to effectively meet the state-adopted standards for recommendation for a clear credential. In an interview, the district's superintendent expressed a strong commitment to educator preparation, which is evidenced through the agreement to keep funding resources at an appropriate level to support program and candidate success in the midst of California's fiscal crisis. The induction budget reflects an appropriate balance of support and assessment services by providing additional funding sources for the program director, conference attendance, professional development sessions, and participation in state and cluster meetings. The funding sources that support the BTSA Induction Program are drawn from Arcadia's General Fund (Tier III Teacher Credentialing Block Grant and Peer Assistance and Review). The program director has authority over the program, including the budget that supplies program personnel, professional development sessions, office space, the Formative Assessment for California Teachers (FACT) materials, technology, support provider training and stipends, along with other resources and supplies as needed.

The combination of Tier III Teacher Credentialing Block Grant and Peer Assistance and Review funds allow the program to effectively coordinate admission, advisement, professional development, and classroom observations. Such resource allocation allows participating teachers to effectively meet the state-adopted standards in order to be recommended for their clear credential. The Coordinator of Categorical Programs and Elementary Curriculum serves as the Induction Program Director, with support from a 0.5 FTE support staff. Interviews and documentation confirmed that program's professional development is provided in both full-day and after-school formats by district staff, with support from outside consultants as needed.

Interviews with support providers and participating teachers substantiated the importance of the program's ongoing professional development offerings – in conjunction with other district and site professional development – for supporting their continued professional growth. Two annual release days are also provided to both support providers and candidates to attend meetings and trainings, conduct classroom observations and inquiries, collaborate with colleagues, and complete formative assessment modules. Participating teachers are given an additional day to observe the classrooms of veteran teachers. Support providers and participating teachers also have access to a variety of professional books and videos provided by the program's director.

Sufficient information, resources, and related personnel are clearly made available by the district to meet program and participating teacher needs.

The Arcadia Unified School District Personnel Services Director confirmed through interviews and documentation that sufficient resources are provided for the admission, advisement, and program completion assessment. The district's credential analyst determines eligibility for the induction program.

Once part of induction, the program director assumes responsibility for supporting participating teachers by collaborating with site administrators to assign a support provider, conducting site visits, tracking all documentation of requirements, fielding questions or concerns, tracking candidates' collaboration with their support provider – including the completion of the required formative assessments – coordinating exit interviews, and making the final recommendation for a clear credential based on successful completion of the program's standards-based requirements. Data collected from interviews with candidates and support providers revealed the direct access to and efficient responses from the program director were directly related to their success in the induction program.

Through a review of documentation and interviews with district leadership and the Steering Committee, it is evident that the scope of work for the Arcadia Unified School District BTSA Induction program director includes:

- Oversight for the program design
- Day-to-day management of the program
- Budget
- Staffing in regard to support provider assignments (in collaboration with site administrators) and professional development provider assignments
- Allocation of resources for support of the candidates in the program
- Program evaluation
- Collaboration with other programs as evidenced through participation in BTSA Induction Cluster Regional meetings

Additionally, the program director:

- Relays induction information to the Steering Committee, site administrators, and other district departments, and
- Communicates with cluster leadership and institutions of higher education

This coordination of responsibilities results in a process for resource management that is inclusive of most program needs.

Standard 4: Faculty and Instructional Personnel

Met

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

Findings

Skilled and experienced personnel are assigned to provide professional development and serve as support providers in the Arcadia Unified School District Induction Program. All support providers hold a valid California clear teaching credential and have appropriate professional backgrounds. Support providers are selected by site administrators, in collaboration with the program director, based on participating teacher needs. Professional development providers are either in-house experts or out-of-district consultants that are selected for their expertise. Out-of-district consultants are briefed on the culture and goals of Arcadia Unified School District and its induction program prior to presenting professional development.

Support providers demonstrate an applied knowledge of state academic content standards and performance levels for students, curriculum frameworks, accountability systems, and the *California Standards for the Teaching Profession*. Evidence – including interviews, agendas, and sign-in sheets – confirmed their participation in the program’s initial support provider professional development, which is focused on the knowledge and skills needed to be an effective support provider. This mandatory professional development for new support providers includes two sessions of training and practice in reflective conversations and analysis of pedagogical practices to provide equitable access to the core curriculum. Formative Assessment for California Teachers (FACT) modules support this practice by using the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective. The initial knowledge base gained from this mandatory professional development is then further reinforced and refined at the program’s voluntary Support Provider Forums, which according to the support provider calendar, are held twice yearly. The forums are provided as a venue to discuss issues with other support providers in a round table format, under the direction of the program director.

Support providers must have a thorough grasp of the academic content standards, frameworks, and accountability systems that drive the curriculum of Arcadia Unified School District as

evidenced in the selection process and confirmed through interviews with support providers, site administrators, and the program director. Furthermore, ongoing professional development opportunities for program leadership is provided in order to keep current with trends and issues for program development, implementation, evaluation and improvement as evidenced through documentation of the program director’s participation in cluster regional meetings and institutions of higher education collaborations.

Interviews with the program director, participating teachers, site administrators, and support providers indicate that the program has a system in place to monitor and evaluate support provider effectiveness, retaining only those who are consistently excellent. The program director monitors the work completed by participating teachers and support providers through:

- Support provider and participating teacher accountability logs
- FACT reflective conversation guides, and
- Feedback from participating teachers

The program director provides intervention as needed for support providers who may fall behind or are less than successful in their work with participating teachers.

The work of professional development providers is assessed by workshop evaluations completed by participating teachers and support providers at the conclusion of each session. Only professional development providers with satisfactory evaluations are retained by the program.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

As learned through the examination of documentation and interviews, principals screen candidates based upon federal No Child Left Behind (NCLB) highly qualified teacher criteria and select candidates that are a “best fit” with the needs and culture of their sites. Arcadia Unified School District’s on-line teaching application states,

1. The Arcadia Unified School District adheres to federal and state non-discriminatory hiring practices... This school district/County Office does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, mental or physical disability, sex orientation, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No person shall be denied employment solely because of any impairment which is unrelated to the ability to

engage in activities involved in the position(s) or program for which application been made.

2. If you need a reasonable accommodation to participate in the hiring process, Arcadia Unified School District will provide you with one upon notice.

Newly hired teachers are then admitted into the BTSA Induction Program on the basis of employment in appropriate positions and the possession of a valid preliminary teaching credential, along with meeting other Commission-adopted requirements. The admission procedure for participating teachers to be accepted into the induction program consists of the following steps, as verified by interviews and documents:

- The credential analyst informs newly hired teachers of their eligibility for the BTSA Induction Program
- The program director confirms eligibility and contacts the candidates before the first orientation meeting
- Participating teachers sign a Memorandum of Understanding (MOU), verifying they have been provided with information about program requirements and expectations
- Participating teachers additionally attend the New Educator Academy, which, as part of its curriculum, provides an orientation to the induction program

As evidenced from documents and interviews, a clear recommendation process implemented by the program ensures participating teachers have met all clear credential induction requirements. At the time of hire and at orientation, participating teachers are informed of their responsibility for accumulating evidence of professional growth in relation to:

- *The California Standards for the Teaching Profession*
- The Formative Assessment for California Teachers (FACT) system
- The state-adopted academic content standards and performance levels for students
- Documentation of completion of all clear credential requirements

At the New Educator Academy, led by the program director, participating teachers are informed of their responsibilities, program requirements and expectations, support provider assignment, Early Completion Option, and program resources.

To encourage and support recruitment of teachers from diverse populations, Arcadia Unified School District has advertised certificated openings in the local *Chinese Daily News*. They additionally recruited a Mandarin-speaking counselor in 2008-2009. The district's credential analyst stated in an interview that there has been significant growth in teaching applicants representative of diverse backgrounds.

Standard 6: Advice and Assistance**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

The program director, with the assistance of support providers and site administrators, guides the participating teacher's attainment of all program requirements. During an entrance interview that is held in conjunction with the New Educator Academy, participants are provided with an overview of the Formative Assessment for California Teachers (FACT) system, program requirements and required documents. Interviews with site administration and support providers outlined the process for assigning support providers. Site administrators detailed the criteria for recommending a support provider as (1) the ability to demonstrate teaching strategies that are foundationally strong and (2) interpersonal skills that will facilitate a dialogue and relationship with the participating teacher.

A review of the BTSA website for Arcadia Unified School District reveals how the program provides the participating teachers and their support providers with program forms, agendas, FACT module documents, and resources needed to attain all the program requirements. Records of completion activities are kept in the participating teacher's portfolio and at the conclusion of each inquiry cycle support providers review and provide feedback to the participating teachers. These findings are then recorded on the data sheet. In addition, individual assistance is provided by the program director through personal emails, phone calls and face-to-face meetings. Program completers described a supportive experience created by site administrators, support providers, and the program director. Participating teachers may apply for an extended induction period due to extenuating circumstances and this is granted on a case-by-case basis. Each participating teacher is initially advised of the Early Completion Option during the entrance interview.

Standard 7: Field Experience and Clinical Practice

Met

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

Findings

The Arcadia Unified School District BTSA Induction Program utilizes the FACT system, which provides a comprehensive approach for participating teachers to demonstrate application of the knowledge acquired in a preliminary credential program. A review of participating teacher induction portfolios showed the engagement of the plan, teach, reflect, and apply cycle through the planned modules. These modules include activities to help understand the classroom, assess teaching practices, create inquiry of practice, and reflect on the process. During interviews, participating teachers described how the FACT system and the interaction with the support provider strengthened their own practice in the support of student success.

The emphasis on collaboration between the participating teacher and the support provider highlights the importance of the selection process. This relationship begins with the site administrator making a recommendation to the program director. Once a match between participating teacher and support provider is established, the pairing lasts the duration of the induction process. A review of statewide survey data reveals that the match between participating teachers and support providers is “very valuable” and supported by the program. Interviews with the site administrators, support providers, and participating teachers confirmed a protocol for requesting a different support provider in the event it was needed.

An examination of professional development for 2011/2012, participating teacher portfolios, and interviews with support providers and participating teachers demonstrated that the program provides opportunities to understand and address issues of diversity. Participating teachers shared their myriad strategies acquired through the BTSA process for supporting second language learners. Components of the FACT system offer participating teachers opportunities to apply lessons learned and reflect upon their practice as it relates to equity for all.

Standard 8: District Employed Supervisors – Does not apply to Tier II credential programs

Standard 9: Assessment of Candidate Competence

Met

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

Findings

Participating teachers in the Arcadia Unified School District BTSA Induction Program attend an entrance interview in conjunction with the New Educator Academy where they begin to understand the requirements to earn their clear credential. A review of the program narrative, participating teacher portfolios, and interviews with stakeholders revealed the requirements to complete the program. These include participating fully in the Formative Assessment for California Teachers (FACT) system, meeting regularly with a support provider, and attending professional development. Interviews with support providers, site administrators, and the program director showed processes for examining the progress of participating teachers regarding the application of the *California Standards for the Teaching Profession's* which include a review of participating teacher's portfolios, examination of activity logs, observations, and reflections after the inquiry cycle.

Once a participating teacher has completed all of the requirements for the BTSA Induction Program, they participate in an exit interview. Participating teachers make a panel presentation based upon content standards showing growth over two years. Program completers stated that the written feedback from the exit interview was valuable and the process was a great experience. A recommendation for a clear credential is made when the participating teacher has successfully met all completion requirements. The credential analyst completes all recommendations online.

Arcadia Unified School District BTSA Induction

Program Design

The Arcadia Unified School District BTSA Induction Program is overseen by the Deputy Superintendent of Educational Services. The Coordinator of Categorical Programs and Elementary Curriculum serves as the director of the program and provides the day-to-day leadership. A Steering Committee composed of various stakeholders meets throughout the year, including teachers, administrators, human resource personnel and an institution of higher education representative. The committee members share information and provide perspective for their respective constituencies.

The intensive, two-year sequenced program of preparation offered for candidates is formulated on an inquiry-based formative assessment system built upon the *California Standards for the Teaching Profession* (CSTP). Participating teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Participating teachers assess themselves several times during the year on the Continuum of Teaching Practice, based on the *California Standards for the Teaching Profession*. They document growth based on evidence of their teaching practice by highlighting and dating their performance levels.

The program director provides monthly program updates at principals' meetings. Site administrators confirmed that, through these reports, they learn of program assessment data and the professional development that participating teachers are receiving. The Steering Committee members reported bringing questions and concerns of their constituencies for discussion. Based upon these discussions, changes have been made such as the need to release beginning teachers from extra-curricular activities and changing the Professional Development Provider for equity training.

Course of Study

At the time of hire or upon completion of an Intern Program, the credential analyst meets with potential candidates to evaluate whether they qualify for the BTSA Induction Program and informs the program director, if applicable. The director meets with participating teachers to explain the requirements of induction. At this time, the participants receive a portfolio containing Formative Assessment for California Teachers (FACT) documentation, a program calendar, and information on the Early Completion Option.

The program uses well-defined criteria to select and assign support providers to each participating teacher. Site administrators work with the program director to provide the best match at a site within thirty days of a participating teacher's hire date. The program places a high priority on matching a support provider with a participating teacher based on grade, similar subject area, and same site. Through interviews and a review of state assessment data, participating teachers consistently identified support provider match as a key element to their successful experience.

Participating teachers build upon the prerequisite knowledge gained from their teacher preparation programs with the guidance of a trained support provider. Over the two-year induction program, candidates document their ability to teach students based upon the identified criteria set forth in the *California Standards for the Teaching Profession*. The FACT process

involves documentation of job-embedded experiences. Each FACT inquiry follows the cognitive cycle of plan, teach, reflect and apply.

The program offers a variety of professional development opportunities, including, but not limited to: student data management system, district instructional software, classroom management, health, special populations, English Language Learners, and equity. The program chooses qualified professional development providers from district personnel as well as outside contractors depending upon needs identified in the Individual Induction Plans. Program completers and current participating teachers cited the professional development in district software and strategies for English Language Learners as especially pertinent to their ongoing growth as educators.

The program provides multiple opportunities to observe other teachers. Several participating teachers and program completers cited “Visit a Veteran,” in which the program organized peer observations around specific instructional strategies, as among the most valuable professional development experiences they have had. Teachers also engage in reflective conversations with support providers and summarize their ideas in conversation guides on the topics of community, school, district, classroom, pedagogy, equity, special populations, and English Language Learners.

Candidate Competence

The program has a planned process for assessing participating teachers as they make progress towards meeting standards as evidenced by accountability logs, the data sheet, the Continuum of Teaching practice, as well as interviews with program completers.

Candidates demonstrate through evidence in their portfolios that they are implementing Program Standards 5 (Pedagogy), and 6 (Universal Access) with their students. They choose three target students during each inquiry and focus instructional techniques or changes on those. Candidates reported that adjustments were made to fit their own particular contexts to provide sufficient experiences.

The culmination of the induction program is the exit interview. The candidates prepare a brief presentation that is representative of the growth and learning of their experience in the induction program. The site administrators confirmed the importance of this exit interview to highlight their teachers. The completers also stated that the exit interview was an important element of their experience. A panel of administrators assesses the candidates on a well-defined rubric and provides written feedback following the exit interview. Once all requirements are fulfilled, a recommendation for the clear credential is made by the program director.

Findings on Standards:

After review of the institutional report and supporting documentation; and after conducting interviews with participating teachers, graduates, support providers, district office personnel, and employers, the team determined that all program standards are **Met**.