

## Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Animo Leadership Charter High School (Green Dot Public Schools)

### Professional Services Division June 2015

#### Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Animo Leadership Charter High School (Green Dot Public Schools). 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 is made for the institution.

#### Common Standards and Program Standard Decisions For all Programs offered by the Institution

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

#### Program Standards

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

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

**Institution:** Animo Leadership Charter High School (Green Dot Public Schools)

**Dates of Visit:** May 4-6, 2015

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** based on a thorough review of the institutional program narrative; additional supporting documents available during the visit; interviews with administrators, faculty, participating teachers, 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 Common Standards were **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the Induction Program. Following discussion, the team considered whether the program standards were met, not met, or met with concerns. The team found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, FAS online portfolios, and interviews with program leadership, district administrators, school site administrators, the Director of Human Capital, the Advisory Board, an Institute of Higher Education (IHE) representative, the credential analyst, fiscal analyst, curriculum specialists/professional development providers, support providers, participating teachers, and completers. The team found all Common Standards and Program Standards are **Met** and therefore recommend **Accreditation**.

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

**Advanced Teaching Credentials**  
General Education (Multiple and Single Subject) Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Animo Leadership/Green Dot Public Schools be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Animo Leadership/Green Dot Public Schools 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:**

**Barbara Libolt**  
Riverside Unified School District

**Common Standards:**

**Geeta Rezvani**  
California Department of Education

**Marci Goldstein**  
Chaffey Joint Union High School District

**Program Sampling:**

**Karen DeBerry**  
Corona-Norco Unified School District

**Staff to the Visit:**

**Gay Roby**  
CTC Consultant

### Documents Reviewed

Advisement Documents Biennial Report Feedback Biennial Reports Common Standards Narrative Formative Assessment Expectations Green Dot Model Handbook Job Descriptions Mid-Year Survey Results Participating Teacher Completion Timeline Participating Teacher Handbook Candidate Memorandum of Understanding	Participating Teacher Online Files Professional Development Calendar Professional Development Evaluations Program Narrative Program Summary State Survey Results Support Provide Job Description Support Provider Selection Criteria Teacher Induction Information Flyer Technical Assistance Review
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### Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Candidates	20	20	<b>40</b>
Completers	2	2	<b>4</b>
Employers	7	7	<b>14</b>
Institutional Administration	3	2	<b>5</b>
Program Leadership	2	2	<b>4</b>
Professional Development Providers	3	3	<b>6</b>
Support Providers	7	7	<b>14</b>
Credential Analysts	1	1	<b>2</b>
Advisory Board Members	9	9	<b>18</b>
<b>Total</b>			<b>107</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

Animo Leadership Charter High School is the sponsoring LEA for the Animo Leadership/Green Dot Public Schools credentialing programs. Green Dot is a nonprofit organization headquartered in downtown Los Angeles that operates twenty-one public schools within the geographic boundaries of the Los Angeles basin. Animo Leadership/Green Dot Public Schools mission is to help transform public education so all students graduate prepared for college, leadership, and life. It is Green Dot's goal to fulfill this mission "by running high-achieving public charter schools that are focused on graduating students and fully preparing them for college."

In addition, Green Dot is dedicated to helping parents organize and demand more of their neighborhood schools.

According to its informational flyer, the Animo Leadership/Green Dot Public Schools model can be characterized as "designed to meet individual student needs, combining a rigorous curriculum with the academic counseling and support students need to succeed. Green Dot ensures every student has a highly effective academic experience by providing small, safe, personalized schools that have high expectations for all students. Empowering leadership and effective instruction is paired with parent participation, providing maximum funding to the classroom, including enrichment and support programs during and after school."

Green Dot's name came as a result of the labeling of some high schools in the greater Los Angeles basin as being unsuccessful, in crisis mode. A red dot was placed on the map for each school that was failing, according to the state and federal accountability systems. The commitment was made to turn these schools around, to make them "green dot" schools on the map....and the organization's name was coined.

The schools Green Dot operates are each named *Animo*, the Spanish word for rigor and strength. Sponsoring seven middle schools and fourteen high schools, this charter management organization serves more than 10,000 students. The reported graduation rate of schools operated by Green Dot in 2014 is 80% of students graduating. The student population is statistically similar to Los Angeles Unified School District (reported to be 73.5% Latino, 9.3% white, 9.2% black or African American, 8.1% all other in 2013-14).

**Education Unit**

The Animo Leadership/Green Dot Public Schools induction program is housed in and supported under the auspices of the Chief Academic Officer. The Green Dot Public Schools Charter Management System Induction Program’s vision, “to improve student achievement through ongoing and systematic support and assessment of teacher effectiveness,” is based on current research and responsive to participating teachers’ needs. Participating teachers meet their clear credential requirements by engaging in formative assessment, networking with colleagues, observing experience teachers, and self-assessing their instructional practice against criteria aligned to the Common Core State Standards, the state academic content standards and frameworks, and the California Standards for the Teaching Profession.

**Table 1  
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency or Association Reviewing Programs
General Education (MS/SS)	Advanced	20	22	CTC

## The Visit

The site visit took place on May 4th through May 6<sup>th</sup>, 2015 at the Green Dot Public Schools offices in downtown Los Angeles. The team consisted of a team lead, 2 common standards reviewers, and a program sampling reviewer. The site visit was supported electronically by the state consultant. There were no unusual circumstances associated with this visit.

## 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 Animo Leadership/Green Dot Public Schools induction program's vision, "to improve student achievement through ongoing and systematic support and assessment of teacher effectiveness," is based on current research and responsive to participating teachers' needs. Participating teachers meet their clear credential requirements by engaging in formative assessment, networking with colleagues, observing experience teachers, and self-assessing their instructional practice against criteria aligned to the Common Core State Standards, the state academic content standards and frameworks, and the California Standards for the Teaching Profession. The induction program recognizes the direct connection between the quality of instruction needed to move our diverse students forward in college and career readiness. Stakeholders consistently emphasized that participating teachers' habits of mind greatly impact the success of their students.

The program's vision is broad enough to encompass the range of participants' experience, from admission through the recommendation for their general education clear credential, while remaining aligned with the Green Dot overall vision of, "all students graduating prepared for college, leadership, and life." This overall vision also provides direction for the implementation of the program's formative assessment system, which drives participating teachers' experience and additionally forms the basis for ongoing professional development opportunities. A wide array of traditional professional development is available to participants, with an emphasis on the effective classroom implementation of knowledge gained from such professional development offerings. As consistently revealed in stakeholder interviews and program

documentation, it also recognizes the value of more non-traditional professional development such as collegial collaboration, data analysis, and classroom observations.

The teacher induction program is cradled within the larger organizational structure of the Animo Leadership/Green Dot Public Schools. The Chief Academic Officer (CAO), the Director of New Teacher Support, the Induction Coordinator, and fifteen curriculum specialists coordinate the program and work closely with the Green Dot educational team to ensure that participating teachers' professional growth needs are supported, with an emphasis on Induction Program Standard 5 (Pedagogy) and Standard 6 (Universal Access). Stakeholder interviews stressed that the strength of the induction program in accomplishing all of this with participating teachers, is, however, the powerful mentoring relationship that is formed with their support provider.

The induction program leaders coordinate the activities of the teacher induction Advisory Board, composed of relevant stakeholders including the CAO, a Green Dot cluster director (per the program's organizational chart), the English Language Learner Coordinator, the Director of Special Education, the Director of Counseling Services, a school site administrator, a fiscal representative who oversees special programs, the Director of Human Capital, the Knowledge Management Analyst, and an Institution of Higher Education (IHE) representative. Meeting monthly, Advisory Board members confirmed they discuss a variety of issues including participant performance, student achievement levels, induction-related legislation, induction requirements, and professional development offerings, along with providing feedback

The program also has a strong collaborative relationship with its higher education partner, Brandman University. As stated above, that partner is an active member of the program's Advisory Board, assisting in the analysis of program data and providing suggested modifications to ensure a seamless transition from teacher preparation to induction.

The Green Dot teacher induction program is committed to providing every opportunity for participating teachers to understand their responsibilities and options to successfully complete all advanced credential requirements within a two-year period. The program utilizes a comprehensive model of assessment of participating teacher completion to ensure that all requirements are met for the recommendation of their advanced credential. Participating teachers' formative assessment submissions are assessed for completion by program leaders with the assistance of support providers. In interviews, program completers confirmed that the program prepared them to meet the challenges of the rigor of public school teaching and the demands of meeting the needs of all the students they serve.

**Standard 2: Unit and Program Assessment and Evaluation**

**Met**

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

**Findings:**

Green Dot's induction program is an active participant in the accreditation process, participating in program assessment, biennial reports, and site visits. As evidenced through stakeholder interviews and examination of program documents and data, the Green Dot teacher induction program implements a program evaluation system that collects, both formally and informally, qualitative and quantitative data from all stakeholders. With the support of an external evaluator, the unit assessment system collects data from myriad sources, including support provider self-assessments, beginning of year initial surveys for participating teachers and support providers, participating teacher assessment of support provider effectiveness, year-end surveys of participating teachers and support providers, the Continuum of Teaching Practice, program completer surveys, professional development evaluations, and site administrator surveys.

Stakeholder interviews provided substantive examples, supported by documentation, of the use of program data for ongoing program assessment and improvement. Reviewing data for trends related to program design, the program leadership examines collected information and then brings that information forward to the Green Dot induction Advisory Board. The Advisory Board, in turn, provides feedback on the proposed recommendations and suggests additional program improvements to the program leaders as appropriate. In interviews, professional development providers noted that the data gleaned from workshop evaluations (called "exit slips") are used to drive the development of future professional development decisions. Such exit slips are carefully read to ensure that future professional development offerings are designed in response to participating teacher needs. In stakeholder interviews, Year One participants stated that, after one professional development session, the Green Dot induction leadership responded almost immediately to exit slip comments, letting participating teachers know their requests had been heard and modifications were in place by the next professional development session. Interviews with support providers noted that induction is now more integrated into the individual charter school environments overseen by the Animo Leadership/Green Dot Public Schools due to the use of data to make ongoing program modifications, especially in regard to modifications to the program's formative assessments, made in response to participating teachers' proficiencies and competence in line with the organization's vision. Site administrator interviews, supported by documentation from Advisory Board meetings and program leadership interviews, additionally stated how responsive the program is regard to their suggestions for continued program improvement.

**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:**

Animo Leadership/Green Dot Public Schools allocates sufficient resources that allows for qualified personnel and program staff to coordinate the program, in addition to supporting professional development providers and providing stipends for support providers. Participating teachers agree to voluntarily participate in the induction program. They support the program's fiscal resources through tuition which is then deducted from their monthly salary. The use of tuition is restricted and allocated only for necessary costs to operate the program. While the Animo Leadership/Green Dot Public Schools provides the necessary induction infrastructure (such as a program director, professional development, and a formative assessment system), participating teachers' tuition is primarily allocated to the cost of their support providers' stipend. According to both the chief academic officer and the Green Dot fiscal analyst, the program's resources are not strongly impacted by fluctuating numbers of participating teachers and the corresponding income generated by their tuition as those funds are primarily dedicated to the cost of support providers.

As noted in interviews and substantiated through budget adoption documentation, the induction budget adoption process is multi-faceted. With support from their external evaluator, the program leaders review all survey results from program stakeholders early each spring with a specific focus on fiscal needs for the coming year. This information - along with the previous year's budget, professional development feedback, anecdotal feedback from support providers and participating teachers, the biennial report, and the projected number of teachers to be hired - are then used to determine resource needs for the following year of program operation. The induction program leadership next presents the Advisory Board with those projected needs; the Board then provides feedback in response to those needs in regard to the allocation of fiscal resources and continued program improvement. The Green Dot financial analyst - a member of that advisory board - ensures that all induction funds are available to the program, while additionally assisting program leadership in the management and budgeting of those funds. As referenced in Advisory Board interviews and program documentation, by late spring, an induction program budget, along with a list of proposed purchases, are then shared with that group. Once approved by that group, the chief academic officer and fiscal analyst confirmed that the budget for the coming year is then formally adopted.

According to interviews with program leadership, the Advisory Board, participating teachers, and support providers, Animo Leadership/Green Dot Public Schools additionally commits sufficient resources to supporting its participating teachers through the allocation of personnel, facilities, professional development time and curricular materials, and accountability mechanisms. The program also has processes in place to ensure that all participating teachers are aware of admission requirements for the program and are advised regarding the steps necessary to successfully complete the induction process to earn an advanced credential. Year Two teachers noted in interviews that the design of Green Dot's program is very supportive of teachers in general and conducive to the successful completion of advanced credentialing requirements.

**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:**

As revealed in the stakeholder interviews, Green Dot's induction program uses members of their education team, school site administrators, support providers, and both internal and external professional development providers for professional development. As evidenced by a review of documents and interviews with stakeholders, Green Dot has well-established hiring criteria and interview processes in place to ensure that employees hired as professional development providers and support providers are well qualified and meet the requirements of the organization and induction program. In interviews, program leadership confirmed that they seek support providers who meet the qualification and are able to be support participating teachers in their endeavors.

As noted in interviews and program document review, Green Dot has an established selection process for its support providers. Applicants who meet minimum qualifications go through an interview process, including the development and implementation of a presentation where they demonstrate knowledge of the California Standards for the Teaching Profession (CSTP), working with diverse populations, special needs students and language learners, and the teacher induction program in general as well as the support provider's role specifically. Interviews with support providers and the induction leadership team confirmed that support providers are knowledgeable about CSTP, FAS and have expertise in teaching diverse populations; these requirements enable them to then support participating teachers in completing program requirements.

Support provider selection process documents and stakeholder interviews confirmed that support providers are experienced teachers who have been selected based on their instructional expertise, their familiarity with the Common Core State Standards, the state-adopted content standards and curriculum frameworks, their ability to model standard-based instruction, and the specific needs of the student population taught by the participating teachers to whom they are assigned.

Program leadership, in interviews, confirmed that they additionally seek support providers who are able to model best teaching and learning practices, share research-based strategies and instructional materials and resources with their participating teachers. Support providers receive ongoing professional development on topics pertinent to the induction process, with a focus on formative assessment activities and debriefing processes. Interviews also confirmed that support providers have clarity regarding their responsibilities. Support providers, representing varied cultural, ethnic, and linguistic backgrounds, and are reflective of the diverse student populations served by Animo Leadership/Green Dot Public Schools.

As revealed in the stakeholder interviews and documentation, Green Dot provides several professional development opportunities throughout the year for support providers. Interviews highlighted that support providers are knowledgeable and skillful in mentoring and supporting participating teachers along with the application of the program's formative assessment tools. Support providers meet regularly with each other, with site administration, and with the leadership team to assess and reflect on their mentoring process, and collaborate on develop professional practices.

Quarterly, the Green Dot leaders meet and collaborate with program directors across Los Angeles County during local induction directors' meetings to discuss best practices and resources for continued induction program improvement. Green Dot Program leaders also attend the New Teacher Center-Formative Assessment System (NTC FAS) Leadership Network and share best practices in utilizing their formative assessment system, and providing professional development opportunities to participating teachers. Green Dot has also established collaborative relationships and partnership with institutions of higher education for teaching development across different programs. The program also has a strong collaborative relationship with its higher education partner, Brandman University. As stated above, that partner is an active member of the program's Advisory Board, assisting in the analysis of program data and providing suggested modifications to ensure a seamless transition from teacher preparation to induction.

Evaluation of professional development providers and support providers occurs in a variety of ways to ensure they are effective and fulfill their obligations. As revealed in stakeholder interviews, those who are consistently effective are retained. Professional development providers are evaluated by participating teachers, support providers, site administrators, the induction coordinator and/or the director of teacher development. Information gathered from the Green Dot Rubric for Professional Development is used to evaluate services for the improvement of future trainings. As reported in interviews with the leadership team and Advisory Board members, the evaluation results are used to refine and align professional development with the goals and vision of the induction program. The work of support providers is monitored consistently throughout the year by induction program leadership, as noted in interviews and program documentation. Support providers are additionally evaluated at the end of the program year through the Candidate Assessment of Support Provider Effectiveness Survey, which is completed by participating teachers and reviewed by program leadership.

**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:**

A review of the documents confirms that the Green Dot hiring standards for teachers are rigorous and follow an extensive participating teacher search conducted by the Human Capital Department. According to stakeholder interviews, the Human Capital Department attends job fairs and conferences in Southern California and partners with Teach for America for recruitment purposes.

Multiple measures are used to encourage and support applicants from diverse populations. A review of documents confirms that Green Dot recruits from a wide variety of universities, both in state and out of state. They also have a partnership with ENCORE, which is an organization dedicated to the recruitment of second and third career candidates into the teaching profession. These efforts allow Green Dot to seek diverse candidates while simultaneously hiring for performance and professional growth potential.

An indication that efforts are made to recruit a diverse staff that is reflective of the community are succeeding is confirmed by their staff diversity. The self-study report indicates that 12.63% of the Green Dot teaching staff are Asian, 0.36 are American Indian or Alaskan, 15.12% are African American, 33.63% are Hispanic or Latino, 0.89% are Hawaiian or Pacific Islander, 34.16% are White, and 3.20% are two or more races. 35.05% of the teaching staff is male and 64.95% are female.

There are multiple Green Dot personnel that participate in the initial hiring process, including members of the human capital team and curriculum specialists. Human capital department members report that their responsibility in the preliminary hiring process includes the examination of applications, resumes, credentials, and phone interviews. If a candidate passes these steps, it is then the responsibility of the human capital department members and education teams to conduct an in-person interview that includes a group interview with multiple candidates. Next, they assess candidate responses to a writing prompt and evaluate candidate-created mini-demo lessons.

After the initial screening process, qualified candidates are then forwarded to site principals for a second round of interviews. In interviews, site administrators reported that they observe the candidates teach the first 7-10 minutes of that mini-lesson to a group composed of administrators, student and teachers. The candidate is then offered evaluative feedback and is then asked to reflect on the lesson they just taught. Site administrators stated this vetting

process is an important part of Green Dot’s hiring practices, allowing them to determine if the candidate is open to feedback and is coachable. They also said that the hiring decisions are made at the site level, and that the vetting process narrows the pool of candidates, which allows them to interview candidates that have the qualities they are looking for.

Stakeholders reported that the initial phone interview questions and the writing prompt used in the hiring process are research-based and are specifically designed to determine if a candidate’s teaching values are compatible with Green Dot’s vision. The phone interview provides preliminary data about a candidate’s approach to classroom management, data analysis, and their own personal mission. In an interview with participating teachers, they reported that the hiring process brings in teachers who have very similar values and philosophies, which makes collaboration at the schools effective and productive. They feel like they are working collegially to fulfill the Green Dot vision of preparing their students for college, leadership and life.

Participating teachers reported that they believe the rigorous interview process is effective as it allows them to work with other teachers who have the same values, and makes collaboration at the school sites successful and beneficial for both the teachers and the students.

**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:**

Animo Leadership Charter High School/Green Dot Public Schools provides personnel from several departments to advise applicants about their academic, professional and personal development. As revealed in documentation and substantiated in interviews, credential specialists assist candidates by ensuring they only interview for, and upon hiring, are only given teaching assignments they are qualified to teach. The credential analyst confirmed that she advises candidates as to induction enrollment procedures and options. Green Dot induction program leaders explained during interviews that they attend new hire orientation events that are organized by the human capital department, and provide information about induction program benefits and requirements for potential candidates in the program. Site administrators reported that they assist participating teachers with induction requirements by meeting with them to discuss instructional strengths and areas for growth, as well as providing them with the necessary standards, frameworks, and curricular materials. In interviews, members of the Green Dot education team discussed how they assist participating teachers in growing professionally by creating professional development aligned to the CSTPs and Induction Standards 5 and 6.

Support providers reported that they meet with participating teachers as often as weekly to advise them on appropriate professional development opportunities as determined by their individual learning plans. When meeting in person isn't possible, the support providers use other methods to collaborate with their participating teachers, including using FaceTime, email, and phone calls to facilitate the induction process. These meetings are recorded in their collaborative assessment logs. NTC-FAS documents guide the induction process and provide opportunities for feedback from support providers as well as opportunities for reflection by the candidates. Additionally, the biennial report indicates that candidates highly rated effective use of meeting time with their support providers, creating a trusting relationship that promotes honest and compassionate sharing and the use of evidence of classroom practice to guide work together.

In interviews and through documentation, participating teachers report that in addition to meeting with their support providers, they are given professional development opportunities via optional workshops on a variety of relevant topics, including teaching English language learners, Common Core implementation, classroom management, formative assessment, college and career readiness, learning targets, working with paraprofessionals, speaking and listening core skills, response to intervention and depth and complexity. Participating teachers reported that they are allowed to select which of these professional development sessions they will attend.

Green Dot has made strides to ensure that their participating teachers have appropriate information readily accessible to them to guide their attainment of all program requirements. They have created a number of tools to guide candidates through the formative assessment process in a timely manner, including criteria for success documents for both year one and year two teachers. Participating teachers' questions or concerns are recorded on an exit slip following professional development. Interviews with participating teachers noted that program leaders answer questions and provide additional information and resources immediately.

Program documentation, data, and stakeholder interviews confirmed that Green Dot has high expectations for participating teachers in their induction program. Participating teachers reported in an interview that they meet three times a year with their support provider and a site administrator for Triad meetings, where they receive feedback on their efforts to support the Green Dot vision. Program documents also indicate that support providers utilize rubrics to evaluate participating teacher competence on NTC-FAS, and have procedures for observing classroom instruction and providing feedback to the participating teachers. Additionally, the participating teacher memorandum of understanding outlines corrective steps that will be employed if a participating teacher fails to meet deadlines in completing their NTC-FAS units.

Both stakeholder interviews and program documentation confirmed that support providers utilize collaborative assessment logs and individual learning plans (ILP) to assist their participating teachers in the gathering of evidence of their teaching practice, in order to guide advisement and assistance efforts. This is further supported by the observation and reflection

tools, as well as by support provider training PowerPoints. The results of the review of evidence and the self- assessment on the Continuum of Teaching Practice, aligned to the CSTP culminate in the identification of teacher instructional strengths and areas for growth. The support provider then uses the self-assessment results and associated evidence to assist participating teacher in developing an ILP. The ILP is then used to guide participating teachers in selecting professional development activities. It also serves to inform the completion of formative assessment tools that demonstrate application of the CSTP and Induction Standards 5 and 6.

In interviews, both site administrators and participating teachers indicated that triad meetings with the participating teachers, support providers and site administrators provide opportunities to ensure that the vision and goals of Green Dot Public Schools are aligned with the sites' goals and the teachers' goals, as well as with curriculum frameworks and the California Standards for the Teaching Profession. These meetings also ensure that support providers are working in concert with the overall program goals and are able to assist the participating teachers in preparing students who are prepared for college, leadership, and life. Participating teachers cited the strong relationship that they have with their support providers as being one of the most beneficial components of the Green Dot induction program.

**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:**

As revealed in the stakeholder interviews and documentation, the Animo Leadership/Green Dot Public Schools induction program utilizes NTC-FAS in addition to local formative assessment tools to provide participating teachers with a planned sequence of classroom-based experiences that allow them to develop and demonstrate knowledge and skills necessary to educate and support all students effectively in meeting academic content standards. Document and data review and interviews confirmed that such planned classroom experiences include ongoing reflection of teaching practice throughout the process with continuous collaboration and support from support providers.

Embedded within the classroom experiences are multiple assessments of teaching practice in relation to the CSTP and induction standards 5 and 6. Participating teachers, in collaboration with their support providers, develop ILP based on their assignment, identified learning needs

and prior preparation and experiences to ensure that participating teachers support the diverse range of learners.

The two year systematically designed induction program incorporates a planned sequence of classroom-based experiences for participating teachers that include components of universal access and professional growth through the inquiry process. A review of program documents, participating teachers' online portfolios, and stakeholder interviews confirmed that Green Dot has a structured tracking and monitoring system in place to regularly examine and evaluate participating teachers' progress and assignment completion. The induction program leadership participates in the Southern California FAS Leadership Network quarterly meetings where guidance and best practices in the implementation and evaluation of formative assessment experiences are shared and discussed.

As evidenced through program documentation and stakeholder interviews, program leaders and site administrators collaborate in the selection of support providers. Site administrators also meet with induction program leadership as a team on a monthly basis to discuss leadership issues and individually to discuss the progress of the induction program at their site. During site administrator roles and responsibilities trainings and individual meetings between program leadership and administrators, the induction program leaders also recommend support structures that site administrators can provide to assist the support providers and participating teachers with implementation of the participating teachers' ILP and inquiries.

As noted through interviews, program documentation, and data, FAS protocols, site-based support, and professional development opportunities build participating teachers' capacity to embrace issues of diversity that affect school and classroom climate. Within the established goals of the induction program, participating teachers are required to demonstrate their knowledge of effective strategies for teaching English learners and special populations, while meeting the needs of diverse student populations.

**Standard 8: District-Employed Supervisors**

**Not Applicable**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

**Findings**

As a sponsor of only second tier programs, Common Standard 8 does not apply to this institution.

**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:**

The Animo Leadership/Green Dot Public Schools induction program expects all participating teachers to demonstrate the professional knowledge and skills necessary to educate and support all students through ILP, inquiry action plans, and formative assessment activities found in the NTC-FAS. In order to complete the Commission-adopted competency requirements, each participating teacher receives two years of individualized support and formative assessment with a trained support provider, participates in professional development, and completes the required induction portfolio which is assessed with a completion rubric. In interviews and in program documentation, support providers confirmed that this process was particularly successful as it aligned well with the expectations at the school sites. Site administrators explained that the requirements of the program were aligned to the evaluation system used at the site level. This allows for focus on requirements and goals for all stakeholders.

The document review process also confirmed that the transportability document provides an induction requirement checklist that is also used by the program to ensure that all standards-based requirements are met. Collaborative assessment logs, professional development logs, and other documents in the induction portfolio also provide evidence for CSTP. According to completers, the reflection activities in the NTC-FAS program allowed teachers to effectively consider their instructional practices. Program leadership explained that participating teachers who were not meeting the required expectations (such as failure to attend meetings, meet with support provider, or complete documents) receive progressive discipline starting with an initial e-mail, then a formal warning letter, an in-person meeting, and are finally dropped from the program.

Evidence from program documents and interviews confirmed that participating teachers are provided with a clear timeline of formative assessment activities, a calendar of scheduled meetings, and multiple opportunities for advisement and assistance in meeting the competency requirements. The program also has a structured process to monitor progress and verify program completion. Participating teachers complete an online portfolio that provides evidence of application and implementation of effective instructional strategies designed to meet the needs of a diverse student population.

**General Education (MS/SS) Induction Program****Program Design**

The Animo Leadership/Green Dot Public Schools is the overarching program housing the teacher induction program. The management team for Green Dot is comprised of members,

including a Chief Academic Officer, the Director of New Teacher Support, the induction program coordinator, and fifteen curriculum specialists. An advisory board consisting of several stakeholders including: an IHE member, site administrators, induction program leadership, Green Dot cluster directors, curriculum specialists, and the human capital director. According to the advisory board (and corroborated through program documents), meetings are held monthly and are the basis for the decision making and feedback for induction improvement. Specific program decisions are made by the induction program coordinator who shares these decisions with stakeholders.

Designed to assist and support participating teachers as they enter the teaching profession, Green Dot's induction program is centered on assisting teachers in the advancement of their skills and knowledge in relation to the CSTP, the Common Core State Standards and curriculum frameworks, and the Standards of Quality and Effectiveness for Professional Induction Programs. This collaborative model focuses on improving classroom practice and on developing teachers who are reflective and responsive to the diverse cultural, social, and linguistic backgrounds of all students. According to program leadership, the vision of the Green Dot program is to ensure that all students graduate prepared for college, leadership, and life.

As noted in stakeholder interviews, program documentation, and data, novice teachers participate in a program of extended preparation and professional development that uses the NTC-FAS as its foundation. Interviews with support providers indicate that the NTC-FAS documents have been refined and adapted to align with Green Dot's vision of preparing students for college, leadership and life. Participating teachers, support providers and site administrators additionally stated that the NTC-FAS is beneficial in providing a structure for inquiry, feedback and reflection which allows all stakeholders to work toward common goals and a shared vision. This triad of stakeholders all indicated satisfaction with the process and alignment with their work.

The induction program budget is currently tuition-based, funded by teachers paying to participate in the program.

### **Course of Study**

The foundation of the program's design is the NTC-FAS. NTC-FAS, along with locally developed formative assessment tools. These serve as the program's curriculum; participating teacher completion of NTC-FAS allows them to demonstrate successful implementation of the various components of the induction standards. In addition, support providers, participating teachers, and site administrators explained in interviews that the Green Dot vision and the expectations at the school sites are well-aligned with the requirements of NTC-FAS. By completing the induction program participating teachers are prepared to meet the academic learning needs of the diverse middle school and high school student populations. NTC-FAS, induction program leadership, support providers, and curriculum specialists guide participating teachers as they develop teaching practices and skills that cultivate highly qualified teachers.

NTC-FAS is implemented by the induction program in ways that are consistent with the holistic, developmental view of teaching reflected in the CSTP, providing participating teachers with trained support providers who work with them to collect and analyze classroom data from a variety of sources to reflect upon and collaboratively advance teachers' classroom instruction. A series of carefully designed tools help structure the interactions between support providers and participating teachers. The majority of NTC-FAS and local protocols support the central processes such as assessing and understanding the learning context and the professional growth inquiry. According to the professional development providers and induction program leadership, participating teachers receive five days of training before the start of the school year. First year teachers receive four days of additional professional development; two days in the fall and two days in the spring. Second year teachers receive two days of professional development. Curriculum specialists explained that the Improving Teacher and Student Achievement team (ITSA) meets monthly to discuss professional development offerings and ways to support new teachers. Exit slips completed by participating teachers at the end of each professional development training further support ongoing program improvement and focus for future trainings.

The Green Dot induction program uses a comprehensive system of formative assessment for participating teachers. NTC-FAS is designed to support and inform participating teachers about their professional practice in the context of an on-going, collaborative partnership with a trained support provider (mentor). The Green Dot "Glows and Grows" document additionally helps support providers and participating teachers improve classroom practices through ongoing collaboration. In this way, participating teachers reflect on their current classroom instruction and find areas of strength (glows) and weakness (grows). Both support providers and participating teachers felt that these forms were effective in increasing collaborative conversations. Interviews and program document review confirmed that formative assessment structures not only help participating teachers identify and strive for high levels of classroom instruction, but also establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. During interviews, current participating teachers and completers expressed positive opinions about the formative assessment system, stating that the inquiry process demonstrated student growth and provided a forum for reflective conversations. One participating teacher explained that the support they received allowed them to fail and learn from their mistakes, as they strive to meet the needs of their diverse students, without the repercussions of the formal evaluation they receive from site administration.

### **Assessment of Candidate Competence**

According to the program leadership, support providers, and participating teachers, qualified new hires are informed about the Green Dot induction program once they sign a contract. Green Dot's induction program offers a sequence of interrelated formative assessment processes and professional development based on the induction standards for participating teachers, allowing them to demonstrate application of Induction Standards 5 and 6 and complete the program over a two-year period. By completion of the induction program's formative assessment system, participating teachers demonstrate their knowledge and

application of the CSTP, Common Core State Standards and student performance levels. Included in the FAS tools for weekly collaboration, lesson planning, analysis of student work, and post-observation reflections, are questions participating teacher must answer regarding meeting diverse individual student needs in relation to a specified subject area, the CSTP, the state frameworks and Induction Standards 5 and 6. Evidence that demonstrates the participating teachers' professional knowledge and skills is used to educate and support all students in meeting the Common Core State Standards consistent with Induction Standards 5 and 6. Collaborative assessment logs, as evidence of participating teachers' regular meetings with support providers, outline plans and actions taken to grow and improve in meeting in meeting the demands of teaching a diverse student population. Lesson plan tools, analysis of student work tools, observation tools, reflection tools, and associated student work samples, handouts further demonstrate application of Induction Standards 5 and 6.

Program leaders and support providers assess the online induction portfolio against the teacher induction portfolio rubric. The portfolio rubric consists of three separate rubrics that are used to assess completed portfolio components. The FAS calendar with due dates is available for year one, year two, and early completion option teachers. Portfolio assessment and feedback is an ongoing process: participating teachers are informed if they have met or not met the induction program standards and requirements within a timely manner. If participating teachers have not met a specific induction requirement, they are informed of what is needed to meet that requirement and are given an agreed upon timeline for resubmission and reassessment. According to participating teacher interviews, the process allows for critical reflection of teaching practices and therein improvement and student achievement gains. Additionally, support providers offer focused suggestions, which lead to overall improvement in teaching diverse student populations.

In order for participating teachers to be recommended for completion of their clear credential they must first meet the requirements of the NTC-FAS program checklist. Then, according to the credential analyst and program completers, the program leadership recommends that participating teacher for her or his credential. The credential analyst and participating teacher complete the CTC paperwork and pay required charges. Credentials are usually filed within ten days of the process completion.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the General Education (Multiple Subject/Single Subject) induction.