

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

**Professional Services Division  
March 2016**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at the Torrance Unified School District. The report of the team presents the findings based upon review of the institutional 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**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1. Educational Leadership	X		
2. Unit and Program Assessment and Evaluation	X		
3. Resources	X		
4. Faculty and Instructional Personnel	X		
5. Admission	X		
6. Advice and Assistance	X		
7. Field Experience and Clinical Practice	X		
8. District Employed Supervisors	Does not apply to Second Tier Programs		
9. Assessment of Candidate Competence	X		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
General Education Induction	6	6	<b>0</b>	<b>0</b>

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the following 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:** Torrance Unified School District

**Dates of Visit:** February 23-25, 2016

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

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

Common Standards

The entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards were 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 (MS/SS) Induction program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that all six Program Standards were **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support coaches, administrators, and other stakeholders. The team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Clear

Staff recommends that:

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

**Accreditation Team**

**Team Leader:** **Melanie Carmona**  
Placentia-Yorba Linda Unified School District

**Common Standards Cluster:** **Susan Dickson**  
Riverside County Office of Education

**Program Standards:** **Shana Smith**  
San Bernardino City Unified School District

**Staff to the Visit:** **Gay Roby**  
Commission on Teacher Credentialing

**Documents Reviewed**

Annual Induction Budget  
Biennial Reports and Commission on Teacher Credentialing Feedback  
Candidate Portfolios  
Common Standards narrative  
California Standards for the Teaching Profession Self-Assessments  
Early Completion Option documents  
FACT Documents  
FACT Inquiry and Program Formative Assessment Rubric  
Forum postings  
Institutions of Higher Education meeting agendas  
Induction Program Letter of Commitment  
Induction Standards Self-Assessments  
Meeting agendas  
Meeting sign-in sheets  
Mid-year and End-of-Year Induction Program Surveys

New Teacher Institute brochure  
 Notification of Eligibility and Responsibility to Enter a Professional Teacher Induction Program  
 Ongoing Support Coach Professional Development Agenda  
 Organizational Chart  
 Program Assessment Preliminary Report of Findings  
 Program Standards narrative  
 Commission on Teacher Credentialing State Surveys  
 Support Coach Application and Interview Rubric  
 Support Coach Classroom Observation Notes  
 Support Coach End-of-the-Year Interview Notes  
 Support Coach Training Agenda  
 Transportability Document  
 Torrance USD Board Releases  
 Unit Evaluation System

#### Interviews Conducted

Stakeholders	Total
Candidates	18
Completers	8
Site Administrators	8
Institutional Administration	3
Program Coordinators	2
Professional Development Providers/ District Teachers on Special Assignment	13
Support Providers	12
Credential Analysts and Staff	2
Advisory Board Members	9
TOTAL:	75

Note: In some cases, individuals were interviewed more than one time because of multiple roles. Thus, the number reported for the total number of people interviewed exceeds the actual number of individuals interviewed.

#### **Background information**

Located in the western part of Los Angeles County in the South Bay, Torrance Unified School District (Torrance USD) serves the entire city of Torrance. Bordered by the Palos Verdes Peninsula and the cities of Redondo Beach, Gardena, and Carson, Torrance USD consists of 17 elementary schools, eight middle schools, four comprehensive high schools, one continuation high school, one alternative high school, and two adult school campuses. With a student enrollment of approximately 24,000, Torrance USD was established in 1947 and unified in 1948. The district has a reputation for academic excellence, proudly boasting a 95.5-percent graduation rate, one of the highest in the state of California.

In 2013-14 the student population in Torrance USD represented the following races/ethnic groups: Asian 29.6%, white 25.6%, Hispanic or Latino 27.4%, Filipino 4.5%, black 4.3% and other 8.7%. Teachers in 2011-12 (the last year data was gathered in this manner) represented the following ethnic/racial groups: white 69.7%, Asian 15.5%, Hispanic or Latino 8.3%, Filipino 1.2%, black 1.0% and other 4.4%.

**Education Unit**

Torrance Unified School District is the lead educational agency for the Torrance USD Induction program. Torrance USD gives authority to the induction director for the design and implementation of the induction program with day-to-day program implementation oversight given to two program coordinators. Major changes over the past two years have included Torrance USD Induction growing considerably, with candidate enrollment more than doubling and three full-time support coaches (the Torrance USD term for support providers) serving the program. Currently, the Torrance USD Induction Program consists of 74 candidates and eight support coaches. Of the 74 candidates, 33 are in their first year and 41 are in their second year of Induction.

**Table 1  
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2014-15)	Number of Candidates Enrolled or Admitted (15-16)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	31	74	CTC

**The Visit**

The visit took place at the District Office of the Torrance Unified School District. It was conducted from Tuesday, February 23 through Thursday, February 25. The team consisted of a state consultant, a team lead, one Common Standards team member, and one program sampling team member.

## 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

Confirmed through interviews with unit and program leadership, the Torrance USD vision is “to provide our students with teachers who embrace a learning community focused on high quality instruction for all students. Teachers are actively supported while engaged in ongoing professional inquiry designed to positively impact student achievement.” This vision is based on multiple research studies supporting the premise that teachers have to be both educational researchers constantly engaged in professional inquiry and growth, as well as instructors of comprehensive curriculum consisting of varied teaching and learning strategies needed to meet the learning needs of a wide range of students. Completed Formative Assessment for California Teachers (FACT) documents demonstrate, and candidates agreed via interviews, that induction work is tied directly to this vision, as well as California’s adopted content standards and curriculum frameworks. Support coaches and candidates alike reported that they are engaged in a collaborative induction community. Along with induction staff and support coaches, candidates shared that they have several support meetings a month with numerous induction program staff, including professional development providers who are full-time content coaches for the district. Depending on candidate need, these could include cohort meetings, individual meetings with support coaches, focused professional development sessions, observations, and FACT document completion meetings. Completed FACT documents deal directly with student achievement and the induction coordinators shared that these documents are regularly reviewed by the assigned support coach with regular “spot checks” by the coordinators to ensure that the candidates are meeting program and competency requirements.

In Torrance USD several stakeholder groups coordinate to provide services for induction candidates: educational services, human resources, Torrance Teachers Association, university-based teacher preparation programs, and support coaches. Representatives from each of these support groups, along with candidate representatives, constitute the Torrance USD Induction

Program Advisory Board. Members from this team reported that they meet three times per year to collaborate about the organization, coordination, and guidance of the Torrance USD Induction Program. Additionally, members of the advisory board shared that they are responsible for the ongoing development and re-examination of the program's vision to ensure that it remains current with the field. Advisory board members lauded the vision as intentional and purposeful, helping all involved to look in the same direction. Recent changes to Torrance USD Induction, such as investing in full-time support coaches, have helped align the program to the district's vision. Professional development providers agreed that the program's vision is inextricably tied to the district initiatives that they teach and reinforce in trainings.

The coordination and implementation of induction program activities are organized within the educational services division of Torrance USD. Structured collaboration is embedded to meet the needs of new teachers. The induction program director and chief academic officer meet monthly to discuss annual program goals, as outlined on the Local Control Accountability Plan (LCAP). Though the induction director is the administrative authority for the program, district leaders offer the director support and/or resources when needed. The chief academic officer attends regularly scheduled leadership cabinet meetings where he shares issues and information related to induction. A discussion with the superintendent affirmed his support of and enthusiasm for the program. The chief academic officer also confirmed that the induction director is a member of the district-wide instructional planning team, meeting regularly with the director of elementary schools, director of secondary schools, and chief academic officer as part of a district-wide curriculum team. This team planning allows for Torrance USD Induction program professional development to supplement and support district focus areas, as well as to prevent duplication and/or contradictory views. Many stakeholders, including professional development providers, recognized that a positive outcome of this collaborative planning is promoting a common language among all Torrance USD teachers. Likewise, the instructional planning team concurred that what is done in the induction program is shared with them, leading to district-wide alignment of induction program goals such as differentiation of instruction and strategic English Language Development support through carefully chosen language objectives.

One of the two induction program coordinators serves as the authorized credentialing agent for the induction program, per delegation of the induction program director. Prior to recommending each candidate, the coordinator verifies the completion of all documents and induction requirements. Before exiting the program, candidates are also required to attend an exit interview with an induction coordinator and support coach. During this hour-long conversation, candidates speak to the same over-arching question prompts that are used on the internal scoring rubric used by support coaches and induction coordinators. The coordinators cited this process as a holistic cumulative event that encourages candidates to professionally reflect on their entire program experience. The district credential analyst

indicated that the induction program coordinator notifies her when any recommendations are made for the clear credential.

**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**

Annual program surveys and interviews with advisory board members concurred that Torrance USD is committed to formative, on-going improvement for its induction program. Review of documents and interviews with stakeholders supported that the induction program has adopted a collaborative approach to program evaluation data review, sharing results of annual surveys with the advisory board, as well as site administrators and district leadership. As corroborated in various interviews with the induction director, site administrators, support coaches, and candidates, changes are born from listening to their wants and needs. Indeed, stakeholders of all types shared that their suggestions and viewpoints are valid and sought out by the induction director and coordinators. While the annual survey is the quantitative evaluation for site administrators, support coaches, and candidates to give formal feedback about the program, interviews supported the idea that program leadership is always open to informal requests for improvement. In addition, candidates are asked to complete a mid-year survey so any identified problems can be addressed immediately. Professional development providers review survey data collected after each workshop, tailoring future trainings to teacher feedback and needs throughout the year.

The induction coordinators and support coaches expressed that all inquiry work is seen through a reflective lens, both as a whole and as discrete parts, so that teacher professional growth and student achievement become the ultimate goals of all induction program activities. Program leadership asserted and candidates concurred that all FACT and induction work is examined multiple times a month through an online submission process to monitor candidate progress and competence and to provide assistance.

Program leadership confirmed that initial intake surveys are used to prioritize the greatest professional development needs of candidates. Additionally, candidates shared that they are solicited various times during the year to share their needs. This process guides professional development topics at monthly cohort meetings. Completed FACT documents confirm that candidate performance is collected and self-assessed throughout the two year program on the Continuum of Teaching Practice. The Continuum of Teaching Practice is a narrative of each of the California Standards for the Teaching Practice with levels of performance described for each

element of the standards which gradually increases in proficiency: Emerging, Exploring, Applying, Integrating and Innovating. Review of mid-year surveys, end-of-year surveys, internal surveys, workshop surveys and the data analysis of each inquiry as assessed in the FACT Inquiry and Program Formative Assessment Rubric supports that ample and systematic data are collected to determine candidate competence and program effectiveness throughout the year. Members of the advisory board, site administrators, and support coaches attested that they are continually apprised of the major findings and participate in program improvement discussions.

**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**

The Torrance USD superintendent emphasized that the induction program’s resources and funding needs are of utmost importance. Resources for the program are monitored in an ongoing and comprehensive manner. Interviews with key stakeholders and review of program documents indicated that the primary goal of the induction program operations in Torrance USD is the provision of opportunities for participants to demonstrate effective teaching. A candidate’s collaboration with a support coach, guided by an organized system of formative assessment, is foundational to the attainment of this goal. The chief academic officer shared, and a review of the program budget supported that Torrance USD is committed to allocating sufficient resources to the induction program. District leadership sees the value in continuous teacher improvement, including the induction program in the district LCAP, which projects several years into the future and pledges monetary and personnel support to the program. Recently, Torrance USD invested in a wealth of content coaches who travel to school sites to support teacher teams, model lessons, write curriculum, and provide professional development trainings. These coaches are closely connected to induction, frequently working with program leadership to provide support for California content standards, research-based instructional strategies, English learners, and students in special populations.

In addition to the content coaches, three full-time release induction coaches were hired to provide for additional observations and support meetings. Reviews of the support coach application and interview rubric certify that only the most qualified teachers are selected as in-class or full-time support coaches. The induction coordinators, induction director, and support coaches themselves confirmed that support coaches are provided with the initial and ongoing

training, support, time, and compensation to develop and maintain mentoring skills from year to year. After an intensive three-day initial training in coaching skills and program components, monthly meetings are conducted to hone those skills, foster collaboration, and promote calibration of induction work.

Torrance USD sponsors one educator preparation program, the Torrance USD Induction Program. The induction program director confirmed that while she is very involved in all program components, the induction coordinators provide day-to-day oversight, including collaboration with the human resources staff throughout the year regarding the admission of qualified candidates, monitoring and advising all support coaches, monitoring the FACT work of candidates, developing and facilitating professional development activities for both support coaches and candidates, and managing the assessment and recommendation of all clear credential candidates. The induction program director expressed, and the chief academic officer affirmed, that the program is granted access to a broad range of resources, including the full use of district plant facilities and information systems for the induction program office, staff to support the day-to-day operations of the program, additional specialized staff support for professional development activities, technology support, and financial support for adequate staff and supplies, conferences, and other induction networking activities.

**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**

Torrance USD Induction Program employs three categories of qualified faculty and instructional personnel: the induction program director, induction program coordinators, and support coaches. In addition, induction program staff collaborates with district curriculum specialists (resource teachers) who provide professional development throughout the district and specifically in the induction program through coach and candidate trainings. Documents, such

as job descriptions and personnel hiring materials, and interviews verify that induction coordinators, support coaches, and resource teachers are selected from the Torrance USD veteran teacher pool through an established hiring process that includes an application with professional recommendations, qualifications in instructional differentiation strategies, such as Sheltered Instruction Observation Protocol (SIOP), and an interview protocol with selection criteria to assess teaching knowledge, professional dispositions, and instructional effectiveness. Successful applicants for induction staff positions have been certified in Cross-cultural Language and Academic Development (CLAD) and demonstrated expertise in the California State Content Standards for specific academic content areas, current instructional technologies, and classroom instruction design using student assessment data and the *Understanding by Design* principles. The yearly schedule of induction cohort meetings and district/site professional development agendas, minutes and instructional materials, as well as feedback survey data and interview evidence, confirm that the induction presenters design and implement effective trainings spanning a variety of current academic issues and best-practice strategies. Participant feedback from professional development offerings is shared with the presenters for ongoing program modification and improvement. Candidates overwhelmingly attested to the professionalism, range of expertise, and wealth of resources offered by their specific support coaches, professional development providers, and other induction staff. Support coach, candidate, and site administrator interviews confirm that program leaders often implement their suggestions for future professional development sessions.

Documentation from induction professional development sessions and interview data from multiple groups support that the induction director, induction coordinators, support coaches, and resource teachers collaborate regularly among themselves and with site administrators through the following networks:

- District administrative meetings that provide vertical communication among district/site administrators and induction staff.
- Induction cohort meetings, support coach/resource teacher meetings, and district professional development meetings that include collaborative activities among support coaches and presenters.
- Induction Cluster 4 meetings, Institutions of Higher Education (IHE) collaborative meetings, and induction state meetings attended by the induction director, coordinators and support coaches that include structured collaboration around the FACT system, mentoring strategies, and instructional best practices.
- Advisory board meetings, including IHE representatives from local colleges and universities that facilitate collaboration and alignment between the induction program and partner teacher preparation programs.
- State, regional, and national conferences and workshops that maintain understanding and implementation of current educational research and best practices.

Documentation from agendas and materials from professional development sessions, as well as review of the online support resources and interview evidence, confirm that induction staff receive ongoing training and have access to individualized professional development opportunities to remain current and enhance their own knowledge and skills. The induction program provides initial training for all new support coaches as well as regular targeted professional development. Opportunities are provided to program personnel to attend state, regional, and national conferences/trainings as appropriate. Coaches mentioned that the skills, techniques, and ideas from specific district workshops or state and regional conferences have enhanced and expanded their professional practice. In addition, support coaches periodically participate in focused data review with the program coordinators in order to identify coaching needs and inform program modifications.

Multiple documentary and interview data confirm that both the professional development providers who present at the induction trainings and the support coaches mentoring the candidates are evaluated regularly through various formative feedback tools, including

- Session feedback forms completed by participants after each training
- Local Mid-Year and End-of-Year Surveys completed by coaches, candidates, and site administrators
- The individual Support Coach Professional Development Survey, Self-Reflective Rubric, and Professional Growth Plan completed by each support coach and reviewed periodically by the induction director/coordinators
- Multiple observations and formal evaluation meetings with the induction program director and/or induction coordinators for advisement and performance feedback for induction coordinator/s and support coaches
- Reviews using a rubric for candidates' FACT documents
- Service logs maintained by support coaches and induction coordinators

Support coaches who are not able to make candidate support a priority, despite interventions by program staff, do not continue as coaches. Accomplished induction staff members are recognized publicly for their excellence and professionalism at the program's end-of-year celebrations and district meetings.

**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

The induction program director, induction coordinators and the credential analyst confirm that upon verification of employment status, candidates have their credentials reviewed for program eligibility by the credential analyst and coordinators. Once eligibility is determined, multiple interview and documentary data verify that candidates sign the district form *Notification of Eligibility and Responsibility to Enter a Professional Teacher Induction Program*, as well as a letter of commitment, accepting the conditions of and responsibilities for the Torrance USD Induction Program and agreeing to attend periodic individual advisement meetings with induction staff. The Induction Program Handbook provides the requirements and procedures for an Early Completion Option for qualifying teachers as well as procedures for clearing multiple preliminary credentials through the Torrance USD Induction Program. Candidates described their experiences with these options through orientation and coaching sessions as individualized, relevant, and valuable.

The Torrance USD human resources department uses multiple measures within the district's hiring process to determine eligibility for employment. These multiple measures include the completion of an application for employment, a professional statement, and participation in an interview or demonstration process. The district adheres to state and federal non-discriminatory hiring practices and hires new teachers who reflect the diversity of the student body. Human resources personnel attend local job fairs to facilitate recruitment of diverse candidates for district employment.

Because candidates hold a preliminary credential, Torrance USD believes they enter with the appropriate pre-professional qualifications. But hiring interview documentation and site administrator interviews verify that, as participants in the selection process of new hires, district personnel carefully determine that applicants possess appropriate experiences, characteristics, communication skills, and academic skills that suggest a strong potential for professional effectiveness.

### 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 retain 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

Multiple sources of documentary evidence and corroborating interview data support that a variety of distinct organizational entities within Torrance USD, such as human resources,

educational services, and school-based staffs, collaborate to provide the full range of advice and assistance to applicants and candidates in the induction program. Professional placement is determined upon hiring, with the human resources department and site administrators assuming responsibility for the professional placement of new teachers. Interviews with the induction coordinators and credential analyst confirmed that the credential analyst determines initial induction eligibility of newly-hired teachers, informs the new teacher of induction options at local universities and colleges, and assists in the execution of the district form, *Notification of Eligibility and Responsibility to Enter a Professional Teacher Induction Program*. The induction director and coordinators review and confirm the new teacher's eligibility to participate in the program. Multiple interview data and online documentation confirm that the responsibility for the ongoing advisement and support to the candidates is shared among the director, coordinators, and support coaches. Teachers who are not eligible or who opt out of the Torrance USD Induction Program are placed on a monitoring list maintained by the credential analyst who asserted she checks on their status at regular intervals. The school site where candidates are assigned becomes the context for their experience in the induction program. Advisement occurs formally and informally through regular meetings with the assigned support coach and induction coordinators, especially as candidates are determining their Individual Induction Plan (IIP) goals and action plan.

Documentation and interview evidence support that the required orientation session explains all of the components and requirements of the induction program, and candidates verified that the induction process and requirements were clearly organized and frequently reviewed at professional development sessions. Candidates reported they are encouraged to utilize the resources available through the Torrance USD induction website. As documented and cited in interviews, monthly meetings of induction cohorts are held for professional development and peer review, while meetings with the assigned support coach are used for FACT completion and feedback. Online schedules, rubrics, and checklists are used to help candidates monitor their progress in the program. Support coaches and candidates stated that the director and coordinators are readily available to meet and discuss teachers' progress throughout the program.

Candidates and support coaches verified that each candidate's progress is monitored continuously throughout time spent in the induction program. Formal and informal meetings are used to determine candidates' fulfillment of the program's requirements. Documentation of meetings and interviews with program leaders, support coaches, and site administrators indicate that there is open communication among them regarding candidate progress. Candidates and completers reported that they were mentored by support coaches who have a strong understanding of their local context (district and community). They shared that they were provided with guidance to ensure a focus on district goals and priorities and encouraged to become reflective practitioners. When problems arise with program participation, the director and coordinators contact the site administrator directly, who offers additional support.

Support coach/candidate meeting logs document regular meetings between the candidates and their support coaches, providing evidence of the frequency and duration of these meetings as well as the content and processes used. Online candidate portfolios provide evidence related to ongoing formative assessment work, including supporting artifacts for this work and ongoing candidate reflections. Online evidence of criteria checklists, the exit interview, and related documentation support that the coordinators are able to assess the portfolio and use this assessment information to guide advisement sessions with each candidate. Induction cohort meeting agendas and materials, calibration of coach feedback, and interview data confirm that portfolios are reviewed on a regular basis and that candidates receive feedback from their support coaches and the coordinators.

**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 Torrance USD Induction Program implements the FACT system for its induction candidates, but has contextualized the formative assessment system for district participants to provide a stronger alignment with district priorities, as the first inquiry of Year 2 requires the candidate to focus on differentiation. In addition, coach/candidate meeting logs document discussions about intentionally and strategically embedding district-sponsored professional development into the IIP, especially in Year 2. Candidates, coaches, and site administrators verified that state-adopted academic standards are accessible to all students, with an emphasis on English language learners (ELL) and California Common Core State Standards (CCSS) objectives.

Being that it is a second tier credentialing program, candidates in the Torrance USD Induction Program are employed by the district prior to their entrance into the program. The candidate’s job assignment defines the school site and contextualizes the formative assessment system activities. The selection process for hiring clinical personnel or support coaches in Torrance USD is supervised by the program director. The program’s preconditions and support coach recruitment and application documents show that there is a systematic process in place for hiring support coaches and induction coordinators. Advisory board members, site administrators, and district office staff confirmed that these documents and processes are collaboratively reviewed and modified periodically.

The program and its partners have established criteria for the support coach position through advisory board interactions. Site administrators stated that they are asked to provide recommendations on the selection of support coaches. Candidates noted that their support coaches are typically matched with them in the same subject or grade and are familiar with the induction program.

FACT documents and induction professional development session materials verify that candidates engage in multiple opportunities to understand and address issues of diversity. Candidates consistently claimed that one of the most valuable and relevant aspects of their inquiries was the Plan-Teach-Reflect-Apply process, during which they routinely gathered information to develop an understanding of the issues of diversity in their specific teaching contexts, designed action steps for differentiated instruction for their diverse learners, implemented specific strategies, and then collected data to analyze their teaching effectiveness. Evidence from the portfolios and interviews with candidates and completers verified that support coaches guided their candidates through conversation guides that explicitly address issues of diversity and equity and assisted them with self-assessments on diversity issues. Candidates' self-assessments, lesson plans, and coaches' observations verified the program's focus on special student populations throughout the development of the IIP and the inquiry process. In particular, evidence from candidates' formalized action research plans and reflections demonstrated that they researched new strategies, implemented them, and gathered data to determine their effectiveness.

**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.
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**Findings**

Candidates demonstrate effective teaching through the completion of the FACT system activities and monthly observations of their teaching practice. FACT is a recursive, cyclical system that asks candidates to understand their teaching context, examine teaching practices through a Plan-Teach-Reflect-Apply cycle, and demonstrate growth in the California Standards for the Teaching Profession (CSTP) through three formal inquiries. In review of the FACT documents, there are multiple opportunities for candidates to plan and teach standards-based lessons, as well as reflect on these lessons and their overall teaching practice with support coaches. Interviews with candidates confirmed that they feel supported and well-prepared to teach their students. Evidence of candidates' reflection upon their professional knowledge and skills was seen in self-assessments, reflections and the exit interview process. The program uses a specific monitoring tool to verify candidates' progress towards completion and contacts

candidates to ensure the timely submission of required documents. Candidates expressed concern regarding the time required to fulfill program requirements and suggested that some documentation could be lightened in order for them to participate more deeply and thoroughly in both induction and district activities.

Upon completion of each FACT component, the assigned support coach conducts a review of his or her candidate's documents as it aligns with the California state adopted standards. Candidate competency is further assessed through the FACT inquiry outcome and Program Review Document Rubric. Evidence of candidates' FACT completion was seen on the Torrance USD website. Incomplete assignments are noted on the program's tracking document and then updated when resolved. Candidates, with support coach direction, assess themselves on three separate occasions using the CSTP's Continuum of Teaching Practice document. Interviews with candidates confirm that the Continuum of Teaching Practice is an effective assessment of their competency and growth. Final confirmation of completion is made through the induction exit interview process conducted by a panel that asks candidates competency questions as well as assesses their growth on the CSTP. Interviews with coordinators confirm that the exit interview serves as an effective confirmation of candidate competency and growth.

### **General Education Multiple Subject/Single Subject Induction Program**

#### **Program Design**

The Torrance USD induction program is administered through the district's educational services division. The director of curriculum assumes responsibility for the program direction as program director, under the supervision of the chief academic officer. The program director coordinates and oversees the operations and implementation of both the common standards and the induction program standards. Supporting the program director are two program coordinators who are directly responsible for training support coaches and candidates in the formative assessment process-monitoring program implementation and determining the professional development offerings. The director and coordinators noted that they meet together weekly to discuss program needs and resource allocations.

The advisory board provides feedback and direction for program expectations and modifications. The advisory board is comprised of: administrator representatives from all three school levels (elementary, middle and high), representatives from content coaches (described below), representatives from each candidate cohort, program completers, human resources personnel, local union representatives, and faculty from local colleges and universities. Advisory board members stated that they provide both feedback and direction to the program. For example, they influenced the program's recent decision to reduce the number of required meetings between support coaches and candidates. The director stated and advisory board

agendas confirm that the induction program gathers feedback on program design and implementation from multiple groups.

The Torrance USD Induction Program design includes both full-time support coaches and in-class support coaches. Support coach responsibilities include observing assigned candidates, meeting with candidates to provide feedback, and reviewing assignment submissions for adequacy. Support coaches stated and candidates confirmed that immediate and helpful feedback is given to candidates on these submissions, further noting that coaches are available if additional support is needed. Coordinators stated that they conduct random checks of the online documentation system to ensure completion of documents and proper verification. Program leadership provided evidence of calibration exercises between the coordinator and support coaches. These calibration exercises are designed to ensure the submission and review process is consistent among all coaches.

In addition to the online document submission for the FACT system, candidates are required to attend two monthly group meetings that include professional development and formative assessment activities. The coordinators verified that they track attendance at all required meetings (monthly cohort and monthly professional development meetings). An induction coordinator arranges an individualized and timely make up meeting with any candidate who misses a required session within one week of the missed meeting.

### **Course of Study**

Candidates in the Torrance USD Induction Program participate in a two-year formative assessment process guided by the FACT system. FACT modules are recursive in nature and include Context for Teaching, Initial Assessment of Teaching Practice, Inquiry into Teaching Practice, and Summary of Teaching Practice. Each candidate self-assesses their effectiveness using the Continuum of Teaching Practice three times: at the beginning of induction, mid-way through induction and at the end of induction. During each inquiry, candidates work with their support coaches to collaboratively create their IIP goals using the CSTP as the structural frame. A review of the completed documents on the Torrance USD induction website verified that all FACT documents are uploaded and reviewed by the assigned support coach. At the end of the two-year program, candidates participate in an exit interview to discuss what they have learned and how they have grown in their teaching abilities.

Candidates begin their program with a three-day New Teacher Institute where they learn about the culture and needs of the students in the district, participating in focused professional development on topics that align to district and school goals. At the culmination of this event, they meet with their site administrators to glean further information on both district and site contexts. Administrators stated that the New Teacher Institute experience provided their candidates with a strong foundation.

Soon after the start of the school year, candidates begin meeting with their support coaches regarding their online FACT modules. Support coaches provide both guidance and collegial support throughout the FACT work. Candidates and completers reported that the amount of time they spent with their support coach was sufficient and appreciated. Candidates also meet monthly for professional development and collaboration with peers on the FACT modules.

### **Assessment of Candidate Competence**

The Torrance USD Induction Program has created an ongoing assessment process to evaluate completion, thus ensuring that each candidate recommended to the Commission on Teacher Credentialing has fully met the clear credential requirements. Candidates maintain an online induction portfolio that includes all uploaded FACT documents. The FACT documents are reviewed in a timely fashion, with thorough feedback given when documents show misconceptions or lack comprehensive responses. A review of the feedback comments on the documents and interviews with candidates and support coaches confirmed that each candidate receives ongoing monitoring. Candidates and administrators stated that the FACT process, coupled with the professional development provided by the program, has prepared candidates to work with students from diverse backgrounds, especially in the areas of differentiation and scaffolding.

The support coaches, using a four-point rubric scale of accomplishment that describes how multiple measures are used to determine each level, assess each of the three inquiries. Support coaches calibrate their assessments with a coordinator annually, as evidenced by the coordinator's description of the calibration meeting and a review of documents used during calibration exercises.

Progress is also evidenced through the Continuum of Teaching Practice document, with thoughtful placement of the candidate's teaching practice made three times during the two-year program. The support coach monitors this document with an electronic copy made for inclusion in the candidate's e-portfolio. Coordinators verified that the Continuum of Teaching Practice is used in collaboration with support coaches at cohort meetings and/or one-on-one meetings. Evidence of this documentation appears on the Torrance USD induction website. Candidates failing to achieve adequate growth and/or minimum standards of competency in each criterion are provided with additional support and time in the program. Coordinators described multiple instances of candidates being given extra help to complete their work through email reminders from their support coach, one-on-one meetings, and release time. Once a program coordinator has determined completion, the coordinator files for the clear credential with the Commission on Teacher Credentialing.

**Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews with candidates, program completers, support coaches, and employers, the team determined that all program standards are **Met** for the General Education Induction Program.