

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

**Professional Services Division
April 2016**

Overview of this Report

This report includes the findings of the accreditation visit conducted at Fresno Unified School District. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

	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	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	6		

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

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

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

Institution: Fresno Unified School District

Dates of Visit: February 29 – March 2, 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 judgements 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

After discussion of findings and appropriate input by individual team members, the team considered whether the program standards were met, met with concerns, or not met. The site visit team found that all program standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, FAS portfolios, interviews with program leadership, district administrators, school site administrators, support providers, participating teachers, completers, and Leadership Team members. Due to the finding that all Common Standards were **Met**, and all program standards were **Met**, the team unanimously recommends a decision of **Accreditation**.

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) Induction

Staff recommends that:

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

Accreditation Team

Team Lead:

James Webb

William S Hart Union High School District

Common Standards Cluster:

Cynthia Amos

Los Angeles Unified School District

Induction Programs Cluster:

Geeta Rezvani

California Department of Education

Staff to the Visit

Bob Loux

Commission on Teacher Credentialing

Documents Reviewed

Program Assessment Feedback

Common Standards Report

Program Standards Report

Support Provider Applications

Budgets

Advisory Board Sign-In Sheets

New Teacher Conference Sign-In Sheets

Mentor Professional Development Plans

District Organizational Chart

Job Descriptions

Induction Orientation Flier

IHE Partnership Agenda

Portfolio Read Feedback Form

Site Administrator MOU

Biennial Report Feedback

Candidate Portfolios

Professional Development Contracts

Support Provider Interview Scoring Sample

Board Communication Reports

Teacher Development Meeting Agendas

Workshop Evaluations

Instructional Coach Meeting Minutes

Teacher Development Organizational Chart

Induction Calendars

ECO Option Sheet

Portfolio Progress Form

Saturday Pipeline Offering Sheet

SP Roles and Responsibilities

New Hire Orientation Packet
 Analysis of Student Work
 Selective Scripting
 Cluster Director Meeting Agendas
 Teacher Development Strategic Plan
 Local Program Survey Results
 Class Profile
 Program Assessment Feedback

ILP
 FUSD Continuum of Teaching Practice
 Request for Re-Assignment of SP
 FUSD Teacher Pipeline
 NTC End of Year Survey
 Lesson Plan
 Collaborative Assessment Logs
 Induction Newsletters

Interviews Conducted

	Common Standards Cluster	Induction Sampling Cluster	TOTAL
Candidates	39	39	78
Completers		14	14
Employers	3	3	6
Site Administrators	15	15	30
Program Coordinators	2	2	4
Support Providers	16	16	32
Credential Analysts and Staff	2	2	4
Advisory Board Members	17	17	34
Teachers on Special Assignment	14		14
Totals			216

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

Fresno Unified School District is located in California's Central Valley and is the fourth largest school district in the state. Fresno Unified School District serves more than 73,000 students, from preschool through grade 12, preparing career ready graduates through high-quality instruction, district programs and services, and resources. There are currently 66 elementary schools, 15 middle schools, 9 high schools, 4 alternative schools, 3 special education schools, 1 adult school, and 8 charter schools. Within the student population of Fresno Unified School district, approximately 7100 students receive special education services, 21.8% are English learners, and more than 86% of students are living in poverty.

Fresno Unified School District believes that all students can and must learn. The district's Board of Education is committed to high quality instruction, to strong district leadership that is courageous, to providing safe and secure learning environment, and to sustaining a culture that

will produce breakthrough results. The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. These goals are as follows: 1. All students will excel in reading, writing, and math. 2. All students will engage in arts, activities, and athletics. 3. All students will demonstrate the character and competencies for workplace success. 4. All students will stay in school on target to graduate.

Education Unit

Fresno Unified School District operates a General Education Induction Program for Multiple Subject and Single Subject Credential holders.

**Table 1
Program Review Status**

	Number of Program Completers (2013-14)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education (MS/SS) Induction Program	59	86	261

The Visit

The visit began at 1:00 pm on Monday, February 29, 2016. The team members convened at the district office to review the questions they still had regarding the program and to discuss the interview schedule. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team identified additional information needed to confirm that the program was meeting standards. The following day the team continued to interview different constituencies and conducted a Mid-Visit Report at 1:00 Tuesday afternoon. Interviews of stakeholder groups continued Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. The presentation of findings for program leadership was held the morning of Wednesday, March 2, 2016. There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

Findings

The Fresno Unified School District Induction Program is driven by a research-based vision comprised of multiple resources, including the New Teacher Center (NTC) Formative Assessment System that embeds the California Standards for the Teaching Profession and California's adopted academic standards and frameworks. Support providers/coaches and district/program leadership verified the use of the Formative Assessment System in interviews and through a review of documents at the site. The current state-adopted academic standards and current linguistic frameworks were also discussed as being implemented throughout the district on varying levels. Support providers/coaches have had Common Core training, and each site has a coach or support provider to facilitate the implementation of Common Core State Standards. Other research-based influences include the work of *Greatness By Design* and the Fresno Unified Theory of Action, which provides a framework for mentoring beginning teachers. Support Providers/Coaches have been trained by NTC certified staff and report that they continually use data to drive decisions and conversations with their participating teachers.

The Fresno Unified School District (FUSD) Induction Program provides multiple opportunities for feedback in order to ensure fidelity to the vision, including surveys, anecdotal records, workshop evaluations and work done through the district's professional learning that informs all parts of the program.

The FUSD Induction Advisory Team makes overarching decisions for the program. This broad representation provides Participating Teachers (PT) with timely information and advocacy. Interviews with Advisory Team members corroborated the use of data to make informed adjustments to the program, and team members verified that the frequency of meetings is two to three times per school year. The FUSD School Board gives authority to the FUSD teacher development administrator to design and implement the program under the leadership of the Induction Advisory Team. The Advisory Team uses a shared decision making model that involves all stakeholders to ensure recommendations are grounded in the needs of

participating teachers. The Advisory Team then utilizes program data to make recommendations to the Teacher Development Administrator. The Teacher Development Administrator uses recommendations from the Advisory Team to make modifications and adjustments in the oversight and management of the entire scope of the induction program, including personnel and resources. These decisions are then communicated to the district office administration, as verified in interviews with the superintendent and chief academic Officer.

PT progression toward the clear credential is monitored by the Teacher Development administrator and monitored by the completion of Induction benchmarks through collaboration with the support provider/coach and in professional learning offered by the district. Support providers/coaches and professional learning opportunities (i.e. New Teacher Conference) ensure program calibration and special assistance for candidates, as well as providing progress monitoring of candidates to optimize successful completion of all program requirements. The Teacher Development Administrator recommends each completing participating teachers for the clear credential upon verification of successful completion of all program requirements.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

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

Findings

The Fresno Unified School District uses the Induction Program Standards as the basis for program evaluation. The *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* and the requirements for program accountability outline the goals of this program. Interviews with support providers/coaches, participating teachers, and site administrators verify that the California Standards for the Teaching Profession (CSTP) and understanding state-adopted academic standards are also included in the program’s structure.

A review of documents, both online and at the site, demonstrates that the FUSD program evaluation system employs the accreditation cycle, which is a seven-year cycle of activities. These activities are the biennial reports, program assessment, and the site visit. In addition to these accreditation activities, the program has used the yearly Induction Survey data from participating teachers, support providers and site administrators to evaluate program effectiveness. Both support providers and participating teachers verified the use of the NTC End-of-Year Survey to collect data. Additionally, FUSD has also created a Induction Completers Survey for third year teachers. Interviews with various stakeholders corroborated the ongoing

collection and use of data related to candidate qualifications, proficiencies, and competence as well as program effectiveness and improvement purposes. Examples include the FUSD Teacher Development Plan, NTC End-of-Year Surveys, NTC Instructional Practices Guide, Mid-Year and End-of-Year Candidate Portfolio Reviews. Advisory Team members shared that these results are used to determine Program Completer Rates and Candidate Competency, ongoing CTSP Self-Assessments, and program changes made as a result of systematic analysis of stakeholder feedback. Site Administrators, the Superintendent, Chief Academic Office, and Instructional Superintendent for Curriculum, Instruction, and Professional Learning stated that these results are shared through bi-weekly meetings, e-mails, and information newsletters.

Standard 3: Resources

Standard Met

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

Findings

The superintendent confirmed that he and the chief financial officer oversee and approve the design and implementation of the FUSD Induction Program, as well as the distribution of resources to support the essential components of the program design to secure qualified personnel. Stakeholder interviews verified that FUSD has interviewed and hired experienced and qualified personnel to lead and coordinate its induction program. The leadership has the overall responsibility for developing and overseeing the program budget and operation of the program according to state guidelines. A review of the current and previous budgets, along with corroboration with district and program leadership, confirm that resources are allocated to support ongoing professional development and training of all program leadership to effectively lead and coordinate the program. Interviews also verify that program leadership and support providers meet monthly to share new information and resources, coach each other around teacher support issues, identify needs of participating teachers, and brainstorm solutions to assist candidates in meeting the state-adopted standards. The superintendent and chief academic officer also stated that appropriate fiscal resources for personnel have been allocated in order to ensure strong implementation of the induction program with a full time release model of support, which provides the availability of personnel to meet program and candidate needs. A review of documents at the site confirm that the New Teacher Center Formative Assessment System (NTC FAS) tools provide evidence of use of technology in lessons to increase students’ ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions through lesson plans that identify the use of information

literacy skills. The Office of Teacher Development, which houses the induction program in FUSD, is located approximately 4 miles from the FUSD district office with adequate presentation and meeting space to facilitate professional learning and mentoring conversations. Related personnel, including an administrative secretary and the Induction Teacher on Special Assignment, are available to meet program and candidate needs. In addition, interviews with support providers and participating teachers confirm that they are kept abreast of information and issues related to Induction through newsletters and weekly meetings. Stakeholder interviews corroborate sufficient resources consistently allocated for effective operation of each credential or certificate program, sufficient information resources and related personnel available to meet program and candidate needs, as well as a process that is inclusive of all programs to determine resource needs.

Standard 4: Faculty and Instructional Personnel

Standard Met

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

Findings

There are three levels of qualified personnel that service the FUSD Induction Program. They are the Teacher Development Administrator, support providers/coaches who support participating teachers and a Induction Teacher on Special Assignment. Job descriptions and roles and responsibilities were reviewed as well as applications and vitae. Interviews were conducted to ensure quality support for participating teachers. All three levels of qualified personnel receive ongoing training and a systematic review of efficacy to ensure their proficiency in content knowledge, context for public school teaching and best practices. The Induction TSA reports directly to and is evaluated by the Teacher Development Administrator who in turn reports to and is evaluated by the Instructional Superintendent, Curriculum, Instruction, and Professional Development. Formative assessment training is provided to all support providers. Newly identified support providers receive five days of Formative Assessment System (FAS) training at the beginning of each school year, with on-going training/support throughout the year. Support provider network meetings are held for all support providers to expand their skills. Support

provider interviews confirmed that they received training on the implementation of FAS, cognitive coaching, developing/building relationships, FUSD district initiatives, and observation skills. Additionally, they participate in a Best Practices Book Study Group held once every month. They also attend an orientation meeting at the beginning of the school year to review induction requirements and learn of any new program changes.

Support providers are matched with job-alike participating teachers, taking into account proximity and beginning teacher feedback as much as possible. During interviews, support providers said that to apply for the support provider position, they responded to a district-wide disseminated flyer advertising the position or were approached by their site administrator and asked to apply for the position due to their expertise in specific content areas. After completion and submission of an application, a rigorous application process followed. This process included submission of a letters of recommendation, an oral interview conducted by district-level personnel, requirement to demonstrate ability to use technology as related to the job description, and the teaching of a model lesson, all of which was verified through a review of support provider applications. Prospective support providers' scores from all of these components were tallied and then ranked. The Teacher Development Administrator made the final selection support providers, based on the needs of the Induction program.

FUSD's program ensures that all induction program personnel are knowledgeable of cultural, ethnic, language/linguistic, cognitive, and gender diversity. FUSD adheres to federal and state nondiscriminatory hiring practices. Selection criteria for professional development providers are consistent with their specified area of support. For example, New Teacher Center provides the professional development for implementation of FAS. Fresno County Office of Education and FUSD district personnel provide professional development on state-adopted academic content standards, curriculum frameworks, technology, English Learners and Special Populations. All professional development providers and support providers collaborate regularly in order to improve teaching, candidate learning, and educator preparation. During interviews, several support providers commented on the culture of professional learning communities that permeates the district and provides opportunities for meaningful collaboration among all teachers with data driven conversations that drive instruction.

The superintendent and chief academic officer shared that there is collaboration with Fresno Pacific University and California State University Fresno to review the needs of the local teaching community. Every professional development offering conducted within FUSD concludes with a written evaluation by the participants. The Teacher Development Administrator and Induction TSA meet with professional development providers to debrief after each presentation. Evaluations are read and discussed and suggestions are made for improving future presentations. The program assesses the quality of services provided by support providers to participating teachers using the local mid-year and end-of-year surveys. Interviews with support providers confirm that survey data is summarized and shared with them at the end of the school year.

Standard 5: Admission**Standard Met**

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

Findings

Fresno Unified School District Induction Program has established specific linkages with California State University, Fresno, Fresno Pacific University, and National University teacher preparation programs. The Induction Advisory Team includes representatives from each of the co-sponsoring universities. Additionally, interviews with the advisory team members confirm that local universities and program leadership share knowledge and understanding of credential requirements as well as professional development practices for teacher preparation. FUSD's Division of Human Resources has as their primary goal in the district's Improvement Action Plan to recruit, hire and grow a diverse, high performing work team.

The Human Resources Administrator and credential analyst confirm that once a teacher has been hired he or she attends the New Teacher Orientation, which is facilitated by Human Resources. An informational letter is sent to all eligible candidates by the program TSA, and support providers contact eligible teachers to inform and encourage them to attend the Induction Orientation Meeting. Meeting dates and information are also posted on the district's Induction web site. Interviews with participating teachers and support providers verify that they complete the New Teacher Information Form that outlines their experiences. This form is immediately sent to the Induction TSA who determines eligibility for the program. Additionally, the Induction TSA receives an updated list of new hires from the Human Resources Division twice a month. A review of documentation at the site confirmed that Induction Orientation Meetings are held three times a year, or as needed, for all newly hired eligible candidates. All required program completion elements are discussed. The Induction Orientation Meeting agenda includes, but is not limited to, specific information regarding professional credential requirements; options to complete the professional credential requirements including notification of the Early Completion Option (ECO), professional development offerings, an introduction to the portfolio process found in the Induction Orientation PowerPoint, Teacher Development Website resources, and the Inquiry completion process.

A Certificated Orientation Schedule Guidelines document is included as part of the orientation packet. This document describes the appropriate steps for completion of each document, including those related to Induction. Candidates confirm that they are also informed of the program requirement for participation in portfolio reviews as a means to monitor progress towards completion.

Document reviews and stakeholder interviews confirm that Fresno Unified has recruitment and selection policies that provide guidelines to ensure all induction candidates are sensitive to FUSD’s diverse population, are effective communicators and have the academic skills to be an effective teacher within the district. The Human Resources Administrator stated that the process for admission includes multiple measures: an application process, interview, credential analysis and background screening. Documentation reviewed on site (Board Policy) confirms that the admission process encourages and supports applicants from diverse populations. The Human Resources Administrator stated that FUSD is committed to hiring applicants who have appropriate experiences and characteristics, and that she trusts site administrators to hire teachers who would best fill the needs of their sites. Site administrators confirm that they determine the candidate’s experiences and characteristics through the interview and hiring process.

Document reviews and interviews with the Human Resources Administrator and Credentials Analyst corroborated that the FUSD Induction Program has established a clear protocol for receiving documents from teacher preparation programs and for recruiting and enrolling teachers in the FUSD Induction Program. As part of the application process, candidates are required to submit to the District a copy of their preliminary credential or a letter from the university Teacher Preparation Program that all requirements have been completed and he/she is being recommended for the preliminary teaching credential. Participating teachers and support providers confirm the use the Teacher Performance Assessment (TPA), and/or related teacher preparation portfolio materials, as part of a preliminary conversation with the support provider in establishing professional growth goals.

Standard 6: Advice and Assistance

Standard Met

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

Findings

Document reviews and stakeholder interviews confirm that support providers are assigned to participating teachers and meet with them on a weekly basis to advise them about their development. Candidates report that their support providers were readily available and offered them valuable support in refining teaching practice and accelerating student learning. The program verifies participating teacher participation through support provider monthly support logs, which include the FAS requirements completed and/or in progress, number of hours of

collaboration and support, a description of professional development activities, and CSTP standards addressed. This allows for on-going monitoring by the Induction TSA.

Support providers confirm that they inform the Induction TSA of participating teachers' progress and identify those who require special assistance. Special assistance is provided for participating teachers who require it. Program leadership shared that timelines are monitored and, if necessary, a meeting is held between the participating teacher, support provider, and the Induction TSA to modify timelines for program completion. In addition to the above, Portfolio Reviews are conducted at least twice each year for Year 1 and Year 2 participants by the Instructional Coaches/Support Providers. In the event that the participating teacher is not making adequate progress in either the gathering of evidence or attendance at the required seminars, a letter from the Teacher Development Administrator is sent to the teacher. This letter is also copied to the site principal as well as the Assistant Superintendents.

Support Providers and candidates verify that each participating teacher is provided with a professional portfolio as a way to accumulate evidence in order to meet all program components and professional teaching credential requirements. Based upon the evidence of completion of the requirements submitted by the participating teacher, as verified by the support provider, the Teacher Development Administrator makes the recommendation for the Professional Clear Teaching Credential.

Standard 7: Field Experience and Clinical Practice

Standard Met

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

Findings

The FUSD Induction Program Advisory Team confirms that it partners with the following Institutions of Higher Education (IHE): Fresno State, Fresno Pacific University, National University, and Fresno City College. Representatives from these universities and various K-12 school organizations are members of the FUSD Induction Advisory Committee, providing a link among all of affected stakeholders. Fresno Unified's two year Induction program allows candidates, with the assistance of their support provider, to engage in a variety of clinical or field experiences/activities that enable them to develop the skills to educate and support all students effectively. Candidates report that the sequence of activities they experienced

contribute to their ability to educate and support all students effectively. Documents reviewed at the site (participating teachers' portfolios, Professional Development Feedback forms, Sample Workshop Agendas) confirm that there is a planned sequence of experiences for candidates. In addition, program coordinators, support providers, completers, and Advisory Board members report that they analyzed data and made program modifications based on that data.

A review of support provider applications and interviews confirm that prospective support providers must have three or more years of teaching experience and positive evaluations. Eligible candidates participate in a rigorous application process, from which an eligibility list of support providers is generated. The Teacher Development Administrator selects support providers from this list. Site administrators reported that they collaborated with the Teacher Development Administrator and the Induction TSA to assign support providers to schools and to match them with participating teachers. Stakeholder interviews (The Teacher Development Administrator, Induction TSA, participating teachers, and Site Administrators) confirmed that support providers were experienced and effective in supporting participating teachers and, if they were not, were exited out of that role. Documents reviewed at the site (Participating Teacher/Site Provider match list, Participating Teacher Midyear and End-of-Year surveys) confirm that support providers are effective in supervising candidates.

During both years of induction, using the FAS Induction Model, participating teachers develop a profile of their students, school, district and community, in order to understand their teaching and learning context. Candidates reported that the activities required by the FAS system provided them opportunities to understand and address issues of diversity and to develop research-based strategies for improving student learning. Documents reviewed at the site (Participating Teacher Portfolios, Participating Teacher Midyear and End-of-Year Surveys) confirm that the FAS Model helped candidates develop research-based strategies to improve student learning.

Standard 8: District-Employed Supervisors

Not Applicable to Tier II Programs

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.

Standard 9: Assessment of Candidate Competence**Standard Met**

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

FUSD recognizes its responsibility to provide opportunities for participating teachers to meet all completion requirements for the CSTP and Induction Standards 5 & 6 in order to be recommended for a Professional Teaching Credential. These responsibilities are communicated to participating teachers by the Human Resources Department through the initial FUSD's District Employment Orientation. Interviews confirmed that the Human Resources department also sends weekly updates (by email) to the TSA of any new hires. This serves as a cross-reference to assure that the Induction Program overlooks no teachers eligible for participation.

A review of candidate portfolios confirms the criteria used for determining completion of the professional clear teaching credential requirements, are based on Induction Standards 5 & 6 and completion of the FAS requirements listed on the Mid-Year and End-of-Year Portfolio Read Feedback Form. Participating teachers are required to complete all of the requirements listed on the Portfolio Read Feedback Forms. Support providers and participating teachers confirm that the FAS requirements are composed of job-embedded processes and tools to support participating teachers as they develop their practice. Through the use of evidence collection and ongoing self-assessment, each process or tool is designed to focus on the CSTPs and the Induction Standards while incorporating the K-12 California Academic Content Standards for Students. Candidates report that the activities in the FAS system helped them develop knowledge and skills necessary to support all students. Documents reviewed at the site (Candidate Portfolios, including Portfolio Read Feedback Forms, and exit interview rubrics/scores) confirm that candidates can demonstrate the knowledge and skills to effectively support students. Interviews with district and program leadership verify that the Induction program maintains a database that includes information such as formative assessment progress, portfolio completion, professional development attendance, monthly logs, etc.

Participating teachers, support providers, and site administrators receive the Participating Teacher Transcript to inform all parties of progress towards completion requirements. The Teacher Development/Induction Administrator and TSA stated that all requirements are reviewed and must be met prior to scheduling the candidate's exit interview. Documents reviewed at the site (exit interview rubrics/scores) confirm that candidates have met the competency requirements in order to be recommended for the Clear credential.

Multiple Subject and Single Subject Induction Program

Program Design

The Fresno Unified School District (FUSD) BTSA Induction program is part of FUSD's Teacher Development (TD) Department whose function is to coordinate programs that support aspiring, new, and existing teachers. The Instructional Superintendent of Curriculum, Instruction, and Professional Learning oversees the TD Department. The Administrator of Teacher Development also supervises the Teacher on Special Assignment (TSA) in this department whose function is also to coordinate, develop, and support aspiring, new, and existing teachers. Fresno Unified is committed to building a teaching workforce that reflects the values, linguistic skills, and cultural diversity of the community of students it serves in order to close the achievement gap.

The FUSD Induction Program is a two-year professional teacher induction program designed to support the development of newly-credentialed beginning teachers in meeting the district's mission of preparing career ready graduates. The Induction program builds on the skills and knowledge acquired in the preliminary program and takes into account individual teacher needs during the course of the program. Participating teachers (PT) receive ongoing support from full-time Instructional Coaches who serve as support providers (SP) building on their work in preliminary credential programs. The TD Department has 15 full time New Teacher Support Coaches and 6 full time High School Site Based Coaches dedicated to work with new teachers. This support is structured around a formative assessment system of observation and collaboration that incorporates FUSD initiatives and is designed to build the capacity of teachers to increase student achievement. During the two years of the Induction Program, participating teachers advance their skills and knowledge in relation to the California Standards for teaching Profession (CSTP), state-adopted academic standards, and Induction Program Standards 5 and 6. The program focuses on improving classroom practice and on developing teachers who are responsive to the diverse cultural, social, and linguistic backgrounds of all students, and who reflect on their practice.

The FUSD Induction program utilizes the New Teacher Center (NTC) Formative Assessment System (FAS) which is a plan, teach, reflect, apply model designed to assist participating teachers and support providers as they focus on teacher effectiveness, student learning, and improved student achievement. Interviews with participating teachers, support providers and program completers confirmed that, through the use of a variety of FAS tools, participating teachers complete four Inquiry Cycles over the course of two years that focus on the California Standards for the Teaching Profession (CSTP) and Induction Standards 5 and 6. The Inquiry Cycles are designed to be embedded in and reflective of the day-to-day practice of the teachers in order to form natural, ongoing habits of mind and to ensure the cultivation and retention of highly qualified, effective teachers.

FUSD has an effective collaborative system of identifying, placing and supporting new teachers within the Induction program. Interviews with the HR Administrator and Credential Analyst confirmed that the system is effective in identifying and supporting new teachers to clear their credentials. It was corroborated through interviews with HR and TD Department staff that after new teachers are hired, they are required to participate in the New Teacher Orientation and Induction Orientation training.

The HR Department compiles a list of new teachers who qualify for Induction based on the information gathered during these orientations and forwards it TD Department. New teachers are then screened for appropriate credentials and teaching assignment and then placed in the Teacher Development Induction database to be matched and assigned to a SP to guide them through a two-year Induction program. SP are assigned to work with PT base on their areas of expertise and experience in the classroom as well as the needs of PT. Ongoing collaboration and communication between Human Resources and TD Department ensure eligible teachers for Induction programs are identified and referred for Induction and that PTs receive support and are matched with their SP in a timely manner. Interview with the PT group confirmed that within two weeks to a month of hire they are contacted by their assigned SP. It is evident through interview inquiry with stakeholders that that both PT and SP groups believe the Induction system and processes are responsive to needs of candidates and there is extensive collaboration and communication between HR and TD Departments through regular weekly and monthly meetings, emails and informal communications.

During the two years of the Induction program, SPs meet regularly with their assigned PT to guide and support them with use of formative assessment evidence generated from their teaching practices and subsequently guide PTs on completing and compiling evidence and artifacts for their portfolio. After satisfactory review of completed portfolio and recording that the program requirements for the Induction program have been completed, the Induction Program Office approves the completion of Induction program requirements and make recommendations to the Commission on Teacher Credentialing for the clear credential. All program and credential records are kept in the Teacher Development Department, including electronic files for each participating teacher.

Fresno Unified School District's Induction program also coordinates its efforts with other districts and outside resources. The Induction Advisory Team provides oversight and advisement for the program as corroborated during interviews. The Induction Advisory Team meets at least biannually, which allows for input from a variety of stakeholders and support the program's alignment to district goals and initiatives while being responsive to the needs of the PT and SP.

In addition to collaboration with the Induction Advisory Team, Program leadership collaborates and articulates with IHEs and other regional Induction programs through various Mid Valley Cluster 3 meetings that address areas of concern for local Induction Programs.

A review of documents and interviews clearly verified that the Teacher Development Department has dedicated staff and is committed to support new teachers and retain high quality, diverse teachers. The TD Department supervises a total 64 Instructional Coaches and uses 21 of these Coaches as full-time SPs in the Induction program to provide the PT with individualized, one on one support they need as they complete their Induction program. SPs are assigned based on their areas of expertise and experience in the classroom. Interview with support provides indicated that they are trained in Cognitive Coaching, effective student engagement strategies, relationship building strategies as well a district initiatives as part of their professional development Professional development. Interviews with PTs and program completers also indicated that SPs are competent, skillful, and dedicated individuals who are supportive of their PT and do not hesitate to continue their support even after candidates completed the Induction program.

FSUD has a strong, rich, relevant professional development system for new teacher support which include New Teacher Conference days, 2-4 full release days for PT classroom observations and planning, 54 hours of site-based training, 18 hours of district learning opportunities on Common Core Standards, as well as array of professional development offered through the New Teacher Center, and Fresno County Office of Education. Documents and interviews with administrative staff, PTs and SPs substantiated that PTs and SPs are engaged in extensive on-going individualized, site-based and centralized professional development.

FUSD Induction PTs have the opportunity to participate in a variety of professional learning opportunities professional learning opportunities offered by the district and receive district credit in support of their Individual Learning Plans. PTs may also receive continuing education units for participation in Induction from a variety of IHEs.

Course of Study

The FUSD Induction program utilizes the New Teacher Center (NTC) Formative Assessment System (FAS), which is a plan, teach, reflect, and apply model designed to assist PTs and SPs as they focus on teacher effectiveness, student learning, and improved student achievement. During interviews with PTs, it was evident that PTs had a clear understanding of Induction program requirements and tasks need to be completed in order to secure their clear credential. PTs and program completers did articulate and explain the process of self-assessment, completing the Individual Learning Plan, use of a variety of FAS tools, and completion of four Inquiry Cycles over the course of two years that focus on the California Standards for the Teaching Profession (CSTP) and the Induction Standards 5 and 6. Review of documents indicated that the Inquiry Cycles are designed and are embedded in and reflective of the day-to-day practice of the teachers in order to form natural, ongoing habits of mind and to ensure the cultivation and retention of highly qualified, effective teachers. During interviews, PTs confirmed that their Induction work and assignments help them to be proactive in daily planning of teaching and working with diverse groups of students.

NTC FAS tools and collaborative processes guide the ongoing work of PT and SP. This collaboration focuses on improving student achievement and developing habits of mind in the PT that will carry over into the life-long career of each participating teacher. NTC FAS aligns with the FUSD mission of preparing career ready graduates and the TD Department goal of building teacher capacity to increase student achievement.

During the course of the program, PTs receive ongoing support from their full-time support providers, building on their work in preliminary credential programs. At the beginning of Year 1 for each new teacher in Induction, participating teachers and their support providers review the teacher's Teacher Performance Assessment (TPA) and discuss the participating teacher's areas of strength and growth in relation to the CSTP.

Review of documents and interviews corroborated that the PT and SP create an Individual Learning Plan (ILP) based on the PT's self-assessment of the CSTP using the FUSD Continuum of Standards for the Teaching Profession. Working together, the SP and the PT select a content area of focus, discuss and document the desired impact on student learning, and develop the overarching professional goal/inquiry that will guide their work for the year in Induction. The elements from the areas for growth on the CSTP Self-Assessment Summary are transferred to the ILP as supporting goals. The SP and PT then discuss and document a plan for achieving growth in each of the goals. This collaboratively developed ILP guides the PT and the SP. To encourage a depth of knowledge in the CSTP, three are chosen as a focus in Year 1, and the remaining three are chosen as a focus in Year 2. The PT, in collaboration with their SP and district initiatives, determines the focus CSTP for Year 1 and Year 2.

The self-reflection and focus on the CSTP is part of the Cycle of Continuous Improvement. Mid-way through the year, the PT self-assesses on the FUSD Continuum and indicate that assessment with another date. The SP and PT will revisit the ILP, discuss the current self-assessment, and complete the Mid-Year Review FAS Tool to document this discussion. The Mid-Year Review serves as a way for the PT and the SP to document where the PT has grown in their practice, and any current areas of concern. This document serves as another guide for the SP and the PT as they continue their Induction work. Near completion of Year 1, the PT will self-assess and date the FUSD Continuum. The SP and PT will revisit the ILP and Mid-Year Review and document this conversation on the Professional Growth Reflections FAS Tool. This tool gives the SP and PT a place to document successes along with significant decisions and actions for each of the three focus CSTP for the year. On this document the SP and PT can record the next steps of the PT, which are used when the PT begins Year 2 of Induction, or when the PT completes the Induction program as a plan for continued professional development and growth over time. Throughout this logically sequenced and purposeful program, the PT completes four Inquiry Cycles using the NTC FAS, which takes the PT through the Cycle of Continuous Improvement.

Year 1 PTs complete two Inquiry Cycles that focus on Induction Standard 5: Pedagogy and Induction Standard 6a: Teaching English Learners. The Induction Standards build a foundation of an effective classroom environment and student engagement while focusing on differentiation strategies for the full range of learners. PTs working collaboratively with their SPs to learn to use formative and summative assessments to guide their instruction and develop a deeper understanding of their students' backgrounds and experiences. They develop and deliver lessons based on FUSD's Classroom Foundations model of Objective, Instruction Aligned to the Objective, Closure, and Assessment. PTs demonstrate the effective use of appropriate strategies for the second language learner.

Year 2 PTs complete two Inquiry Cycles that focus on Induction Standard 6: Universal Access: Equity for All Students, and Induction Standard 6b: Teaching Special Populations. They continue to focus on differentiating for the full range of learners, developing strategies to provide access to the core for all student populations, and provide positive behavior supports to their special population students. Year 2 of Induction gives PTs the opportunity to demonstrate growth over time in their practice and form habits of mind by the completion of their Induction program.

A review of portfolios and interviews with stakeholders indicate that the FUSD has an effective Induction system in place, which is being implemented with fidelity. The Induction program requirements are clearly articulated and methodically followed to build teacher capacity and improve student achievement. Portfolio documents display work and accomplishments of PTs during the four Inquiry Cycles by showcasing evidence gathered through observations of teaching practice and the analysis of student work. Sample works in these portfolio shows development of ongoing lesson planning for the entire class occurs with a focus on differentiating for the full range of learners.

Document reviews and follow up interviews clearly indicate that utilizing FAS tools, coaching and supporting PTs, and collection and analysis of student work provides the PT and the SP with evidence of the teacher's practice and growth over time. It was shared during interview sessions and supported by the documents reviewed that classroom observations by SPs are specific to the Induction Standard; it is also evident that reflection on the evidence of practice is an integral part of the process and results from a conversation between the PT and the SP around teaching practice and student achievement. Evidence of classroom observation and reflection over the course of the Induction program is also used as a means of measuring PT growth and development over time.

During all interviews it became evident that program leaders, administrators, and support providers are very accessible and responsive in supporting and providing quality Induction program. They consistently follow up and respond to inquiries and ensure open direct communication amongst the groups to ensure the program is implemented with fidelity as designed. It was shared by administrators, SPs, and PTs that there is a quick follow up and

response to inquiries or assistance, which could be with a day or few hours in person, email or by phone.

Assessment of Candidate Competence

The FUSD Induction Program utilizes multiple measures including the Formative Assessment System (FAS) Tools process to measure and ensure that participating teachers demonstrate skill and competency necessary to support and teach all students effectively and systematically. These measures are in place to assess teacher performance and improve instructional practices based on the California Standards for the Teaching Profession (CSTP) and Induction Program 5 and 6. Furthermore, through the induction program and professional development opportunities, PTs are required to develop a portfolio to document and demonstrate the growth of their teaching practices and professional growth as they work with students in their classrooms.

Candidate competency is measured by the participating teacher's growth over time and is verified by portfolio review team as they review candidates' portfolios during the biannual portfolio reads. Participating teachers are required to submit their portfolios twice a year for a formal portfolio read: once in January and once in May. Portfolios are read by a trained team of readers that includes the following: the Administrator of Teacher Development, the Teacher Development Department Teachers on Special Assignment (TSA), and the support providers. Working in pairs, the portfolio review team must verify evidence of application in Induction Standards 5 and 6a for Year 1 participating teachers, and Induction Standards 6 and 6b for Year 2 participating teachers and record this on the Induction Portfolio Read Feedback Forms for respected academic year. The interview with Induction coordinator indicated that assessment of portfolios is calibrated among the reviewers to ensure consistency and implemented as described. During this assessment process, any evidence that is deemed to not meet the Induction standards is recorded. The PT works with their SP to review and resubmit the evidence for a second read. The second read is conducted by the Induction TSA. If the PT and the SP need further support, the Induction TSA will work with them in order to ensure the portfolio evidence meets the applicable induction standard.

Interviews with Induction TSA, PTs and SPs, as well as review of portfolios during the site visit, verified that FSUD has a system for assessment of candidate competence whereby each candidate's work is analyzed and evaluated, and program staff informs candidates of their progress towards program completion. The Administrator of Teacher Development verifies successful completion of the portfolio and also makes recommendation for the clear credential. Then, the Induction TSA processes and submits candidates' applications to the Teacher Development Administrator who then recommends for the Clear credential to the Commission on Teacher Credentialing. The Induction Office maintains complete records of candidates in the Induction program and all the completers.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the General Education Induction Standards.