

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Ocean View School District
Professional Services Division
June 2016**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Ocean View School District. The report of the team presents the findings based upon reading the institutional narrative reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

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

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

Program Standards

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

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Narrative Documents
- 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:	Ocean View School District
Dates of Visit:	May 2-4, 2016
Accreditation Team Recommendation:	Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional program narratives; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, completers, 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 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 pertinent to second tier programs 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 – General Education (MS/SS) Induction

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) induction program. Following discussion, the team considered whether the programs 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 providers, 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 Clear

Staff recommends that:

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

Accreditation Team

Team Leader:	Barbara Severns
	Los Banos Unified School District

Common Standards Cluster:	Kevin Tibbetts
	Riverside County Office of Education

Programs Cluster:	Carol Clauss
	Lancaster School District

Staff to the Visit	Gay Roby
	Commission on Teacher Credentialing

Documents Reviewed

- | | |
|---|---|
| 2014 Biennial Report & CTC Response | Induction Evidence forms: Standards 5 & 6 |
| Advisement Portfolio Review | Induction Program Organizational Chart |
| Advisory Committee agendas | Induction Program Requirements |
| Candidate MOU | Induction Review Panel |
| Candidate Transcripts | Induction Roles and Responsibilities |
| Collaboration/Professional Development Schedule | Induction Standards Evidence |
| Common Standards Narrative | Leadership Team agendas |
| Fair Hearing Practices | Mentor Goals |
| Individual Induction Project worksheets | Mid-year Surveys Questions and Data |
| | Module Review Forms |

Monthly Activity Logs
 MOU for School Districts
 Orientation PowerPoint
 Professional Development Evaluations
 Professional Development Reflection/Next Steps
 Program Budgets

Program Orientation Forms
 Program Rationale and Goals State Survey Summary
 Support Provider logs
 Support Provider Selection Criteria and Applications
 Triad Meeting Form

Interviews Conducted

Stakeholders	TOTAL
Candidates	23
Completers	12
Employers	22
Institutional Administration	7
Program Coordinator	1
Professional Development Providers	5
Support Providers	26
Credential Analysts and Staff	3
Advisory Committee Members	9
Leadership Team/Assessors	7
IHE Partners	2
Administrative Assistant	1
Total	118

Background Information:

Huntington Beach, with a total area of 31.9 square miles, is a seaside city in Orange County in Southern California. The city is named after American businessman Henry E. Huntington. The population was 189,992 during the 2010 census, making it the most populous beach city in Orange County. It is bordered by Westminster, a member of the consortium, on the north.

Huntington Beach was primarily agricultural in its early years with crops such as celery and sugar beets. Holly Sugar was a major employer with a large processing plant in the city that was

later converted to an oil refinery. The city's first high school, Huntington Beach High School, located on Main Street, was built in 1906. The school's team, the Oilers, is named after the city's original natural resource.

The 2010 United States Census reported that Huntington Beach had a population of 189,992. The racial makeup of Huntington Beach was 76.7% white, 11.1% Asian, 5.9% from other races, 4.5% from two or more races, 1.0% African American, 0.5% Native American, and 0.3% Pacific Islander. Hispanic or Latino of any race was 17.1% of the population.

Education Unit

Ocean View School District is joined by Huntington Beach City Schools, Westminster School District, and Huntington Beach Union High School District to form the West Orange County Teacher Induction Consortium. Although Ocean View School District sponsors the General Education (MS/SS) teacher induction program, all the districts in the consortium share the governance of the program equally. Ocean View SD has 15 schools with 15 candidates enrolled in the teacher induction program in 2015-16, Huntington Beach City Schools has 9 schools with 16 candidates, Huntington Beach UHSD has 7 schools with 31 candidates, and Westminster School District has 16 schools with 11 candidates. Candidates from the high school district represent half of their program numbers. Although they have served teachers from charter and/or private schools in the past, there are no private school candidates this year.

The induction program is housed in the Human Resources Services Department at Ocean View School District and serves as the education unit. A program coordinator, employed by the Ocean View School District, provides day-to-day oversight of the program. The program currently has 72 candidates, 35 in their first year of induction and 38 in their second year. Last year the program enrolled 70 candidates, with all 26 second year participants completing the program.

Table 1
Program Review Status

Program Name	Program Level	Number of Program Completers (2014-15)	Number of Candidates Enrolled 2015-16
General Education (MS/SS) Induction	Advanced	26	72

The Visit

The site visit took place in the teacher induction offices, located in College View Elementary School, in the Ocean View School District from May 2nd through 4th. The team consisted of a team lead, a common standards reviewer, and a program reviewer; the team was supported by a single state consultant at the visit. There were no unusual circumstances.

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 the requirements.

Findings

The goals and vision of the West Orange County (WOC) Induction Consortium, as stated in the program rationale and goals, encompass the California Standards for the Teaching Profession (CSTP) and Induction Standards 5 and 6. The work completed by candidates is connected to their daily classroom instruction. Interview responses from the advisory committee, site administrators, mentors, and candidates confirmed that the induction program is tailored to be job embedded. All stakeholders support the vision and goals of the program, as evidenced through interview responses.

Ocean View School District serves as the lead education agency for the consortium, an equal partnership amongst the Huntington Beach Union High School District and the three elementary districts that feed into it: Huntington Beach City Schools, Ocean View School District, and Westminster School District. The consortium model works for the districts, as one of the superintendents reported that there is strength in numbers and there is open communication amongst the four districts. Another stated that the districts get more from the program than they give to it.

The program coordinator oversees the day-to-day implementation of the program and is the voice of the program in consortium and in the districts. The coordinator has been given the authority to design and implement the induction program so that it meets Commission on Teacher Credentialing program standards and the needs of participating candidates. The advisory committee and leadership team provide input and support, ensuring the interests and needs of each institution and stakeholder group are met. Superintendents expressed their appreciation for the rigor and consistency in the program as the level and quality of support provided is a safety net for new teachers to make sure that their new teachers get what they need.

The advisory committee meets three to four times a year and is composed of district-level administrators from the participating districts; their work is focused around analysis of survey data to identify program needs, oversight of budget activity, and review of professional development and candidate activities. The leadership team meets monthly and is composed of a select group of support providers who provide additional support to the program coordinator and candidates. Ongoing meetings and communication with site administrators, both formally and informally, ensures involvement, awareness, and support of candidates.

The advisory committee and leadership teams both reported that it is their responsibility to discuss the program and tailor it to the candidates' needs. Candidates complete an initial self-assessment that helps determine annual goals for the program which in turn provides direction and focus for professional development and support for candidates. The advisory committee reported that the program is modeled on each of the school districts' expectations for employee effectiveness. At this time there is no IHE representation on either the advisory or leadership team as the program's relationship with CSU Fullerton faculty is on a more informal basis, consisting of individual conversations as needed.

Program leadership monitors the progress of candidates throughout their time in the program. A variety of processes, including advisement sessions, reminders from their electronic platform Inductionsupport.com, the FACT review forms, and induction standards evidence ensures candidates are aware of their progress and provided timely input. These processes also aid candidates in the completion of induction in two years. The recommendation process identified by the leadership team/assessors, the administrative assistant, and the credential analysts entails confirmation of program completion through advisement sessions with assigned assessors and support providers, portfolio confirmation with the advisory committee, credential recommendation by the administrative assistant, and follow through support by credential analysts in each school district.

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

The West Orange County Consortium's leadership employs an evaluation system that includes mid-year and end of year surveys from a variety of stakeholder groups as well as receiving feedback from every training session throughout the year. Results of these assessment measures are shared with the advisory committee and leadership team and result in

recommendations for adjustments to the program as needed. Support providers stated that the program is always evolving, and program leadership always addresses anything identified in surveys or advisement sessions.

The system utilizes the Commission’s accreditation cycle to provide additional information to the advisory committee and the leadership team. Data collected through the responses to the biennial reports and program assessment components are analyzed by program leadership and shared with the leadership team and the advisory committee. Survey data is collected into a single document summarizing responses from candidates, mentors, and site administrators. Strengths, areas of concern, and next steps are identified and acted upon through advisory committee and leadership team reflective meetings. The advisory committee confirmed that a review of data provides them with regular opportunities to identify areas of strength and areas needing additional support.

The consortium assesses all aspects of the program to ensure candidate qualification, proficiency, and competence. Through advisement meetings, induction standards evidence, and module reviews, program leadership identifies the support needed for candidates. On-going support provider training is adjusted based upon identified support provider and candidate need. Program effectiveness is assessed and analyzed through annual surveys, resulting in additional professional development for technology and culturally responsive pedagogy. As the administrative assistant stated, they take the feedback from all stakeholders (support providers and candidates) into consideration to update and modify the program, all while upholding the integrity of the program.

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 resources needs.

Findings

The memorandum of understanding (MOU), signed by each participating school district in the consortium, confirms their financial commitment to support the program in ensuring candidates are effectively prepared for today’s classrooms. Each district selects and provides support providers by the criteria listed in the MOU, ensuring the mentors are qualified to support beginning teachers. Personnel from Ocean View SD’s fiscal office stated that they send

an invoice to each participating school district for the amount identified in the MOU, based upon the number of teacher candidates each district enrolls in the program.

Resources provided to the program provide for a full-time administrator who provides day-to-day oversight of the program and a full-time administrative assistant who plays an integral role in the day-to-day running of the program. Candidates and support providers noted that if the program coordinator is not available, the administrative assistant is also available to answer any questions.

Both personnel and financial resources are provided to ensure the effective operation of the program. Both the advisory committee and the leadership team described how they provide input to budget allocation. Adjustments to the budget are made as needed. Sufficient personnel are allocated to provide support to the candidates. Credential analysts in all participating districts provide an overview of the program to each candidate prior to orientation. Assessors and mentors provide input and support to ensure candidates complete required program components. The advisory committee confirms the recommendation for program completion. The leadership team and the advisory committee additionally support program leadership in analyzing program data and recommending program changes.

. Program personnel support candidate needs from hire to completion of induction. This is inclusive of a program brochure, module review forms, induction standards evidence, advisement portfolio reviews, transcripts, and completion documents. Credential recommendations are submitted by the administrative assistant and are monitored by the program leadership and district credential analysts until the credential is posted.

Each spring, Ocean View's business office provides program leadership with a budget sheet of the previous years' actual expenses to help guide the following year's budget allocations. The advisory committee and leadership team review program needs to determine personnel, informational, and financial needs to allocate budget and personnel. When a need arises within the program mid-year, it is brought to the leadership team and the advisory council for recommendations to address the need that is taken to Ocean View's business office for approval.

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

Interviews and document reviews verified that the program has explicit and multiple criteria for the selection of support providers, professional development providers (in-house), and educational consultants who provide training in their area of instructional specialty. The program personnel demonstrate current knowledge of academic content standards, CSTP, pedagogical practices as appropriate to the context of public education, and model best professional practices in teaching and learning. Professional development providers are invited to return only when participant evaluations are at a majority of good or excellent. Educational consultants (outside of program) provide résumés reflecting current knowledge in the context they present and public schooling. All professional development providers must provide best professional practices in teaching and learning, scholarship and service. Both support providers and candidates indicated that the professional development was one of the strongest and most valuable components of the program. It was noted by both constituent groups that the relevance and rigor plus the connection to their FACT work was beneficial. The professional development providers reiterated the importance of making connections for the candidates to ensure that they can see how each professional development sessions relates to their world.

All of the WOC induction program personnel are hired using the fair hiring practices of the districts' human resources departments and reflect the diversity in the schools and community. They hold English learner authorizations, have attended diversity training and/or have a teaching credential that prepared them to work with diverse populations.

Support providers indicate that they participate in ongoing training and professional development to increase knowledge of best instructional practices and use of both the CSTP and academic content standards and frameworks. Professional development providers and educational consultants also possess a thorough knowledge and understanding of academic

standards, frameworks and accountability systems in public schools, as evidenced by their résumés.

Monthly leadership meetings, advisory committee meetings and regional network meetings attended by the program coordinator are used to learn about and collaborate on induction related matters. Attendance at the OCTPIC (Orange County Teacher Preparation Induction Collaborative) meetings facilitates interaction between IHE partners and induction leaders to improve teaching, candidate learning and educator preparation. Professional development providers and educational consultants receive copies of their evaluations which are utilized to improve practice and facilitate planning for future professional developments that are always aligned to and converge with candidate induction work.

Support providers participate in ongoing training opportunities including, but not limited to, professional learning communities, professional development sessions, “Got It, Need It” activities and use/understanding of the CSTP, common core content standards and frameworks for students. Additionally all providers are encouraged to attend other professional development opportunities and be involved in professional organizations to further hone their skills, keep up to date on current research and practices and serve as role models for induction candidates.

Support providers described how they use mentoring standards to create a goal each year. They provide next steps and evidence of meeting the goal. They meet with program leadership at the end of each year for an exit interview. During that time, they reflect upon the year and identify next steps for the support provider and input to program changes.

A group of experienced and successful support providers also serve as assessors. In that role, they provide an additional layer of support to candidates and support providers by reviewing candidates’ work and providing advice and assistance. The assessors described the progress they see in the teacher candidates’ teaching that is directly related to the increased level of reflection during advisement 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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

A review of program documentation shows that through the use of the induction eligibility form, the admission of candidates is completed using well-defined criteria and procedures. The inter-district advisory committee and email communications ensure that all Commission adopted requirements are met throughout the consortium. Credential analysts complete an intake form at the time the contract is signed, and then pass on the eligibility form to the program leadership. Program leadership reviews each document and invites each qualified new teacher to orientation. Orientation provides confirmation of admission as well as program requirements. The credential analysts identified a strong level of communication between their offices and the induction program office, ensuring equitable implementation of the program's admission process.

A review of the program's fair hiring practices policy is evidence of the encouragement and support of applicants from diverse populations. Each district's human resources department participates in job fairs, recruitment techniques and publications that seek applicants from the southland's diverse communities.

Interviews with program staff and district credential advisors along with reviews of program admission documents show that candidates are prescreened by district credential analysts to determine induction eligibility. This information is then forwarded to program leadership for verification and enrollment. Additionally, the successful completion of a teacher preliminary preparation program at an institution of higher education indicates that applicants have appropriate experiences and characteristics, and the necessary skills to serve as a beginning classroom teacher.

Standard 6: Advice and Assistance**Met**

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

Findings

Interviews and document review show that candidates in the WOC induction program are first pre-screened and advised by the individual district's credential analyst who then forward the candidate and accompanying paperwork to the program. Program personnel then do a final review of the submissions to confirm eligibility. After attending an induction orientation, candidates receive ongoing advisement from both an assigned assessor and the program coordinator throughout their participation to ensure academic, professional, and personal development. Review of documents and interviews with candidates and support providers demonstrated that candidates are given multiple opportunities over the course of their two-year participation to receive individual feedback on each component of the program. Candidates receive information through various platforms throughout the year including but not limited to: induction portfolio checklists, professional development seminars offerings, review forms, timelines, the induction program website and emails. Candidates confirmed that information was available through a week-by-week checklist and reminders of documents due at their collaborative meetings.

Advisement meetings and module review forms document and provide evidence of progress and feedback while helping to identify any special assistance that may be needed for completion. A completer stated that the Induction Standards Evidence Sheet, outlining the 21 components of completion, was a great way to keep track of what is needed to be done over the two years.

Additionally, the program coordinator conducts advice and assistance coaching conversations with each candidate at least two times annually with the goal of helping candidates identify completion components that should be addressed next as well as identifying evidence from the candidate's own classroom that could demonstrate required competencies. This support may also include the program coordinator finding professional development or resources for the candidate to improve performance.

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

WOC's induction program utilizes the FACT system to document and demonstrate the candidate's knowledge and ability to use academic content standards and instructional strategies to promote academic achievement that differentiates instruction to meet all student needs via the Continuum of Teaching Practice. Candidates complete one inquiry of their choice each year ensuring diverse and individualized field-based experiences. Support providers mentioned that the goal of the program is to employ the plan-teach-reflect-apply cycle. Candidates are continuously reflecting on their teaching practice and complete a cumulative reflection using the Continuum of Teaching Practice. During the inquiry cycle of FACT, teachers plan a lesson series, give an entry level assessment, research strategies, implement those strategies, document the impact of those strategies on their teaching practice, give a summative assessment, compare the data and reflect on their teaching practice. This whole process molds the candidates in becoming as the superintendents said in their interviews, the best of the best.

Candidate classroom placement in the West Orange County (WOC) induction program is determined at point of hire and done by site administrators who are trained to assign candidates to classrooms where diversity is present and program standards 5 and 6 can be completed. Support providers are selected by their district through an application process that is guided by program criteria for selection. Criteria includes, but is not limited to, strong skills working with adult learners, knowledge of state academic content standards, understanding of the CSTP, and a firm grasp of performance assessment procedures. Support providers must also have English learner authorizations and demonstrate strong skills in classroom management, instructional planning, standards-based instruction and effective instructional strategies. One site administrator stated in the interview that if you have a good support provider, you have it easy as a principal!

By completing the FACT system, a candidate naturally addresses issues of diversity and develops strategies that improve student learning. Throughout the FACT cycle, a candidate examines the unique context of their assignment, focuses on English learners and special needs students, and reflects on successful teaching practices. Professional development with both

support providers and candidates in a one-on-one venue as well as attendance at workshops and application of research provide opportunities to further explore and apply proven strategies. Candidates reported that completion of FACT components provided a deeper understanding of their students and that, by choosing an area of focus, they were able to ensure that they met the needs of all students.

Standard 8: District- Employed Supervisors

Not Applicable

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

This standard is not applicable to second tier credentialing programs.

Standard 9: Assessment of Candidate Competence

Met

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

Findings

The WOC teacher induction program uses a variety of structures to provide their candidates with opportunities and support to demonstrate the skills required for the clear credential. At monthly collaboration sessions, candidates and support providers sit with an assigned assessor to work in small groups to clarify program expectations. The induction program’s professional development is designed for candidates to acquire the strategies necessary to meet program requirements and be successful in the classroom. Candidates stated in interviews that the professional development sessions’ Next Steps form is the strongest piece of professional development because they can complete the next steps form and implement the strategies in the classroom the next day, document the evidence, and reflect on their teaching practice immediately after the professional development.

The assessors meet personally with each candidate two times a year to advise them of program requirements, assess their progress towards completion and make sure they receive the necessary support to complete the program. Additionally, support providers and assessors guide each candidate as they document the demonstration of competence over two years of program engagement. After the support providers and assessors have assured the candidates that all requirements have been met, each participating teacher’s portfolio is reviewed the review team. In interviews, new teachers stated that they appreciated the fact that their assigned assessor worked with them over the two years because they knew what the assessor was expecting. Progress is evaluated via completed FACT review forms, module review forms,

Next Steps, attendance, advisements, induction standards evidence review form, triad meetings and induction portfolio review. Candidates continuously reflect on their teaching practice using the Continuum of Teaching Practice over the 2 years of induction. When all requirements are met, the program director recommends candidates for their credentials and the administrative assistance applies for the credentials. A completion list is then sent to the various credential analysts who follow up with teachers to make sure the process is complete.

General Education (MS/SS) Induction Program

Program Design

The West Orange County teacher induction program is grounded in research and effective practices and recognizes that first and second-year candidates have different developmental needs. The program coordinator has carefully molded the program design, receiving support and guidance from the leadership team and the advisory committee. Every interview group stated that the program coordinator and her team are amazing. She is known for telling candidates that they do induction because you aren't cooking in your mother's kitchen anymore, meaning they are now responsible for what goes on in their classroom. It was also stated that she is always available to answer questions by either email or cell phone. The leadership team collaborates monthly with the Induction coordinator to plan and implement support provider trainings, collaboration sessions, advisement and professional development. The leadership team consists of lead support providers who also serve as assessors across the four member districts. At collaboration sessions, candidates and support providers sit with their assigned assessor to work in small groups to further clarify program expectations. The leadership team continuously reflects on all aspects of the program, including support provider logs, evaluations from collaboration sessions and professional development, mid-year surveys, and stakeholder feedback. Program revisions are made to best meet the needs of candidates and support providers. One of the four partnership district superintendents stated that the program coordinator is in tune with each individual teacher needs by facilitating and promoting the candidates to be the best of the best.

The overall goal of the program is to prepare and retain highly qualified candidates, who are collaborative, reflective practitioners. Program leadership stays current by attending regional induction network meetings where current research practices are discussed and explored. The program coordinator individually trains each site administrator on the roles and responsibilities of the program. Support providers are selected according to the district's criteria. Once selected, support providers are trained in the formative assessment system and coaching strategies. The program coordinator collaborates regularly with school district personnel on program updates, data from surveys, induction standards and completion requirements, and program concerns Superintendents stated that they appreciate the rigor and consistency of the program, as it is one program in the district that they do not need to worry about.

Throughout the two years of induction, candidates are paired with a support provider who is matched by site, grade level or content, whenever possible. Candidates collaborate weekly with support providers to work on FACT modules. Support providers stated in interviews that their main focus is the Plan - Teach - Reflect - Apply cycle. Candidates participate in collaboration sessions in which support providers, assessors and candidates come together to discuss the candidate's progress. Candidates attend professional development and complete the Next Steps form that includes documenting evidence of classroom implementation and a continuation of reflecting on their teaching practice. Once the assessors and support providers review the candidate portfolios to ensure all requirements are met, a review panel then reviews the portfolios. Candidates who satisfactorily complete all induction program requirements are recommended for a clear credential by the program coordinator.

Course of Study

At the point of hire, each participating district's credential analyst determines eligibility. The induction program eligibility form is reviewed and signed by the new employee. This form serves as the official notification of admission to the induction program. The program components of professional growth are outlined for the participating teacher at their induction orientation appointment. The induction coordinator distributes the induction portfolios that contain the induction requirements, memorandum of understanding (MOU), roles and responsibilities of candidates, portfolio review forms and induction standards evidence forms. This initial appointment provides candidates with a clear understanding of requirements in order to make informed choices on clear credential preparation and to help the program structure appropriate support for each candidate.

Candidates meet with their support provider at least an hour per week. Ocean View School District's induction program utilizes the FACT system to document and demonstrate the candidate's knowledge and ability to use academic content standards and instructional strategies to promote academic achievement that differentiates instruction to meet all student needs via the Continuum of Teaching Practice. During the course of two years, support providers guide the candidates through the requirements of FACT that include learning about their teaching context and site and district resources. Candidates review their teacher preparation program and how induction will further improve their instructional practice. Candidates complete one inquiry of their choice per program year ensuring diverse and individualized field-based experiences. Support providers mentioned that the goal of the program is to plan-teach-reflect-apply. Candidates are continuously reflecting on their teaching practice and complete a cumulative reflection using the Continuum of Teaching Practice. During the inquiry cycle of FACT, teachers plan a lesson series, give an entry level assessment, research strategies, implement those strategies, document the impact of those strategies on their teaching practice, give a summative assessment, compare the data and reflect on their teaching practice.

Triad meetings are held twice per year with the site administrator, the candidate and support provider. At the triad meeting in the fall, site administrators go over the site orientation requirements and expectations. Candidates align their professional development with their school focus and their goals for the year. Candidates attend collaborative sessions that focus on the instructional strategies including the areas of equity, English learners, pedagogy and special populations. The program also provides biannual advisement appointments to support candidates as they work to complete their credential requirements. At the advisement meetings, assessors review the candidate work and candidates articulate their progress and show evidence towards meeting induction standards 5 and 6. The assessor asks clarifying questions in order to substantiate the evidence. During interviews, superintendents stated that they love induction standards 5 & 6 because it fine-tunes the work of the candidate. Advisement appointments are also used to identify any special assistance or support a candidate may need to aid completion of program requirements.

Candidate Competence

Candidates have a completion timeline with due dates for their FACT modules. During their weekly meetings with their support providers, candidates work on FACT modules, which include learning about their students, feedback on their teaching practice, lesson design, inquiry, instructional strategy implementation and reflection of their teaching practice. Candidates and support providers also attend collaboration sessions that guide the candidate in their progress towards completion. During these collaboration sessions, candidates and support providers receive a mini lesson on the Conversation Guides by a content specialist. The Conversation Guides include discussions on pedagogy, equity, English language learner and special population instructional strategies. Candidates discuss and collaborate on the best strategies to meet the needs of their students.

Throughout the two years, candidates are constantly reflecting on their teaching practice and documenting progress in the CSTP on the CTP. The CTP uses a four-level description of teaching practice to document and demonstrate the candidate's knowledge and ability to use academic content standards and instructional strategies to promote academic achievement that differentiates instruction to meet all students' needs. One completer reported that, even though it was a lot of work, she is glad that she went through it and she is still using a lot of what she learned in her classroom today.

Two times throughout the year, the assessors meet personally with each candidate to go over their modules and completion requirements such as possible professional development and next steps. They also assist them with their progress towards completion and make sure they receive the necessary support to complete the program. At this time, assessors may also have candidates go back and improve upon sections already submitted.

Support providers and assessors guide each candidate as they document the demonstration of competence over two years of program engagement. Progress is evaluated via completed

induction checklist, FACT review form, module review form, next steps, attendance, advisement sessions; induction standards review form, triad meetings and induction portfolio review. After the support providers and assessors have assured the candidates that all requirements have been met, the review team evaluates each candidate's portfolio. When all requirements are met, the program director recommends candidates for the clear credential and the administrative assistant submits the application. A completion list is then sent to the various credential analysts who follow up with candidates to make sure the process is complete. If candidates fail to meet the requirements, they are provided additional time to complete documents as needed.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the General Education (MS/SS) Induction Program.