

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

Professional Services Division

May 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Poway Unified School District. The report of the team presents the findings based upon reading the Site Visit Documentation, 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
Induction Clear Credential	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 Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Poway Unified School District

Dates of Visit: March 26-28, 2012

Accreditation Team Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study and documents posted on a website prepared by the program for the site visit team; additional supporting documents available during the visit; interviews with program leadership, district administrators, school site administrators, Personnel Department staff, support providers, participating teachers, completers, credential analyst, program support staff, IHE partners, and Governance Board members, along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, *FACT* portfolios, and interviews with program leadership, district administrators, school site administrators, Personnel Department staff, teachers' association representation, credential analysts, program support staff, institutes of higher education representatives, support providers, participating teachers, completers, and Governance Board members. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

- (1) On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Advanced Credentials:
Multiple/Single Subject Induction

(2) Staff recommends that:

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

Accreditation Team

Team Leader

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Common Standards Cluster

Audrey Jacques
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Program Sampling Cluster

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Staff to the Accreditation Team

Cindy Gappa
Consultant

Documents Reviewed

Agendas	Learning Point feedback, snapshot,
Advice and Assistance evidence	grade book
Biennial Report and Feedback	Meeting Calendar
BTSA Induction Handbook	Meetings with EL and Special Ed Directors
Budget	Mid-Year Survey
Candidate Recommendation	Newsletters
Credential Process	Organizational Chart
Communication with Site Administrators	Participating Teacher Agreement
District Technology Resources	Portfolio Review data
Early Completion Option	Professional development calendar and feedback
Eligibility Application	Program Completer form
End of Year Teacher Consultant Evaluation	Program timeline
Evaluation data	Professional Development with District Providers
Exit Interview information	Portfolios Yr 1, Yr 2 and completers
FACT User's Guide	Teacher Consultant application, process,
Governance Board meeting material	professional development, caseloads, evaluation
Induction Completion application	USD Continuing Education credits for induction
Induction Orientation	University collaboration evidence

Interviews Conducted

First Year Candidates	7
Second Year Candidates	10
Completers	6
Site Administrators	7
Institutional Administration	4
Program Coordinators	1
Professional Development Providers	3
Consulting Teachers	4
IHE Representative	1
Governance Board Members	6
Program Support Staff	1
Credential Analyst/Human Resource Technician	3
Total	53

Background information

The Poway Unified School District is located in northern San Diego County, California. Encompassing an area of 100 square miles, district schools are situated in suburban San Diego and throughout the city of Poway. Poway Unified School District is fortunate to serve a community that historically places a high value on education. Staff and parents work to support the mission, along with support from business and community partnerships. This support helps the district keep pace with technology and participate with the business community in meaningful activities that benefit all students. Through these links, students are able to develop the skills, knowledge, and attitudes necessary for success in the 21st century.

PUSD operates 25 elementary schools (K-5), six middle schools (6-8), five comprehensive high schools (9-12), one continuation high school, twenty-seven preschools, and alternative programs. The majority of the district schools are located in the city of San Diego; eleven schools are located in the city of Poway; and several schools are in the unincorporated area of San Diego County. The District serves 34,556 students, and is the third largest school district in the county. The student population is represented by the following ethnicities: African American 3.3%; American Indian/Alaskan Native 0.4%; Asian 20%; Filipino 7.7%; Hispanic 12.9%; Pacific Islander 0.8%; White 54.7%.

The District and Superintendent worked closely with the Board of Education and representative site and district staff during 2007-08 to rewrite the district Strategic Vision for 2008-2014. In the resulting vision document, it is affirmed that Poway schools must serve as the “gateway” rather than “gatekeeper,” in creating powerful learning experiences that will prepare students for future success.

The district sees a moral imperative that each student graduate “college-ready” in order to pursue a full range of postsecondary options and be prepared for life beyond high school. Being “college-ready” is not defined as the anticipation that all students will attend college, but instead, as preparing all students to have a full range of postsecondary education and training options available to them after high school.

Among the district’s stated core values is a “competent, caring staff”. The district strives to select, develop and support the best staff that understand and contribute to the learning process, care about students, perform at a high level, respect and support others, act in an ethical manner, seek improvement through continuous learning, communicate effectively and appropriately and value individual uniqueness.

In 1988 the district initiated the Poway Professional Assistance Program (PPAP) which provided support to new teachers and created a systemic culture of support. The induction program operates within the context of the PPAP. The Superintendent, District Administration, Poway Teachers Federation representatives, Site Administrators and teachers are committed to and participate in a system of support for teachers. The current fiscal climate has resulted in some economizing measures in the induction program. However, as stated by the Superintendent, district and site leadership, Poway is committed to providing a high quality induction credentialing program for teachers and will continue to do so.

The district API scores, in the 800-900 range, reflect the district’s commitment to the staff and their performance.

Education Unit

The Poway Unified School District General Education (MS-SS) Induction program is a single district program situated in the Human Resources Department. The Executive Director of Human Resources serves as the Induction Program Director. The Poway Professional Assistance Program (PPAP) coordinator dedicates approximately 60% of her time to the day to day implementation of the induction program. An Administrative Assistant works with the induction program with 20% of her time.

The Governance Board includes the Associate Superintendent of Personnel Support Services, the President of Poway Federation of Teachers (PFT), the Associate Superintendent of Learning Support Services, a Middle School Teacher and a Special Education teacher and, for selected meetings, a representative from California State University, San Marcos. Teacher members are selected by PFT and serve for three years.

Full time release Teacher Consultants provide support to first and second year teachers. The program had a total of 20 PTs complete the program in 2009-2010. Eight were Early Completion option candidates. The Participating Teacher/Teacher Consultant ratio was 20:1 on average.

During the 2010-2011 school years, the program had 23 completers and one Early Completion Option teacher. The PT/TC ratio was 17:1 on average. In 2011-12, there are 33 Participating Teachers supported by 2.5 Teacher Consultants.

Table 1
Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (2010-11)	Agency or Association Reviewing Programs
Induction	20	23	CTC

The Visit

A three member team reviewed documentation and interviewed stakeholders over a 3 day period, from March 26 to March 28, 2012.

Standard 1: Educational Leadership

Met

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

The Poway Unified School District General Education (MS-SS) Induction program is a long-standing program committed to meeting the needs of beginning teachers. The Program's vision of "Student Success Through Teacher Leadership" is driven by the mission, vision and core values of the Poway Unified School District and is shared with Participating Teachers in Poway BTSA Induction Handbook, the Induction Orientation Meeting Agenda and materials, and with the Governing Board through The Evolution of PPAP BTSA Induction (6/2010), and BTSA Induction and Accreditation System (2/2011) PowerPoint presentations. Poway has a history, culture and belief that *all* stakeholders have an active role in beginning teacher induction was enthusiastically communicated in stakeholder interviews.

Through the use of *Formative Assessment for California Teachers (FACT)*, each Participating Teacher is paired with a Teacher Consultant. Teacher Consultants are trained to understand and support the developmental needs of beginning teachers. Participating Teachers work with their Teacher Consultants to document growth and improvement in their ability to reflect and apply the *California Standards for the Teaching Profession (CSTP)* beyond what was demonstrated for their preliminary credentials. Through FACT, Participating Teachers also demonstrate their knowledge and ability to teach the state-adopted content standards and address state frameworks in their current teaching assignments.

Poway's Professional Assistance Program (PPAP) Governing Board guides Poway's General Education (MS-SS) Induction program. This group is comprised of stakeholders from Personnel Support Services, Learning Support Services, the Poway Federation of Teachers, a middle school teacher and a special education teacher. Interviews with the Governance Board confirm that these stakeholder representatives are regularly apprised of what is happening in Poway's General Education (MS-SS) Induction Program and are able to provide suggestions and assistance as they see fit. The Program Director and Program Coordinator have responsibility for the day to day implementation of the program. Through interviews, the Governance Board also confirms that the Program Director and Program Coordinator respond to suggestions made and work to incorporate suggested modifications into the program.

Through examining the Poway General Education (MS-SS) Induction program's budget, financial support from the district is evident. In discussion with the Program Director and Program Coordinator, they confirm that the budget is sufficient to meet the needs of the program.

With guidance from the PPAP Governance Board, the Program Director and Program Coordinator oversee and manage the entire scope of the Poway General Education (MS-SS) Induction program, including personnel and resources. The Director and Coordinator are able to direct the program and implement modifications in a way that makes sense with program needs. Through PPAP Governance Board Meetings, Superintendent Cabinet Meetings, individual meetings, and newsletters, the Director and Coordinator assure a shared commitment to the program from all stakeholders and provide avenues for two-way communication.

The Poway General Education (MS-SS) Induction program has clearly outlined steps and expectations towards a clear credential. Beginning with their Induction Orientation Meeting, Participating Teachers are informed as to what to expect from the program and what is expected of them. Through use of Program Timeline and Completion Forms, Participating Teachers are able to keep track of what they need to do to earn a clear credential. To further assist Participating Teachers, the district's web site, Learning Point, is used to provide periodic and ongoing review of induction portfolios. Interviews with Participating Teachers support the value of both the support meetings and the feedback given via Learning Point. Through examination of Teacher Consultant Logs, it is evident that support toward meeting credential requirements is provided on a one-to-one basis when the Teacher Consultant and Participating Teacher meet.

The Poway General Education (MS-SS) Induction program monitors and records the completion requirements for obtaining a clear credential through on-going review of the Participating Teacher's Induction Portfolios via the use of Learning Point, the Program Timeline and Completion Form, review of Teacher Consultant logs, meeting attendance sign in sheets, PT/TC meetings and portfolio reviews. Participating Teachers confirm that they are given ample opportunities and a variety of ways to show their knowledge and growth gained through program participation. Upon program completion, Participating Teachers submit portfolios and participate in exit interviews. Portfolios are reviewed by the Program Coordinator. Once it is ascertained that Participating Teachers have met all completion requirements, they receive a Poway General Education (MS-SS) Induction Completion Certificate with directions for applying for a clear credential.

While it is the expectation of the Poway General Education (MS-SS) Induction program that Participating Teachers complete the requirements for a clear credential within two years, options exist should this not be the case. If Participating Teachers need more time, they submit a Request for Extension in Program Completion. After taking more time to complete the program, Participating Teachers follow the same steps to submit their portfolios and apply for a clear credential.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion 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.

The induction program strives to maintain open communication with all stakeholders, using formative and summative assessment responses to make modifications to the program and better meet the needs of individual teachers. A review of documentation including program completion data (Learning Point grade book, portfolios, portfolio review notices, and Program Timelines and Completion Forms), professional development, Advice and Assistance Meeting Feedback Forms, Mid-Year Survey, Teacher Consultant Evaluations and the BTSA State Survey confirm that the Poway General Education (MS-SS) Induction program has developed and maintains a comprehensive evaluation system to assess, support and inform modifications for program improvement.

The Learning Point web-based system is critical to the work of the Teacher Consultants, Participating Teachers and Program Coordinator in consistently tracking candidate progress toward program completion requirements. Teacher Consultants and the Program Coordinator are able to review evidence submitted by Participating Teachers relating to program completion requirements on an ongoing basis. Learning Point also allows Teacher Consultants and the program coordinator to give feedback in a timely manner. Interviews with the Program Director, Coordinator and Participating Teachers confirm that advice and assistance meetings provide opportunities for Teacher Consultant/Participating Teacher collaboration around FACT and Induction requirements.

Input from Participating Teachers regarding support provider effectiveness, additional support needs and recommendations for program improvement is collected via the Mid-Year Survey and shared with the Teacher Consultants, PPAP Governance Board Members, and site and district administrators. In an effort to maintain effective Teacher Consultant support for Participating Teachers, Site Administrators and Participating Teachers complete a Teacher Consultant Evaluation at the end of the year. The Program Director, Coordinator and Confidential Administrative Assistant confirm information gathered from these evaluations is reviewed by the Program Coordinator and Director and then shared with the PPAP Governance Board and Teacher Consultants. The data from the evaluations supports decisions related to retention and/or selection of new Teacher Consultants for the program. In April/May of each year, Teacher Consultants, Participating Teachers and Site Administrators have the opportunity to give input regarding the program via the statewide BTSA survey. Disaggregated data from the survey is shared with Teacher Consultants, PPAP Governance Board, and other stakeholders and utilized for modifications and program improvement. Regular weekly staff meetings and daily informal collaboration between Teacher Consultants and the Coordinator, multiple PPAP Governance Board Meetings held throughout the year, and meetings with the Associate Superintendent of Learning Support Services and other site/district administrators provide the

Program Coordinator with additional feedback concerning the program. Participating Teachers state they appreciate the timely feedback they receive regarding Learning Point submissions.

The Poway General Education (MS-SS) Induction program uses the *Formative Assessment for California Teachers* (FACT). Using the plan, teach, reflect and apply cycle, PTs participate, demonstrate and gather multiple pieces of evidence which show their competency in the use of standards-based instructional strategies, state-adopted academic content standards and performance levels for students. Interviews with Participating Teachers confirm that FACT self-assessment activities help to deepen their understanding of the CSTP and Induction program Standards. Participating Teachers submit FACT activities through the Learning Point system which are then reviewed by the Program Coordinator and Teacher Consultants. Interviews with Teacher Consultants and Participating Teachers support that the Learning Point system is an effective tool in tracking evidence submission and as a vehicle to provide timely feedback to program participants regarding their submissions. The Program Coordinator is able to monitor and evaluate Participating Teacher progress toward completion requirements via the Learning Point system and Completion Forms. The Poway General Education (MS-SS) Induction program utilizes information from the Learning Point system, Teacher Consultant/Participating Teacher individual meetings, Advice and Assistance Meetings, Completion Forms and portfolio review data to inform program effectiveness as well as monitor candidate qualification, proficiencies and competence.

Standard 3: Resources

Met

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

The Poway Unified School District provides the induction program with the necessary resources to ensure the success of Participating Teachers in becoming productive members of the teaching profession. A clear relationship between the Poway General Education (MS-SS) Induction program Director and district leadership exists as evidenced in the organizational chart. Corroborated by stakeholder interviews, they collaborate to identify program needs and allocate funding to sufficiently support the personnel and administrative program needs. Interviews with the Program Director and Coordinator confirm that despite recent State budget reductions to districts statewide, the Poway Unified School District is able to maintain its support of the personnel and administrative needs of the Poway General Education (MS-SS) Induction program.

Twice a year program needs are assessed providing the Program Director and Program Coordinator with the necessary information to plan next steps in program design and budgetary considerations. Dependent on the number of Participating Teachers, fulltime release Teacher

Consultants are hired to support Participating Teachers with an average caseload of 20:1. TCs confirm they currently maintain caseloads between 14-15 beginning teachers. The Program Coordinator maintains a reduced caseload of 4 PTs to facilitate managing the daily operation and accreditation requirements of the program. Adequate facilities, resources and technology including office space, meeting rooms, computer labs, desktop/laptop computers, and printers are available to the program as well as administrative assistant support as needed. The Program Director, Program Coordinator, Associate Superintendent of Learning Support Services and Site Administrators all confirm that Induction “Is a valued part of the culture in Poway Unified School District.”

A review of documentation including Coordinator Budget projections (2009), the Poway General Education (MS-SS) Induction program Budget, laptop and video camera invoices and Teacher Consultant professional development training confirms the program’s intent to fully support the needs of Teacher Consultants and Participating Teachers. Participating Teachers are further supported via release time for professional development and/or colleague observations. Interviews with the Program Director, Coordinator, and PPAP Governance Board members confirm that the Poway General Education (MS-SS) Induction program communicates budgetary needs and concerns to stakeholders and allocates resources to sufficiently support its staff to effectively prepare candidates to meet the state adopted standards for teacher preparation.

The Director and Coordinator of the Poway General Education (MS-SS) Induction program communicate program needs to the PPAP Governance Board, receiving input from the Board before submitting a proposed operational budget to the Associate Superintendent of Personnel Support Services and the Superintendent’s cabinet. Program accounts are monitored by the Program Director based on regular communication with the Coordinator regarding any needed adjustments to the program budget.

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.

As a component of the Poway Professional Assistance Program (PPAP), the Poway General Education (MS-SS) Induction Program has a long history of working in conjunction with the Poway Federation of Teachers to create and maintain program focus on developing teacher

excellence and improved teacher performance, increasing student achievement and retaining new teachers within the district. The Poway General Education (MS-SS) Induction Program's commitment to supporting new teachers is based on a fundamental understanding of the unique developmental needs of first and second year teachers. One Site Administrator revealed, "We are one of their supports and resources." Site Administrators stated the induction program clarifies their role in support of new teachers.

Documentation from BTSA Induction Directors' Meetings, BTSA 10 Meetings, CTC updates and FACT trainings substantiate the Program Director and the Program Coordinator collaborations with colleagues for the purpose of leading and managing the Poway General Education (MS-SS) Induction Program. A long history of collaboration also exists between the Poway Unified School District and the Poway Federation of Teachers to ensure outstanding candidates for Teacher Consultants are selected. Site Administrators confirmed, "... (the) relationship with the Federation of Teachers is very positive."

Teachers interested in applying for the position of Teacher Consultant are informed via an open position announcement and may attend informational meetings to receive further information. The Teacher Consultant Application Process details applicant qualification criteria for the position to any interested candidates. The PPAP Governance Board, selected principals, the Poway General Education (MS-SS) Induction program Coordinator and the Program Director conduct interviews of Teacher Consultant applicants. One Site Administrator who served on the interview panel shared "... (I was) amazed at the quality and number of candidates." Teacher Consultants are selected based on their experience, competency, interpersonal, leadership and collaborative skills and are placed in a pool of potential Teacher Consultants. Teacher Consultants are released from their classroom responsibilities to serve as support providers based on program and participating teacher needs.

Interviews with the Program Coordinator confirm that District Professional Development providers are chosen based on their expertise in supporting the Poway General Education (MS-SS) Induction program and district initiatives. Teacher Consultants confirm that professional development opportunities focusing on English Language learners, Special Education, GATE, technology and diversity deepen their knowledge and strengthen their ability to better support the Participating Teachers. Teacher Consultants pose reflective questions such as "... (for) who and in what ways are you differentiating?" and strive to "dispel the myth that differentiation has to be grandiose." One Teacher Consultant shared "Differentiation is a huge part of our conversation."

Teacher Consultants prepare for their responsibilities of supporting and assisting Participating Teachers through an initial training with the Program Coordinator to review the Poway General Education (MS-SS) Induction program components. Consulting Teacher training schedules and meeting agendas illustrate how regular weekly meetings include trainings related to FACT, CSTP, the induction standards, and utilize coaching strategies such as role playing to assist Participating Teachers. Sharing ideas and strategies around beginning teacher support, evaluation data and program changes is evidenced in the Consulting Teacher weekly meeting schedules and agendas. Teacher Consultants confirm they attend various professional development activities based on their own professional development needs. Interviews with Participating Teachers verify Advice and Assistance meetings provide an opportunity for

collaboration with their Teacher Consultants regarding FACT activities and completion requirements.

The Poway General Education (MS-SS) Induction program provides Teacher Consultants with consistent and ongoing training throughout the term of their assignment. A review of the Teacher Consultant Letter of Commitment and Consultant Training documentation show that Teacher Consultant training focuses on cognitive coaching and issues around diversity. Regularly scheduled Teacher Consultant meetings and professional development activities support Teacher Consultants in growing professionally. Conversations with Teacher Consultants confirm they have ample opportunity to explore a variety of professional development activities that expand their ability to bring individualized support and assistance to Participating Teachers.

Program newsletters and PPAP Governance Board Meeting agendas illustrate how the Program Coordinator provides important program information to the board members, the Superintendent and Cabinet. Site Administrators are better able to align support at their sites and throughout the district by accessing information and requirements for Participating Teachers using the Learning Point website.

The Associate Superintendent of Learning Support Services confirms that collaboration and communication between the Poway General Education (MS-SS) Induction program and Learning Support Services occurs on an ongoing basis via emails, telephone communication and scheduled meetings. The Associate Superintendent of Learning Support Services is a member of the PPAP Governance Board ensuring district initiatives are incorporated in the curricular and instructional focus areas for supporting Participating Teachers.

Interviews with Participating Teachers validate they understand the eligibility requirements for the Poway General Education (MS-SS) Induction program and the requirements for obtaining a Clear credential. As evidenced in the Poway General Education (MS-SS) Induction Program Eligibility Application, Induction Orientation and Induction Program Handbook, the Poway General Education (MS-SS) Induction program makes every effort to provide candidates with comprehensible information regarding the goals and processes of the program.

The Poway General Education (MS-SS) Induction program articulates and collaborates with the University of San Diego and Point Loma Nazarene University to provide TCs with the option to obtain continuing education credits for their participation in the Poway General Education (MS-SS) Induction program. The Director confirms that relationships with the University of San Diego, San Diego State University, California State University San Marcos and Point Loma Nazarene University allows for the placement of approximately 75 student teachers per semester in pre-kindergarten through Grade 12 positions within the Poway Unified School District.

Mid-year surveys and End of the Year Teacher Consultant Evaluations completed by Participating Teachers and Site Administrators provide valuable feedback in helping to maintain program quality and effective support for beginning teachers. The Program Director and Program Coordinator confirm the review of Teacher Consultant Logs and collection of anecdotal data through informal communication with Site Administrators, PPAP Governance Board and Participating Teachers provide valuable information regarding Teacher Consultant support

services. After reviewing evaluation data, the Program Coordinator and Director share this data with the PPAP Governance Board.

PPAP Governance Board members confirm that when Teacher Consultants are unable to fulfill their responsibilities as a support provider they are released from their role. The Program Coordinator and Program Director are charged with communicating this recommendation to the Teacher Consultants.

Standard 5: Admission

Met

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

The Poway Unified School District has a well-defined admission process to verify that all Participating Teachers hold a preliminary credential and qualify for participation in the Poway General Education (MS-SS) Induction program. The Executive Director of Human Resources takes responsibility for teacher recruitment and provides ongoing communication with Site Administrators and universities to encourage and attract candidates from diverse populations. Human Resources personnel review candidate qualifications to determine appropriate pre-professional experience that best fits the needs for the assignment and the school district in general. Once hired, the Program Coordinator, Program Director, Confidential Administrative Assistant and Human Resources Technicians work together to identify eligible participants using the “Routes to a Clear Multiple or Single Subject (SB 2042) Teaching Credential Eligibility Chart”. Participating Teachers complete an Induction Eligibility Application, which is reviewed by the HR Technicians and then forwarded to the Program Coordinator and Program Director who make the final determination of eligibility.

New hires attend a “New Teacher Orientation Meeting” where additional information and eligibility for the Poway General Education (MS-SS) Induction program is communicated. At the Induction Orientation Meeting, Participating Teachers are informed of the support and responsibilities of the Teacher Consultant, the criteria for the Early Completion Option, the components of the Requests for Extension, and the details for program completion. Interviews with institutional leadership, Site Administrators and Human Resources staff confirm the importance of and efforts to hiring only the most highly qualified teachers for positions in the Poway Unified School District. Site Administrators agree that, “Teacher excellence is a catapult for the district and we work to maintain only the best.”

Poway Unified School District is sensitive to California’s diverse population and takes this into account during the hiring process. Interviews with Human Resources staff and directors confirm the importance of hiring only the most qualified teachers for positions in the Poway Unified

School District. The Poway induction program is used as a recruiting tool. Interviews with district leadership confirm confidence that Participating Teachers and Teacher Consultants are highly qualified to meet Poway Unified's high standards.

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.

Through the employment application process, and communication with the Human Resources Technicians, potential candidates complete the Eligibility Application to determine eligibility for the Poway General Education (MS-SS) Induction program. Eligibility is confirmed by the Program Coordinator and Director.

Advisement meetings, individual support from Teacher Consultants, the Poway General Education (MS-SS) Induction program website, and the Timeline and Completion Form, the Induction Program Handbook, orientation meetings and newsletters provide communication and support for program participation and completion requirements.

Considerations for Teacher Consultant caseloads include: Teacher Consultant and Participating Teacher assignment and experience, geographic location, number of Participating Teachers and Teacher Consultants, and Participating Teachers in need of extended support. Interviews reveal that caseloads are established by the Program Coordinator according to the needs of the Participating Teacher. Appropriate matches between the Teacher Consultant and the Participating Teacher are made within 30 days of employment (usually in September and October) and informally monitored by the Program Coordinator through visits to the Participating Teacher's classroom.

Each Participating Teacher has the responsibility to collect evidence of practice as outlined by the completion of the *Formative Assessment for California Teachers* (FACT) system. Each Participating Teacher signs an Agreement to Participate form acknowledging their responsibilities in the program. Review of the collected evidence indicates there are many checks and balances in place for the completion process.

The final determination of candidate program completion is conducted through a final review by the Program Coordinator and Program Director. If all requirements have been met in the second year, Participating Teachers receive both a Certificate of Completion and a recommendation for the Clear Credential. If requirements have not been met, a clear process is in place to advise the candidate appropriately.

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.

Poway Unified School District uses the *Formative Assessment for California Teachers* (FACT) system, which provides a comprehensive approach for Participating Teachers to demonstrate application of the knowledge they acquired in their preliminary credential program. Review of Year One Induction Portfolios show that the Participating Teachers engage in the plan, teach, reflect, and apply cycle through focused, job-embedded activities designed to help teachers understand classroom context, assess teaching, create an inquiry of practice, and reflect upon their journey as educators. During interviews, Teacher Consultants and Participating Teachers emphasize the strengths of the FACT system in moving one's practice forward in support of student success.

Teacher Consultants and Participating Teachers are assigned and begin their work together within 30 days of enrollment into the program. They are matched based on information provided on the Eligibility Application and informal observations by Teacher Consultants and/or Program Coordinator. Teacher Consultants are released full time from their classroom responsibilities for up to three years. They are highly qualified and trained for the role they assume, as revealed in interviews with Professional Development Providers and Teacher Consultants.

As part of the FACT system, Participating Teachers select three focus students; one English Learner, one student identified from special populations and one student of their choice. Through inquiries, and confirmed by reviewing Year 1 Induction Portfolios, Participating Teachers identify and implement appropriate strategies that provide students with equitable access to core curriculum and engage in reflection on the results of student achievement. Discussions with Professional Development Providers indicate that training is available to Induction teachers both in group settings and one on one as needed. "I am so proud of our teachers," said a Professional Development Provider, "They are who we work for...it is my job to help them."

Standard 8: District-Employed Supervisors

N/A

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

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.

Through completion of FACT during the Poway General Education (MS-SS) Induction program, Participating Teachers have the opportunity to demonstrate their growth beyond that required for a preliminary credential. Using FACT, "...covers just about everything in the world of teaching" according to Teacher Consultants. Participating Teachers reflect upon and apply the CSTP, state frameworks, and academic content standards. During the induction program, Participating Teachers gather evidence to show their growth in these areas, culminating in their portfolio submission at the completion of the program. Participating Teachers submit their work via the district's Learning Point website. In this way, Teacher Consultants are able to immediately respond with a rubric score of 1 (low) to 3 (high). If Participating Teachers receive a 1, they must resubmit. If they receive a 2, they can resubmit, though they do not *have* to. However, from interviews with Teacher Consultants, it was shared that the majority of Participating Teachers receiving a 2 on a submission piece do generally resubmit to earn a 3.

The Poway General Education (MS-SS) Induction program works to foster Participating Teachers' growth through formative assessment, professional development, and one-on-one coaching, as evidenced by meeting agendas and sign-ins, the use of Learning Point, and recorded in Teacher Consultant Logs. To provide formative assessment feedback, Teacher Consultants often communicate with Participating Teachers via journals kept in the Participating Teachers' classrooms. After observing, Teacher Consultants use the journal to leave feedback, probing questions or points for reflection. The interactive journals allow Participating Teachers to continue teaching without interruption and the opportunity to reflect when time is available. Participating Teachers then respond to Consulting Teachers in the journal, which is read during the next meeting. To meet Participating Teachers' development in reaching the needs of all of their students, professional development is offered in different areas. Beyond what sites and the district offer to teachers, the Induction Program offers English Language learner information differentiated for year 1 and 2 Participating Teachers. Special Population training is also provided as needed. Site Administrators see the Induction Program as building "confidence in what the [teachers do as] the biggest piece – the growth is tangible." Through Induction, Participating Teachers learn to "expand and reflect on a daily basis."

Throughout the Induction process, Teacher Consultants provide on-going feedback and review of portfolio submissions. When completed portfolios are submitted, they are reviewed by the Program Coordinator. Once Participating Teachers have met all aspects of the program, they receive a Completion Certificate and directions for how to apply for a clear credential.

Should Participating Teachers not complete all aspects of the program, a Request for Extension is completed, documenting steps to be taken to satisfy remaining needs. Upon completion of these steps, the Program Coordinator once again reviews the evidence submitted by the Participating Teacher. When all requirements are met, Participating Teachers receive a Completion Certificate and directions for how to apply for a clear credential.

Poway Unified School District General Education (MS-SS) Induction Program

Program Design

Leadership within the Poway Unified School District General Education (MS-SS) Induction program is shared by the Poway Professional Assistance Program (PPAP) and supported by the Poway Federation of Teachers. The current program is a result of a long history of support of teachers that began with the PPAP in the late 1980's. The PPAP Governance Board is comprised of the President of the Poway Federation of Teachers, two classroom teachers, the Associate Superintendents of Personnel Support Services and Learning Support Services and, for selected meetings, a member from a local institute of higher education (IHE). The Program Director and the Program Coordinator are given the authority to provide input and suggestions in all parts of the Poway General Education (MS-SS) Induction program and to carry out all the decisions made by the PPAP Governance Board.

Continual communication and regular collaboration by the Poway Unified School District General Education (MS-SS) Induction program with the Human Resources staff, site administrators and partner school district personnel is well established and recorded in such items as:

- Newsletters (e.g., *PPAP Points of Interest*)
- Agendas from English Language learner, special populations, PPAP meetings, and Director's meetings
- Letters to principals

Induction staff and Human Resources have established links to local teacher preparation programs ensuring the transition from teacher preparation to induction. Participating Teachers stated that focused reflection helps them gather evidence that influences decisions on instructional practice.

The Poway Unified School District General Education (MS-SS) Induction program incorporates a purposeful structure of extended preparation and professional development that prepares Participating Teachers to meet the academic learning needs of all K-12 students as well as retain highly qualified teachers. In addition to the intensive two year *Formative Assessment for*

California Teachers (FACT), the Poway Unified School District General Education (MS-SS) Induction program provides support from highly qualified Teacher Consultants, offers professional development opportunities from a variety of district departments, promotes observations of other teachers, and encourages additional appropriate support as indicated by the Participating Teachers' *Individual Induction Plan* (IIP) and Teacher Consultant Logs. Interviews with Participating Teachers verify they self-assess and reflect on their practices and thoughtfully examine what they do, how they do it, and how it affects student work as seen in active, current FACT modules documentation. Teaching English Learners and special population students is embedded across the Participating Teacher practice. Application of state adopted academic content standards and performance levels for all students is demonstrated by the Participating Teachers as they create a healthy environment for student learning, support equity and diversity, and use technology to advance student learning. Interviews with Teachers Consultants and Participating Teachers indicate that the reflective practices implemented within and across the FACT process reinforce best practices and make them better teachers. The professional development opportunities they are given help with the application of knowledge in their classrooms. A Participating Teacher said, "Feedback is never judgmental and there is always room for improvement."

As a result California's fiscal climate and severe reductions to funding for public schools, program modifications made over the past two years include the significant reduction of full time release Teacher Consultants from 6 to 2.2 with modifications to Teacher Consultant caseloads. Currently 2.5 Teacher Consultants support 17 Year One and 16 Year Two Participating Teachers. The Poway General Education (MS-SS) Induction Program Standards were revised to reflect change from a local formative assessment system to FACT. Interviews with Teacher Consultants reveal that these modifications have been met with a great deal of success and have been viewed as part of a continuous improvement practice for teaching. Completers of the program appreciated the changes in the program as the design and its implementation provided more clarity, structure and felt more job-embedded.

Stakeholder input is provided by district leaders from the departments of the Superintendent, Human Resources, Learning Support Services, the Poway Federation of Teachers, the Poway Professional Assistance Program, the PPAP Governance Board, Participating Teachers, Teacher Consultants, and members from a local institution of higher education. Interviews with district leaders indicate that the strength of the program is "the common thread" between the Poway Federation of Teachers and the district. The superintendent stated, "The expectation of the program follows a continuous improvement focus." Governance Board members echoed the superintendent by saying, "With on-going, continuous improvement, there is respect and dignity which makes for a wonderful experience for the new teachers."

Course of Study

The Poway Unified School District General Education (MS-SS) Induction program offers an effective sequence and coordination of professional development opportunities to Participating Teachers by Teacher Consultants who are carefully selected, trained, and assigned to work with Participating Teachers based on their background expertise, competency in the classroom,

interpersonal and leadership skills and collaborative abilities. Interviews with Teacher Consultants indicate they receive ongoing professional development by the Program Coordinator and in-district Professional Development Providers. Professional development is structured to meet timelines and teacher needs. Teacher Consultants are prepared to assume their responsibilities of supporting and assisting Participating Teachers through extensive training, such as systematic training related to FACT, CSTP, induction standards, and coaching strategies. The Program Coordinator attends cluster-sponsored FACT trainings and provides trainings for the Teacher Consultants. A primary goal of the Poway Induction Program is to equip Teacher Consultants with the skills they need to be successful in their positions. Interviews with Teacher Consultants revealed they have ongoing opportunities to discuss, reflect, and examine their own coaching knowledge and skills as seen in documentary evidence such as Teacher Consultant Logs and professional development feedback forms.

The Poway Unified School District General Education (MS-SS) Induction program uses the *Formative Assessment for California Teachers* (FACT) system to assess, inform and support Participating Teachers as they move their practice forward, especially in critical areas of learning such as teaching English learners and special populations. FACT provides performance-based, job embedded modules which are based on the *California Standards for the Teaching Profession* (CSTP) and induction standards while addressing the K-12 California Academic Content Standards for Students. Participating Teachers take part in ongoing self-assessment and collect evidence through the following modules:

- Context for Teaching and Learning
- Assessment for Teaching and Learning
- Inquiry into Teaching and Learning
- Summary of Teaching and Learning

The series of FACT assessment modules follow the *plan-teach-reflect-apply* cycle and is based on the CSTP. Participating Teachers participate in the FACT system and follow a cycle of planning for instructional activities, identifying one or more of the California Academic Content Standards, teaching a specific lesson/series of lessons, and/or groups of students, reflecting on that teaching experience, and applying new learning to future practice. Interviews with Participating Teachers and completers of the program show that new teachers have multiple opportunities to learn and demonstrate their knowledge, and understand and apply the CSTP over a two year period. For example, teaching English Learners and special populations is addressed through Advice and Assistance meetings, English Language learner professional development meetings, and special population meetings. Teachers on special assignment share district resources designed to meet the needs of EL students and students with special needs. One Professional Development Provider explained, “We provide the tools to help teachers target specific needs of students.”

There is a clearly defined process for program completion that includes a portfolio submission and participation in exit interviews. Frequent assessment of progress toward completion is the responsibility of the Program Coordinator and the Teacher Consultants. Learning Point website provides an effective tool for monitoring progress toward completion.

A review of FACT documents, meeting calendar, Teacher Consultant Logs, agendas of PT/TC meetings, the Mid-Year Survey, the BTSA State Survey and *Learning Point* feedback notes from both the Teacher Consultant and the Participating Teacher indicate that the Poway Unified School District General Education (MS-SS) Induction program is effective in the advisement and assistance to Participating Teachers in completing the program. Stakeholders reveal that the program is strong and supportive of Induction teachers' needs.

Candidate Competence

The Poway Unified School District General Education (MS-SS) Induction program uses the *Formative Assessment for California Teachers* (FACT) to assess, inform and support Participating Teachers as they move their practice forward. Through collaboration with their Teacher Consultants, Participating Teachers are provided with feedback to support their professional growth. Participating Teachers submit and receive feedback on FACT activities through the PPAP Learning Point website. The Teacher Consultants use "My Progress" to provide feedback and align additional support as needed. Upon completion, portfolios are submitted and reviewed and support is provided as needed when indicated.

Participating Teachers receive multiple sources of information about how they will be assessed. Examples of some of these sources include: the Induction Orientation, the Induction Program Handbook, Advice and Assistance meetings, and the program timeline and completion form. They receive professional development in the FACT process of self-assessment in the initial assessment of teaching practice and through reflective conversations with their Teacher Consultants. Documents show that the Poway General Education (MS-SS) Induction program maintains records for Participating Teachers. Interviews with Participating Teachers and Teacher Consultants provide evidence that Participating Teachers are knowledgeable of their strengths and areas for growth and meet with Teacher Consultants to collaborate on assessment results.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' union representation, Teacher Consultants, Participating Teachers, completers, and Poway Governance Board members, the team determined that all program standards are **met** for the Poway Unified School District General Education (MS-SS) Induction program.