

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for the Professional Preparation Program at
Hanford Elementary School District**

Professional Services Division

May 2012

Overview of This Report

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

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

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

Program Standards

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

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

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

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

Institution: **Hanford Elementary School District
General Education (MS/SS) Induction Program**

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; additional supporting documents available during the visit; interviews with administrators, program staff, candidates, program completers, school personnel, and association representatives. The team determined that evidence provided was sufficient and contained 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 – 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. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The CTC team found that all program standards are **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 (mentors), administrators, and other stakeholders. All Common Standards and Program Standards are **Met**. The team unanimously recommends a decision of **Accreditation**.

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

Advanced Teaching Credentials

Multiple Subject Clear

Single Subject Clear

Staff recommends that:

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

Accreditation Team

Team Lead:

Lori Walker
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Common Standards Cluster:

Stacey Tisor
San Mateo County Office of Education

Program Sampling Cluster:

Karen Harvey
Saugus Union Elementary School District

Staff to the Visit:

Audry Wiens
Consultant

Documents Reviewed

Common and Program Standards Narrative	HESD Participating Teacher Handbook
Program Assessment Preliminary	Collaboration Schedules
Biennial Report & Feedback	Portfolios
Meeting Agendas	Participating Teacher Journey Graphic
BTSA Induction Budget	Contact Logs
FACT Assessments/Tools	Resumes
State Survey Results	Instructional Calibration Materials
Local Survey Results	Hanford ESD BTSA Induction Website
New Teacher Network Evaluations	Exit Interview Documents
Induction Coach Job Description	HESD Teacher Job Description

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	16	14	14	44
Completers	11	11	11	33
Program Director	3	3	3	9
Site Administrators	9	9	9	18
Support Providers	2	2	2	6
Advisory Committee Members	12	12	12	36
IHE Representatives	1	1	0	2
Human Resources Personnel	1	1	1	3
Credential Analyst	2	2	2	6
TOTAL				157

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Hanford is an important commercial and cultural center in the south central San Joaquin Valley and is the county seat of Kings County, California. It is the principal city of the Hanford-Corcoran, California Metropolitan Statistical Area, which encompasses all of Kings County, including the cities of Hanford and Corcoran. The population of Hanford is 54,950.

Hanford Elementary School District (HESD) is a K-8 school district located in the rural town of Hanford in the Central San Joaquin Valley, 40 miles south of Fresno, California. The district consists of 11 schools: 8 K-6 sites, 2 junior high schools, and 1 K-1 foreign language institute and community day school. The district serves 5,700 students who are 68% Hispanic, 21% Caucasian, 7% African American, 1% American Indian, 1% Asian, and 1% Filipino. Of the 5,700 students, 22% are English learners and 13% are students with disabilities. 79% of Hanford Elementary students receive free and reduced lunch, and there is an average daily attendance rate of 96%. Of the 274 teachers, 35 participate in the Induction program to earn a clear multiple or single subject credential.

Education Unit

The Hanford Elementary School District (HESD) Induction program incorporates a purposeful, logically sequenced structure of extended preparation for new teachers. The vision and goal of the program is to “increase and improve student achievement while retaining highly qualified teachers.” HESD strives to assist and support new teachers as they enter the teaching profession by focusing on improving the educational performance of students through better classroom instruction and improved training. The hope is that the support received will lead to higher student achievement for students that are culturally, linguistically and academically diverse.

The HESD Induction team is comprised of the Assistant Superintendent of Curriculum and Instruction, Induction and Professional Development (Induction Leadership), two full-time release Support Providers and an administrative secretary. The HESD serves as the Lead Educational Agency for the Induction program. Induction candidates participate in a research based Formative Assessment System called the Formative Assessment System for California Teachers (FACT). The program used the Santa Cruz New Teacher Project's Formative Assessment System (FAS) until 2009 when they transitioned to the FACT system.

Induction Leadership meets three times a year with the Induction Advisory Committee (IAC). The IAC monitors and reviews the effectiveness of the Induction Program. Members of the IAC are knowledgeable about the state content standards, the standards for the teaching profession and the goals of the Induction program. The IAC meets each trimester to review formative and summative program evaluation data, to hear updates regarding legislation that impacts the program, to review current research related to induction and to make recommendations for program improvement.

Program modifications over the recent two years include:

- June 2010: A part-time administrator that was overseeing and directing the HESD Induction program left and the position was not filled. The Assistant Superintendent of Curriculum, Instruction, and Professional Development assumed the responsibilities of overseeing and leading the program.
- June 2010: Two veteran employees—a Junior High teacher and a Literacy Coach—were hired as new Support Providers.
- November 2010: A defined policy on advisement status was developed and implemented.
- May 2010: Exit Interviews were implemented for Year 2 exiting candidates as a form of assessment of candidate and program competencies.

The Visit

The HESD Induction program site visit team included two team members and a team lead. During the week prior to the visit, team members engaged in telephone conferences to discuss their completed Common Standards Planning Instrument and Program Standards Note-Taking Guide. The conversation allowed the team members to develop preliminary interview questions for the Hanford constituent group representatives. The team met at the hotel on Monday, March 26, 2012 at 11:00 a.m. and traveled to the HESD office at noon. District leadership welcomed the team and provided an overview of the evidence room, online document resources, and the interview schedule. Accreditation activities began on Monday afternoon with document and evidence review, which continued into the evening. A full day of interviews with all stakeholder groups took place on Tuesday, March 27, 2012, and a mid-visit report was presented to the program director on Tuesday, March 27 at 1:30 p.m. On Tuesday afternoon and evening, the team met to discuss all standards and whether or not all standards were met. The team continued to discuss findings and consensus was reached on all standard findings, resulting in an accreditation recommendation. The institutional report out was held on Wednesday, March 28, 2012 at 12:00 p.m.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

The Hanford Elementary School District serves as the Local Education Agency for the Hanford Elementary Induction Program (Induction program) as detailed on the HESD organizational chart. The Induction program has created and articulated a research-based vision for educator preparation. The goal of the district, as stated in the HESD Induction Handbook, is to increase student achievement by retaining high quality teachers. HESD Human Resources staff report that retaining high quality teachers has been accomplished and that teacher turnover rates have been reduced from 14% to 5% largely due to the district's focus on induction. Candidates participate in a research-based formative assessment system called the Formative Assessment System for California Teachers (FACT), with the guidance of a Support Provider. FACT is grounded in the California Standards for the Teaching Profession (CSTP), Standards of Quality and Effectiveness for Professional Teacher Induction Program, and the state-adopted content standards leading to increased student achievement. Candidates receive initial and ongoing training on FACT through an orientation and individualized meetings with Support Providers. Details are provided in the HESD Induction Handbook. Support Providers and candidates complete FACT modules which include observations, student work analysis, lesson plans, and recorded reflections. Evidence from the CSTP and Induction standards is generated as FACT modules are completed and provides the focus for reflective conversations between Support Providers and candidates. Review of candidate portfolios reflect the formative assessment system is being implemented as intended and that this evidence is used to document candidates' demonstration of CSTP and Induction standards.

The full-time release Support Providers are a vital part of the Induction program and provide in-class, weekly support to candidates throughout their first years of teaching as documented on accountability logs and confirmed through candidate interviews. Candidate survey data also show that time with Support Providers is "more than adequate" and meetings between the two are focused on meeting daily challenges as well as completing clear credential requirements.

The Hanford Elementary Induction program design effectively integrates district practices into the vision for inducting new teachers into the profession. Interviews with district and site administrators confirmed that Induction program activities are closely aligned with site goals and that the Induction activities are “flexible with what we do at our sites.” Statements from the Assistant Superintendent of Fiscal Services confirmed the district’s ongoing commitment to the Induction program and that funds are appropriately allocated to support candidates’ training and professional development. Executive council meetings provide the venue for the Induction director to submit annual budgetary and resource needs.

Professional development is infused into the program and individualized for each candidate through the formative assessment process. Review of documentation during the site visit revealed a high level of candidate participation in professional development opportunities, called New Teacher Networks, as part of the professional development designed to meet individual needs. Interviews with candidates confirmed the value of New Teacher Networks meetings and that professional development content received at the Networks connects directly with the work that is taking place at the sites as well as the formative assessment process. Review of candidates’ Individual Induction Plans (IIP) further show how New Teacher Networks, site collaboration, and individualized work with Support Providers provide an integrated, individualized professional development experience.

Candidates are held accountable for their work in the Induction program through email/website updates from program staff and weekly meetings with Support Providers. Progress toward program completion is monitored through online submission of formative assessment documents and portfolio reviews that occur twice a year. Interviews with program leadership and Support Providers confirmed that advice and assistance is provided throughout the Induction experience and candidates report that they were always aware of “next steps, due dates, etc.” via the Induction website as well as feedback received from their Support Providers. In addition, site administrators reported that they are apprised of candidate progress through formal and informal meetings with program leadership and Support Providers.

Candidates, Support Providers, and district leadership provide feedback to the program through formal and informal means. Local and state survey data are examined closely by the IAC and program leadership. Meeting agendas and interviews with IAC members confirmed that analyses of program data occur regularly and inform program improvement efforts (e.g., implementation of formal exit interviews). In addition, candidates complete evaluations at each New Teacher Networks meeting. Interviews with candidates and completers confirmed that evaluations are examined and changes are made to improve the Networks.

Both formal (biannual) and informal meetings with site administrators assist Support Providers when working with candidates by providing a venue for FACT results review and sharing goals for candidates. Professional development for the year is shared with the administrators by providing a “circular approach” so administrators are aware of opportunities for the candidates. This is documented in cabinet meeting agendas. District and site administrators reported they are encouraged to contact Induction leadership with

concerns or suggestions.

Induction leadership meets three times a year with the IAC comprised of the Assistant Superintendent of Curriculum, Instruction and Professional Development (chairperson), the teacher chair (teachers bargaining association representative) of the district's Curriculum Committee, both full-time release Support Providers, a junior high administrator representative, a literacy coach, the district's math curriculum specialist, a K-6 principal representative, a K-6 learning director, a district-level administrator, the Certificated Personnel Manager and an institution of higher education representative. IAC members monitor and review the effectiveness of the Induction program. The committee meets each trimester to review formative and summative program evaluation data, to hear updates regarding legislation that impacts the program, to review current research related to induction and to make recommendations for program improvement as reflected on agendas/minutes from these meetings that were reviewed at the site visit. IAC members view their role as "conduits" between areas they serve and the Induction program to ensure no "disconnect" with district and Induction goals occurs. Statements from the Superintendent confirmed that Induction leadership has the authority and district support needed to create effective strategies to achieve the goals of the program and represents the interests of each stakeholder within the program.

Induction leadership communicates with the HESD Certificated Personnel Manager frequently throughout the year to determine candidate eligibility for the Induction program, including teachers who are hired with a preliminary credential and teachers who are interns and receive their preliminary credential during their first two years of teaching. Program leadership also meets with the Certificated Personnel Manager to discuss the status of each teacher within the Induction program and to plan the exit meeting after completion of the Induction program. Documentation (eligibility forms) and interviews with the HESD credential analyst confirmed that ongoing communication occurs regarding this process.

Human Resources department staff interviews and documentation verified that the Induction program implements and monitors a Clear credential recommendation process that ensures that candidates recommended for this credential have met all requirements. As documented on eligibility forms the Certificated Personnel Manager confirms that contact is made with each candidate at point of hire to communicate eligibility for the program. Candidates attend the Induction orientation meeting where program requirements are outlined as detailed in the orientation/launch agenda and handbook. Candidates sign letters of commitment indicating their understanding of the program requirements at the orientation meeting. Reviews of portfolios and program monitoring checklists document progress toward program completion. The Certificated Personnel Manager meets with each candidate who has completed the program and to complete the Clear credential application process.

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.

Findings

The HESD Induction program implements an assessment and evaluation system for ongoing program and unit evaluation and improvement through formal and informal measures. Data collected through local and state surveys are analyzed throughout the accreditation cycle and shared with stakeholders as documented on Induction Advisory Committee (IAC) and executive cabinet meeting agendas/minutes. Interviews with IAC members and leadership confirmed that data collection and analysis is consistently used in program improvement efforts. IAC members are aware of program modifications resulting from ongoing data analysis.

Candidates evaluate the New Teacher Networks they attend and complete the mid-year survey in January/February as well as a statewide survey in March. Induction leadership and Support Providers review the information to determine ways to increase program effectiveness as noted on meeting agendas/minutes and confirmed through Support Provider/Induction leadership member interviews during the site visit. Candidates are aware of changes, particularly in the areas of professional development, based on feedback provided during interviews.

FACT portfolio reviews are conducted twice annually to analyze work completed by the candidates as indicated on the portfolio review schedule and checklists and documented in candidate portfolios. Support Providers review the portfolios informally during weekly meetings and work with the candidates as well. Through the FACT system, candidates self-assess their performance ability on the CSTP and Induction standards as detailed on the Continuum of Teaching Practice and Induction Standards Self-Assessment documents reviewed. Candidate interviews confirmed that their progress was monitored both formally and informally throughout the Induction experience. Candidates stated they receive ongoing “constructive feedback” from Support Providers and could contact Induction leadership at any time to inquire about their progress or completion toward program requirements. Candidates reported that feedback on portfolio work was detailed and assisted them in revising FACT documents as needed.

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

Findings

HESD provides the Induction program with appropriate funding to run an effective program that meets the state standards as well as supports district goals to retain quality teachers. An annual budget that includes basic resources necessary to implement the program is developed by Induction leadership and reviewed/approved by the Fiscal Services department. Funding for the Induction program has been “consistent” and is a “priority,” as stated by the Assistant Superintendent of Fiscal Services, and that “we all row the boat together” when it comes to determining budget needs.

Interviews with district leadership confirmed that adequate staff and resources are available to support the Induction program. Full-time release Support Providers are selected by the Superintendent; Assistant Superintendent of Human Resources; and the Assistant Superintendent of Curriculum, Instruction and Professional Development. These highly qualified Support Providers were selected through a rigorous process of application and interview as detailed in the Induction coach job description. Interviews with district leadership Support Providers confirmed that the selection process has resulted in the hiring of two capable, respected, teacher leaders who are experienced and well-equipped to serve in the role of Support Provider.

The Induction director stated that adequate facilities and resources are available to support staff and candidates in the Induction program. Ongoing professional development opportunities provide candidates with knowledge in specific areas of instruction and focus on the Induction standards as well as the CSTPs. New Teacher Networks, take place a minimum of six times a year as detailed on the New Teacher Networks calendar, sign-in sheets, and agendas. Other district personnel (literacy and math coaches, special education staff) also provide services and professional development opportunities to support candidates in the Induction program.

Support Providers have received training in the formative assessment system (FACT), English learner strategies (Kate Kinsella), technology, and Common Core standards. In addition, they attend the New Teacher Symposium annually. Support Providers indicated they would further benefit from professional development opportunities, particularly in the areas of coaching, and the Induction director has stated this is a “critical next step” for the Induction program.

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 with the Superintendent, Assistant Superintendent of Human Resources, and site administrators confirmed that Support Providers are experienced teachers who hold a clear multiple or single subject credential and have taught for three or more years. Highly qualified Support Providers are selected through a rigorous process that includes a paper screening and an interview with the Superintendent and Induction director. Site administrators and the IAC stated that HESD Support Providers are amazing, experienced teachers that have a deep understanding of their content.

During site visit interviews it was confirmed that a vacancy and job description was posted when a Support Provider position became available. According to the job description a Support Provider should have knowledge of beginning teacher development, a willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider (i.e., FACT Training), and must demonstrate a commitment to personal professional growth and learning.

Once the paper screening is completed, potential Support Providers participate in a rigorous interview process. The interview process includes items such as, "Effective Support Providers establish a trusting relationship with the beginning teacher. Describe your interpersonal skills that would make you an effective Induction coach."

Once hired, Support Providers are assigned to candidates based on expertise in a particular grade level. Results from the mid-year and completer surveys as well as site visit interviews indicated that the most valuable aspect of the HESD Induction program is the teacher's relationship with his/her Support Provider.

Support Providers 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. Interviews confirmed that Support Providers have participated in FACT training, English learner strategies (Kate Kinsella), Common Core

standards, and technology training. Support Providers have also attended the New Teacher Symposium for the last two years.

Support Providers also attend district level professional development, instructional cabinet meetings, and site administrators meetings in order to stay current with the academic content standards, frameworks, and accountability systems that drive the curriculum in the HESD.

In addition, Support Providers meet at least once a month with Induction leadership during “Support Provider forums.” The director of the program indicated that these meetings include information about program changes, collaboration, professional development for Support Providers and planning New Teacher Network sessions. These meetings give Support Providers knowledge about diverse abilities, and cultural, language, ethnic and gender diversity.

Every year the leadership of the HESD Induction program receives feedback about the Support Providers through the mid-year survey in February and the graduate survey, which is completed the last week of the school year. The director of the program meets with Support Providers to discuss the results of these formative assessments. Support Providers are also formally evaluated by the director of the HESD Induction program through the HESD teacher evaluation process. The open communication among all stakeholders allows for ongoing feedback about the Support Providers’ work.

Program leadership indicated through interviews and other documentation that the majority of the New Teacher Network professional development is provided by district personnel, including Support Providers. Program leadership matches district professional development providers' expertise with the requirement of training sessions. Once a professional development provider has agreed to provide a training, Induction leadership discusses responsibilities (e.g., room set up, materials) and expected outcomes for their sessions with each professional development provider. Leadership evaluates the effectiveness of each of the training sessions through evaluations completed by participants. Interviews with candidates confirmed that evaluations are completed after each New Teacher Network meeting, and these evaluations are used to improve future Network meetings.

Interviews conducted during the site visit confirmed that there is ample communication between program leadership, human resources, district leadership, and site administrators. This communication allows qualified teachers to be identified, clear expectations to be discussed, and data to be analyzed so that program improvements can be made.

The Assistant Superintendent of Human Resources and the Certificated Personnel Manager are in contact with California State University, Fresno and Fresno Pacific University teacher placement centers. District and program leaders and Support Providers often sit on the panels for exit interviews from the Fresno Pacific teacher preparation program. Interviews with IHE members confirmed that communication about candidates who move from their teacher preparation program to positions in HESD are “well-prepared” and that “top students” are often placed in HESD schools.

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

Findings

The HESD Induction program has procedures in place to ensure that each new hire is evaluated for eligibility to participate in the district's program. The handbook for the HESD Induction program indicates that eligibility for Induction includes California-trained teachers who are teaching on a preliminary credential as well as teachers who hold a preliminary credential based on an out-of-state credential.

Interviews confirmed that each new teacher's credential status is evaluated by the Certificated Personnel Manager at the time of employment (contract signing). The Notification of Eligibility and Responsibility to Enter a Professional Teacher Induction Program form is completed by the Certificated Personnel Manager. This form lists the candidate's credential information and eligibility for induction.

Candidates are hired by the HESD based on vacant positions in the district and the candidate's credential authorization. According to the job application, HESD encourages applicants from diverse populations.

Human Resource personnel indicated that representatives from the HESD attend local recruitment fairs to recruit teachers who are representative of a diverse population. HESD will only accept candidates who are highly qualified, have appropriate pre-professional experiences, and have received their preliminary credential.

Once the candidate passes an initial screening, an interview is scheduled. The interview process is designed after the Haberman method of interviewing which ensures that selected teachers will be successful when working with students from diverse populations. The Assistant Superintendent of Human Resources explained that this method is used because they want teachers to understand that all students can learn, including students who come from poverty.

Candidates are also invited to participate in an on-site visit at one or more of the district's school campuses. During the visit, the candidate has time to observe classes, speak with teachers, administrators, and students, and have a conversation with the principal in a less formal setting.

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

Findings

Interviews indicated that the Certificated Personnel Manager, induction leadership, Support Providers and school site administrators are available to advise candidates about their placement, credential authorizations, induction requirements, and professional development needs. The superintendent stated, "Day-in and day-out we are invested in supporting teachers in meeting the demands of being first year teachers so that we retain the teachers."

At the beginning of the school year, candidates are informed of induction requirements through an Induction orientation. The orientation agenda and PowerPoint indicated that the requirements for completing Induction are discussed and the Consent Form and Letter of Commitment are signed. The Letter of Commitment is a memorandum of understanding describing responsibilities as an Induction candidate. At the orientation, candidates also receive the HESD Induction Handbook, which contains a detailed explanation of the requirements for Induction. At the beginning of the second year, candidates attend an Induction launch where Year Two requirements are reviewed.

Candidates are assigned a Support Provider at the beginning of the year. The Support Provider works closely with candidates throughout the year to complete Induction requirements. Within the FACT system candidates complete an Individual Induction Plan which helps Support Providers determine and communicate the professional and personal needs of the candidate. Support Providers and program leaders use the Individual Induction Plan and other work in the FACT system to guide candidates' professional growth. During interviews, all stakeholders indicated that Support Providers consistently differentiated their support based on each teacher's needs as well as site/district goals. For example, when a candidate was struggling with classroom management, intense coaching, modeling, and scaffolding was provided.

Only candidates who complete the requirements for induction are recommended for a Clear credential. It was noted that principals make the final employment decision for candidates in the district based on observations and evaluations.

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

Candidates keep a portfolio from their Induction experience in order to provide evidence of the knowledge and skills they have demonstrated during the Induction process. The HESD uses the FACT system, which contains four modules. In Module A, Context for Teaching and Learning, candidates gather information and discuss the implications of their findings regarding their classroom, school, district, and community. In Module B, Assessment of Teaching and Learning, candidates consider the knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their Support Provider during initial classroom observations. This module is a bridge between teacher preparation and the candidate's current position. In Module C, Inquiry into Teaching and Learning, candidates explore their teaching practice. During Module D, Summary of Teaching and Learning, candidates reflect and summarize the growth they made over the year.

Through a structured formative assessment system, candidates work with their Support Provider and participate in professional development to understand and address issues of diversity that affect school climate teaching and learning, and develop effective teaching strategies. Both candidates and program completers indicated that their work with the Support Providers and the New Teacher Networks was instrumental in increasing the achievement of English learners and students with special needs. The work also helped them address the individual needs of each student in their classrooms.

The HESD Induction program also provides professional development opportunities for candidates through the New Teacher Network and other district professional development opportunities. During interviews, site administrators indicated that the Network meetings were often based on the needs at their sites as well as the needs of the candidates. Candidates cited that the Network meetings on classroom management, technology, English learners and special populations are responsive to their needs and applicable to their classrooms the next day.

The Induction leadership collaborates with Human Resources and site administrators in order to select highly qualified Support Providers for candidates. A clear, well-communicated job description and interview process are in place.

The design of the Induction program is regularly evaluated by district leaders, IAC members, site administrators and candidates. Through interviews and documentation, the

team confirmed that all stakeholders evaluate the HESD Induction program through surveys and informal feedback. Site administrators, candidates and completers indicated that the feedback that was provided to the program was analyzed and resulted in program improvements.

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 HESD Induction program ensures candidates meet the Commission-adopted competency requirements for the Induction program standards. The FACT system is used as a resource to guide candidates through this process. Review of candidate portfolios and documentation evidence at the site visit indicated that effective and thorough implementation of the FACT system takes place so that only those candidates who meet program requirements are recommended for the California Clear credential.

The HESD Induction program specifies in writing the criteria that each candidate is responsible for completing in order to fulfill requirements to obtain a Clear credential. Requirements are communicated during the Year 1 orientation meeting and again at the Year 2 launch as confirmed through review of orientation/launch agendas/materials, and interviews with program leadership and candidates. The requirements are clearly outlined in the Induction handbook and were reviewed at the site visit. All evidence of completion is compiled in an online portfolio that is reviewed by program leadership four times throughout the two years of Induction. Interviews with candidates, Support Providers and the Induction director confirmed the details of the portfolio review process. In addition, candidates participate in an “exit interview” conducted by the IAC at the end of their induction experience where they respond to questions about their professional growth as a result of their work in the Induction program. When all documentation evidence is reviewed and program requirements are completed, candidates are issued the Verification of Completion Form (41-Induction) during the final New Teacher Network/Colloquium and apply for their Clear credential with the assistance of the HESD Human Resources Certificated Personnel Manager. Review of Colloquium agendas and statements obtained from the Human Resources Certificated Personnel Manager confirmed the process for identifying program completers and online filing for the California Clear credential.

Hanford Elementary School District General Education (MS/SS) Induction Program

Program Design

The Hanford Elementary School District (HESD) Induction Program incorporates a purposeful, logically sequenced structure of extended preparation using the Formative Assessment for California Teachers (FACT) as evidenced throughout program interviews, Participating Teacher Journey documentation, and formative assessment evidence. The program assists and supports new candidates as they enter the teaching profession by focusing on improving the educational performance of students through better classroom instruction and improved training.

The HESD Induction team is comprised of the Assistant Superintendent of Curriculum, Instruction, Induction and Professional Development (Induction Leadership), two full-time release Support Providers and an Administrative Secretary. Throughout interviews, all stakeholder groups commented that they strive for a professional and educational community through continual communication and regular collaboration with the Hanford Elementary School District Induction Program, partner school district personnel, Human Resources staff, and site administrators.

The Induction leadership and Support Providers meet with school site administrators before the school year starts to focus on the school site goals and expectations, as well as Induction program expectations. Program updates, such as changes to induction programs initiated by the state, are shared with site administrators. Site administrators also share goals they have in mind for candidates, which assists Support Providers when working with candidates to determine site- and program-specific professional development for the year. Induction leadership and site administrators meet again at the end of the first trimester to review formative assessment modules and candidate progress. Administrators are also encouraged to contact the Induction leadership with concerns or suggestions, as evidenced through site administrator interviews.

Induction and district staff have established links to local candidate preparation programs ensuring a seamless transition from candidate preparation to induction. Several program staff members participate in the CSU Fresno and Fresno Pacific University preliminary credential program exit interviews. Program candidates confirm that they utilize the learning from their preliminary preparation program along with the cycle of inquiry known as PTRA (Plan, Teach, Reflect, and Apply). Throughout the process candidates self-assess, improve on best teaching practices, and reflect upon those practices through the lens of student learning. It is evident that the support received by candidates leads to higher student achievement for all students in the district—students that are culturally, linguistically and academically diverse—as evidenced through increased school test scores. University representatives stated their relationship with the Induction program provides avenues for communication to ensure that a seamless process between teacher preparation and induction occurs.

Induction Leadership meets three times a year with the Induction Advisory Committee (IAC). The IAC monitors and reviews the effectiveness of the Induction program. It is comprised of the Induction leadership and representatives from various stakeholder

groups (a K-6 principal, a junior high school principal, a learning director, a Human Resources representative, academic coaches, candidates and a University liaison). Members of the IAC commented about the state content standards, the standards for the teaching profession and the goals of the Induction program. The IAC reviews formative and summative program evaluation data, updates regarding legislation that impacts the program, current research related to induction and to make recommendations for program improvement. During the tri-annual meetings, members of the IAC also provide input for program improvement based on analyzed program data.

Course of Study

HESD utilizes the Formative Assessment for California Teachers (FACT) to guide candidates through induction, a two-year, logically sequenced structure integrating teaching evidence in candidate portfolios for documentation.

Program leadership members participate in professional development, ensuring a knowledgeable grasp of the program, and receive ongoing training in all aspects of the Induction program. Support Providers receive training in formative assessment, mentoring, the CSTP, and training for effective Induction program practices to develop the knowledge and skills required to assist their candidates in the completion of the Induction program.

FACT provides a structure for a one-on-one conversation between candidates and Support Providers to engage in reflection, problem-solving, and goal-setting. Both Year 1 and Year 2 candidates and their Support Providers meet a minimum of an hour each week, as evidenced by state and local program surveys, candidate and Support Provider interviews, and candidate contact logs. Throughout the formative assessment system, candidates' needs are addressed through the lens of Induction standards and the CSTP. Interviews with candidates confirmed that reflection on teaching practice includes multiple measures, observations, and norms of inquiry, collaboration with colleagues, data-driven dialogue, and reflective conversations which are essential to professional growth. Support Providers work to build "habits of mind" with their candidates to encourage life-long learning beyond the Induction program.

Through formative assessment, candidates have multiple opportunities to learn and demonstrate their knowledge, understanding, and application of the CSTP over a two-year period. Candidates' Individual Induction Plans (IIP) contain a CSTP growth goal that assists the candidate and Support Provider as they design a professional learning action plan including evidence, resources, and completion dates. Action plans, specifically the Individual Induction Plan (IIP), are formulated by candidates to apply effective principles, concepts, and pedagogical practices. As confirmed in the goals of the IIP, application of the state-adopted academic content standards and performance levels for all students is demonstrated by the candidates as they create a healthy environment for student learning, support equity and diversity, and use technology to advance student learning. Differentiated instruction for English learners and special population students is embedded across the candidate practice as identified in FACT Module C: Inquiry.

Candidates measure their teaching practice against the Continuum of Teaching Practice (CTP) enabling themselves and their Support Providers to collaboratively reflect upon

growth and practice over time. Interviews with candidates and Support Providers indicated that the reflective practices implemented within the FACT system cement best teaching practices. Candidates shared during interviews that timely observation feedback from Support Providers is helpful and appreciated.

The Induction program offers professional development opportunities by trained presenters for candidates and Support Providers which focus on the candidates' CSTP goals. Candidates confirmed that the support provided through their weekly meetings, observations and New Teacher Network training greatly assists them to embed the CSTP into everyday teaching practice.

Candidates are able to apply for university credit for their work in the HESD Induction program. The program partners with the University of the Pacific to offer units for candidates who meet program requirements. Completion of all FACT tools, appropriate supporting documentation, support provider contact time, and attendance at all New Teacher Networks is required for university credit.

Assessment of Candidate Competence

All first year candidates attend an Induction orientation meeting in August, during which time an overview and expectations of the program are shared. Candidates are introduced to the electronic version of the HESD Induction handbook, which outlines the requirements of the program, and learn they will be provided a Support Provider to meet with them a minimum of an hour, during and/or outside of instructional time, each week. During the orientation, candidates complete their consent form, as well as the Candidate Letter of Commitment, a memorandum of understanding describing the responsibilities of a Induction candidate. If a candidate is unable to attend the orientation or is accepted into the program at a later date, an orientation is given by Induction leadership or the Support Provider. Year 2 candidates attend an Induction Launch in August/September to review the requirements of their final year in Induction.

During both the orientation and launch, candidates are informed when and how they will be assessed for candidate competency. One of the primary ways of assessing Year 1 and Year 2 candidates is through portfolio reviews which take place twice a year in December and May. A timeline identifying the modules and tools to be completed during each month, and the portfolio review window is provided to each candidate. Portfolio reviews are conducted by the Support Providers and reviewed by Induction leadership. If a requirement is not met, Support Providers assist candidates with meeting the requirement. Induction leadership provides extra assistance for candidates in challenging teaching assignments. Candidates who struggle with program completion and meeting evidence due dates are put on advisement status.

In addition, Year 2 candidates also participate in exit interviews during the month of May. As another tool for assessing candidate competency, a three-member panel comprised of administrators and candidates, including Induction completers, interview and score exiting candidates on their responses to pre-established questions. Feedback from the interviews is given to the candidates within one week of the exit interview and at the end of the year colloquium.

Findings:

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, Human Resources personnel, Support Providers, candidates, completers, and advisory committee members, the team determined that all program standards are **Met** for the Hanford Elementary School District General Education (MS/SS) Induction Program.