

**Recommendations by the Accreditation Team and  
Report of the Accreditation Visit for Professional Preparation Programs at  
Chula Vista Elementary School District**

**Professional Services Division**

**May 2012**

**Overview of This Report**

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

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

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

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
General Education (MS and SS) Induction	6	X		

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:** Chula Vista Elementary School District

**Dates of Visit:** May 7-9, 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 site/district administrators, directors, support providers, participating teachers, completers, advisory board members, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the team regarding the eight common standards is that all common standards were **Met**.

Program Standards

For the Induction program, the team found that all program standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documentation; evidence provided at the site; additional information provided by program administration and faculty; and interviews with administrators, directors, support providers, participating teachers, completers, local school personnel, and other stakeholders. Due to the finding that all common and standards were met, the team unanimously recommends a decision of **Accreditation**.

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

**Advanced/Service Credentials**

General Education (MS and SS) Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Chula Vista Elementary School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Chula Vista Elementary School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### Accreditation Team

**Team Leader and Common Standards Cluster:**     **Darby Williams**  
 Sacramento County Office of Education

**Program Cluster:**                                     **Beverly Taylor**  
 Corona-Norco Unified School District

**Staff to the Visit:**                                 **Geri Mohler**  
 Consultant

### Documents Reviewed

Advice and Assistance Training Materials Advisory Board Agendas/Minutes Biennial Report & Feedback Participating Teacher Portfolios Collaborative Assessment Logs Common and Program Standards Narrative FACT Completion Timelines FACT Portfolio Completion Checklists Induction Program Calendar Mentoring and Coaching Support Materials New Hire Notification and Advisement Forms State and Local Surveys and Results Participating Teacher Completion Logs	Early Completion Option Application Site Administrator Meeting Agendas PD Reflection and Evaluation Forms Advisement Checklists Budget PD Powerpoints, Handouts and Agendas District Organizational Charts MOUs for PTs, SPs and IHEs SP Selection Logs Monthly Accountability Logs Professional Development Flyers Program Assessment Preliminary Report of Findings
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### Interviews Conducted

Participating Teachers	<b>18</b>
Completers	<b>3</b>
Support Providers	<b>14</b>
Site Administrators	<b>6</b>
Institutional Administration	<b>3</b>
Program Coordinators and Staff	<b>2</b>
Professional Development Providers	<b>3</b>
Credential Analysts and Staff	<b>2</b>
Advisory Board Members	<b>7</b>
IHE Representatives	<b>1</b>
<b>Totals</b>	<b>59</b>

## **Background Information**

Located between the City of San Diego and the United States/Mexico International Border, the Chula Vista Elementary School District (CVESD) is the largest K-6 district in the state, currently serving 28,000 students. Four charter schools also enroll middle school students. The District serves a community that features a blend of residential areas, recreational facilities, open space, and light industry. The District currently operates 45 elementary schools. Its student population is ethnically diverse and is composed of Latino/Hispanic (68%), White (13%), Filipino (11%), African-American (4%), Asian (3%), Pacific Islander (3%), and other (1%). More than one-third of the students in the District are classified English learners, and 45% qualify for free and reduced-priced meal programs.

California uses the Academic Performance Index (API) to annually rate districts and schools on a scale of 200 to 1,000. The state target is 800. In 2010-11, the District's index score reached 861. In addition, forty of 45 District schools each achieved API scores greater than 800. The District's across-the-board gains help illustrate the benefits of CVESD's decentralized approach. The Board of Education and the Superintendent trust in the abilities of school administrators and staff members to come up with solutions that fit their unique challenges. In turn, the site-level decision-makers are held accountable for their results.

District students outperformed their peers in the county and the state in both English-Language Arts and Mathematics, as reported in California's Standardized Testing and Reporting system. CVESD's English learners achieved an API score of 818. CVESD's ongoing commitment is to eradicate the achievement gap and ensure that programs and curricula enrich and support students.

## **Education Unit**

The CVESD Induction program, approved by the Commission in 2003, is a single district program situated in the Human Resources Services and Support Department. Due to budget constraints, the Induction program is now an added responsibility of the Director of Human Resources (Induction director). Two assistant principals collaborate with the Induction director to ensure quality services. Support staff from the Instructional Services and Support department help with the day-to-day monitoring of the program. To consolidate resources and to provide congruence in professional training, CVESD uses district staff within the Education Service and Support Center departments (Instructional Services and Support, Instructional Technology, Pupil Services, and Language Acquisition and Development) to provide professional development for new teachers. Also assisting the Induction program is an Advisory Board that includes the Induction director and representatives from the following stakeholders: site administrators, CVESD teachers union, support providers, and institutions of higher education.

Funding reductions resulting from California's deep cuts to education created change for the CVESD Induction program. In 2009-2010 the district served 124 new teachers. In 2010-11 the Induction Program served 25 fewer Participating Teachers and in 2011-12 the district enrollment in the program was 86 Participating Teachers (30% reduction in 2 years). The district anticipates that class sizes in primary grades in 2012-13 may grow to 25:1 from the current 22:1 student/teacher ratio. Although most current new teachers to the CVESD are hired as temporary employees, the district has agreed to provide induction services to them. Because of the declining numbers of new teachers, the Support Provider pool has grown and many able and willing Support Providers are waiting to be assigned as BTSA mentors. The Induction leadership

continues to work diligently with the changing context to ensure service to new teachers.

### Program Review Status

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (2011-2012)	Agency Reviewing Programs
General Education (MS and SS) Induction	59	86	CTC

#### The Visit

The accreditation site visit to Chula Vista Elementary School District began with a pre-visit phone conference on Thursday, May 3, 2012. Team members met on Monday, May 7, 2012, at 12 p.m. at the district office and immediately began interviews which lasted until 5 p.m. Interviews, document reviews and data collection continued through Tuesday, May 8. Consensus was reached on all standard findings and the accreditation recommendation and the Exit Report was presented to CVESD Induction staff and district administrators at 10:30 a.m. on Wednesday, May 9, 2012.

## 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 Chula Vista Elementary School District (CVESD) has four district initiatives that are articulated across all programs and form the nexus of professional development for teacher and administrator professional growth. Working within this context, the CVESD Induction program has prepared specific goals that incorporate the principles of adult learning theory and that capitalize on the research that people work most efficiently and persistently when they work collectively. To meet both district and Induction goals, the program uses the state-developed formative assessment system, *Formative Assessment for California Teachers* (FACT), which incorporates current research and practice as it relates to new teacher development and formative assessment. Through the FACT system, Participating Teachers deepen their understanding and application of the state-adopted academic content standards and curriculum frameworks.

On-site interviews confirmed that program leaders and relevant stakeholders are actively involved in the organization, coordination, and governance of the professional development program. These opportunities include formal training as well as individualized support designed to assist Participating Teachers in attaining the knowledge and skills required to successfully work with the diverse population of the CVESD. District staff and district teacher leaders provide a variety of trainings. Utilizing local experts as trainers enables the trainings to be customized to best meet the needs of the Participating Teachers while reflective of district goals and culture.

Interviews with district administration revealed a strong foundation of support for the maintenance and growth of the CVESD Induction program. The role of the Induction director, as Director of Human Resources, has assured the authority and institutional support needed as well. The Assistant Superintendent of Business Services and Support stated his confidence in the funding and maintenance of the program such that it may be implemented with integrity and professionalism.

The Induction program ensures that Participating Teachers have met all requirements, which was evident in their portfolios and in the Induction database. The Induction director approves verification of completion. Participating Teachers who do not meet requirements are provided feedback and an opportunity to re-submit their fieldwork. All Participating Teachers who do

meet program requirements based on this review process are referred to the credential analyst who processes the recommendation 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 completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

### **Findings**

The CVESD Induction program implements an ongoing assessment and evaluation system for program evaluation and improvement as evidenced in Induction state surveys, evaluations of related professional development, and reviews of accountability logs and Individual Induction Plans (IIPs), and summaries of mid-year evaluations. The Induction director reviews the formative feedback forms included in FACT on a regular basis and highlights areas of concern. The Director, in collaboration with the Induction Advisory Board, addresses identified areas of need in a timely fashion.

Participating Teachers, Support Providers, and site administrators have the opportunity to participate in the evaluation process designed to examine program quality and effectiveness. Program evaluation is based on a variety of evaluation components including forms collected from participants after professional development and training sessions. Data from stakeholder feedback is collected and analyzed using the mid-year Participating Teacher survey, the end-of-year state survey, and through accountability logs, formative assessment reviews and program questionnaires.

The CVESD has established an Induction Advisory Board, which meets four times each year. The Advisory Board helps ensure that all stakeholders have a voice in the evaluation process and that this input is shared with the Induction leadership team so that steps are taken to improve the program. The Advisory Board and program leadership use the results of the portfolio review process as an important component for reviewing Participating Teacher qualifications and competence and as a springboard for program improvement.

Advisory Board members shared that the induction process is continually modified and revised to align with state and district standards, and to better meet the needs of the Participating Teachers. Formal (state) surveys, informal surveys, and questionnaires are completed by all stakeholders (Participating Teachers, Support Providers, site administrators, Induction staff, and Advisory Board members) who are integral in providing formative and summative feedback throughout the year. Advisory Board members examine results and evaluate for alignment with Induction standards. Modifications and revisions to the program are made and approved by the Advisory Board in order to improve the effectiveness, quality, and structure of the Induction program. Portfolios reviewed at the site visit demonstrated a clear system of feedback for Participating Teachers to understand personal professional progress and meeting IIP goals, along with refining of teaching practices.

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

**Findings**

The funding sources that support the CVESD Induction program draw from Title II funding and district general funds. District leadership, the Induction director, and Advisory Board members expressed a strong commitment to educator preparation, which is demonstrated through an agreement to keep funding resources at an appropriate level to support program and participating teacher success. The number of Participating Teachers determines the annual operating budget. Induction is part of the CVESD teacher contract and the District is committed to maintaining the integrity of the program. The Induction director has the responsibility for the Induction and Teacher Development programs and that position, along with support help, is partially funded with BTSA-designated funds. In addition, two associate principals are assigned to assist with the program. Interviews confirmed that the Induction director is given the authority to develop the budget and monitor resource allocations. A review of on-site documentation confirmed that the unit provides adequate personnel support (Induction director, clerical, etc.), facilities (office space, furniture, meeting rooms, etc.) and materials (office supplies, professional development materials, etc.) for the daily operation of the program.

Locating the Induction program office within the personnel department ensures that Participating Teachers have ready access to the credential analyst and other support staff. Throughout the two-year program, Participating Teachers work with their assigned Support Providers. Program components are supported through Induction program-sponsored professional development, materials to support professional growth, teacher release days, and Support Provider stipends. The program makes every effort to leverage existing district resources in order to maximize opportunities for all program participants. Professional development is available and supported by the district resource teachers and professional developers. All Participating Teachers have access to other professional development based on their individual needs. The San Diego County Office of Education has provided a list of professional development offerings that are accessible to Participating Teachers.

Interviews confirmed that resource needs are determined based on reviews of data and fieldwork reviews by the Advisory Board. The Advisory Board membership reflects all stakeholder groups and board members confirmed that the diverse make-up of the group provides differing perspectives that ensures that the needs of the program are considered and met.



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

### **Findings**

An on-site review of documents indicated that the Induction director has experience and expertise in designing, implementing, monitoring, and assessing programs effectively. The Induction program recruits Support Providers through a process established by the teachers' association. Applicants are screened using multiple criteria including site administrator recommendation and student test data collected over time and invited for an interview with the Induction Advisory Board. The Advisory Board is comprised of district leaders including the Induction director, site administrators, the teachers' association president, a Support Provider and a representative from a partner university. The Advisory Board recommends Participating Teachers to the district office to be selected as Support Providers. Professional development providers are selected based on Participating Teachers' needs assessment and may come from within or outside of the district. All professional development providers are required to ensure that all presentations are in alignment with district curriculum and instructional goals, state academic content standards and student performance levels, and that they model the *California Standards for the Teaching Profession (CSTP)*.

New Support Providers receive two days of initial training on the *Formative Assessment for California Teachers (FACT)*. Training includes development of skills and abilities for supporting beginning teachers and knowledge and skills using the FACT modules. A review of Induction calendars confirmed that Support Providers meet throughout the year as a professional learning community to reinforce their facility with FACT foundations, processes, and structures. Experienced and novice Support Providers work together with Induction leadership to build mentoring skills. Tools such as books and further training assist them on their journey.

The Induction program assesses the quality of services provided by Support Providers to Participating Teachers by using multiple sources of evidence. Participating Teachers complete a local mid-year survey and end-of-year survey, designed by the Induction director, and complete the state survey, the results of which are used by program leadership to identify areas of strength and areas of need related to services provided by Support Providers. Support Provider monthly logs are monitored by the Induction director and the Advisory Board to ensure Support Providers meet regularly with Participating Teachers, provide a variety of services, and complete FACT activities according to the timeline. The Induction director also monitors attendance of Support

Providers at required networking meetings to ensure Support Providers continue to develop their skills in coaching and mentoring Participating Teachers.

The CVESD Induction director provides formative feedback to Support Providers and assists them in meeting the roles and responsibilities set forth in their Memorandum of Understanding (MOU). The Induction program leadership regularly evaluates the performance of Support Providers and professional development providers using Participating Teacher feedback, Induction binder reviews, logs, attendance at Support Provider training, and/or workshop evaluations, retaining only those who are effective.

Participants in professional development are asked to complete an evaluation of the training. This evaluation includes questions on presenter skills and on what they plan on taking from the training to use in their own classroom. The feedback generated from these evaluations drives future training and the results are given as feedback to professional development providers. Results are also shared with the Induction Advisory Board, the district's curriculum staff, and site administrators in order to ensure quality professional development sessions for Participating Teachers. Participating Teachers, Support Providers, and professional development providers reported that the results of the evaluation are used for refinements of trainings.

**Standard 5: Admission**

**Met**

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

**Findings**

The CVESD Human Resources staff and the Induction program staff consistently collaborate and work as a team. They work under the supervision of the Director of Human Resources. The induction office utilizes credential technicians and program clerical support to ensure that qualified Participating Teachers are placed into the program in a timely way. The program advisors are well-qualified and trained to provide advice and assistance on eligibility to new hires. They also provide information about the Induction program and the requirements to obtain a clear credential.

The Human Resources office collaborates with professional teacher preparation programs in several neighboring universities to identify strong, potential employees. The Induction director participates on teacher preparation advisory councils, provides placements for observations, fieldwork, and student teaching assignments, and provides career ladder opportunities for paraprofessionals.

Interviews with Participating Teachers, Support Providers and other stakeholders confirmed the Induction director works with the credential officer to identify eligible Participating Teachers. During the hiring process, potential program applicants are informed in writing of Induction

program criteria, procedures and state requirements. The Induction director initiates communication with the applicant through a welcoming letter and an invitation to join the team at the BTSA Back to School Kick-Off Meeting.

The district provides dual immersion programs at fourteen sites and encourages and supports the recruitment of applicants from diverse populations to staff these classrooms. Because many teachers hired by the district have completed their supervised teaching in schools within the district or local area, administrators have the opportunity to observe pre-service experiences and employ those Participating Teachers who have personal and professional characteristics that include sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a potential for professional effectiveness.

**Standard 6: Advice and Assistance**

**Met**

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

**Findings**

The CVESD Human Resources department, in collaboration with Induction program leadership and district credential analysts, has an established process of Participating Teacher intake. As confirmed through interviews, at the point of hire, Participating Teachers are informed in writing of the district's expectation and the Participating Teachers' responsibility to engage in Induction as appropriate for their position and credential status during advisement. If eligible to participate, Induction leadership advises participating teachers initially and throughout the program regarding the completion of Induction requirements, including requirements for the Early Completion Option, the responsibility to collect evidence of practice, and about the policies regarding program extensions.

The district induction calendars indicated that two advice and assistance monitoring meetings are held throughout the year to review the Participating Teachers' evidence collection and progress through the FACT modules. Support Providers work with Participating Teachers to create an Individual Induction Plan (IIP), which includes a professional development plan. The Induction program sponsors several professional development opportunities that are based on Participating Teachers' needs as well as the Induction standards. Participating Teachers who fall behind receive individual counseling by the Induction director. Only Participating Teachers who have demonstrated completion of all required components are recommended for a clear credential.

Each Participating Teacher maintains a portfolio of formative assessment work showing application of CSTP and Induction standards in the classroom. Formative assessment timelines help remind Participating Teachers of the dates that modules of the FACT curriculum are to be ready for review throughout the year. Portfolios are reviewed by Induction staff and are returned with individual feedback to Participating Teachers to monitor progress through the Induction

requirements. The culminating portfolio review results in a recommendation for a clear credential or referral for remedial work.

The Induction program provides multiple layers of assistance for Participating Teachers to ensure they are fully prepared for advancement in the education profession. Interviews with all stakeholders revealed a culture of support that is pervasive throughout the district. If Participating Teachers demonstrate a need for additional support to complete the induction process, there is a clear line of communication to the Induction director who collaborates with Support Providers and site administrators to ensure the needs of the Participating Teachers are met.

### **Standard 7: Field Experience and Clinical Practice**

**Met**

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

### **Findings**

With input from teacher preparation partners, the Induction program provides Participating Teachers with the program structure to become life-long learners utilizing a formative assessments system based on the Plan-Teach-Reflect-Apply (PTRA) cycle. The Induction program consists of a planned sequence of field-based (classroom) formative assessments, guided by a Support Provider. The two-year FACT course of study requires on-going meetings between Participating Teachers and their Support Providers that focus on the CSTP, Induction standards, and state-adopted K-12 academic content standards. Documentation of the formative assessment system demonstrates Participating Teachers' knowledge and ability to use academic content standards and strategies that differentiates instruction to meet all students' needs to promote academic achievement.

Participating Teachers within this system are supported through the assignment of trained Support Providers. The Induction program leaders work closely with site administrators to select the best possible Support Provider for each Participating Teacher. Support Provider responsibilities outlined in the Support Provider MOU, are reviewed at the time of the Support Provider interview and during program trainings.

Interviews with stakeholders confirmed that professional development opportunities focus on the delivery of research-based strategies that support Participating Teachers in their ability to address diversity within the context of their teaching assignments. Fieldwork is reviewed by the Advisory Board annually to evaluate the effectiveness of the sequenced delivery of program experiences to improve Participating Teachers abilities to meet student needs and improve student achievement.

## **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 Induction program utilizes the FACT system. A review of program documents verified that the program has a clearly defined process that ascertains that Participating Teachers complete all requirements before they are recommended for a credential. This process includes a culminating Induction portfolio review of the Participating Teachers' knowledge and skills as demonstrated through interaction with the state-adopted FACT system. Program personnel use the BTSA Portfolio checklist to provide all participating teachers with clear and concise program expectations for documentation. At orientation, Participating Teachers are provided individualized advice and assessment that delineates their responsibility to document their knowledge and skills to promote student achievement utilizing the program's FACT system. Participating Teachers are provided multiple formative and summative feedback opportunities on their progress toward completion of competency requirements. Program leadership annually evaluates Participating Teachers' success in utilizing the FACT system to meet both state and program credentialing requirements. Participating Teachers who have demonstrated successful completion of all documentation required by the program receive a recommendation for a professional clear credential.

## General Education (MS and SS) Induction

### Program Design

The Chula Vista Elementary School District (CVESD) Induction program design has been developed with the guidance of the Induction Leadership Team and the Induction Advisory Board. During interviews, members of these bodies described the program as mentoring Participating Teachers as they transition from teacher preparation programs, learn to apply knowledge in their classroom practice and continue to learn and develop throughout their professional careers as educators. Despite budget constraints, a change in program leadership, and a decrease in enrollment, the Leadership Team and Advisory Board reported that the Induction program has been able to maintain a quality program that is data-driven and promotes student success.

All Participating Teachers are assigned trained Support Providers to provide quality mentoring. Participating Teachers confirmed during interviews that they meet once a week for advice and assistance with their Support Providers, in addition to attending a minimum of two professional development trainings. Input at the site visit from both Participating Teachers and Support Providers indicated that these meetings include time to disseminate program information, provide verbal and written observation feedback, and develop steps to help ensure completion of the program. Support Providers shared that these meetings were not about the paperwork, but instead about building professional relationships.

Additionally, professional relationships between Participating Teachers, Support Providers, Induction program leadership, and site administrators are accomplished through triad meetings, site administrators' participation on the Advisory Board, joint attendance at professional development opportunities, site administrator input in the selection of Support Providers, and site Administrator input on matching Participating Teachers with Support Providers.

The Formative Assessment for Teachers (FACT) system allows for collaboratively reviewing, reflecting, and improving the beginning teacher's practice throughout the two-year program. Support Providers shared that they assist Participating Teachers in gathering information, accessing resources, observing experienced teachers in their content area, developing and implementing an inquiry action plan, and reflecting on student work and data. Support Providers share their expertise in the California Standards for the Teaching Profession (CSTP), the state academic content standards, and the state-adopted curriculum frameworks as evidenced in the sample FACT binders and interviews.

The Induction program has established a strong partnership with Point Loma Nazarene University. A representative from the University who sits on the Advisory Board confirmed that the institution makes an effort to connect teacher preparation programs with induction. This ensures regular communication with the University to support the implementation of procedures and programs that support each teacher's transition into teaching and professional growth needs.

Input from stakeholders is accomplished through District and institution of higher education Memorandums of Understanding and Advisory Board meetings. P-12 organizations provide input through site administrator training.

## **Course of Study**

The FACT system utilizes action research principles; allows Participating Teachers to identify areas of strength and areas of study or focus, directly related to his/her classroom; is centered on data and research; engages Support Providers as a guide and agent for growth; and is designed to assist teachers in meeting the learning needs of students while growing as professional educators. The use of FACT Modules A-C guides Participating Teachers as they apply and demonstrate knowledge and skills learned during pre-service and induction in their classroom practice. FACT documents in Participating Teachers' binders validated the implementation of the FACT inquiry process and are reviewed through a mid-year progress monitoring appointment. Support Providers help Participating Teachers to develop excellent teaching practice by using the Continuum of Teaching Practice to measure growth and success.

Both Participating Teachers and Support Providers reported that their scheduled advice and assist meetings provide an opportunity for Participating Teachers to seek advice on their teaching practice, reflect on CSTP standards, review collected data on student progress, and establish excellent teaching practice. Support Providers shared that these meetings are helpful in providing resources and guidance for district Induction procedures to Participating Teachers. Support Providers focus on a lesson, see how the lesson was carried out, and offer suggestions and strategies to improve presentation.

Interviews with Participating Teachers confirmed that they are provided multiple opportunities for professional development. They are given a half-day of coverage in order to observe a veteran teacher or attend a district-sponsored workshop. Review of the Participating Teachers' Individual Induction Plans (IIP) included CSTP goals and steps to implement their plan with evidence and resources.

## **Candidate Competence**

To guide the participating teachers' attainment of all program requirements, Participating Teachers are informed by the Induction staff at orientations and periodic reviews about the formative assessment process and the requirements for completion. Review of the Induction program documents indicated that Participating Teachers are given formative feedback regarding progress by the Induction director at portfolio reviews prior to final portfolio submission. Interviews with Participating Teachers and Support Providers provided consistent evidence that Participating Teachers are knowledgeable of the program requirements and receive consistent support in meeting them. Participating Teachers are judged to have successfully completed the program when their portfolios meet the criteria as defined in the *Year 1* and *Year 2 Checklists*. Participating Teachers participate in a Colloquium to celebrate their professional learning and progress towards credential completion.

## **Findings**

After review of the institutional report and supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, Human Resources personnel, Support Providers, Participating Teachers, completers, and Advisory Board

members, the team determined that all program standards are **met** for the Chula Vista Elementary School District General Education (MS and SS) Induction Program.