

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Culver City Unified School District

June 2012

## Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Culver City/Beverly Hills Induction Program. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

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

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction Program	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:** Culver City Unified School District

**Dates of Visit:** May 14-16, 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, faculty, candidates, graduates, steering committee 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 team reviewed the eight Common Standards applicable to the General Education (MS/SS) Induction program to determine if each standard was Met, Met with Concerns or Not Met. A thorough review of documentation and extensive interviews with all program stakeholders provided evidence that led to a determination that all eight Common Standards are **Met**.

**Program Standards**

Verification of the preliminary alignment of the program standards took place through the review of program documents and through interviews conducted with program participants, support providers, program administrators, site administrators and all other stakeholder groups. At the conclusion of this process, it was determined by the team that all Program Standards are **Met**.

**Overall Recommendation**

The overall recommendation by the team for the Culver City Unified School District Induction program is Accreditation. On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

**Advanced/Service Credentials**

Clear Multiple Subject

Clear Single Subject

**Staff recommends that:**

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

**Accreditation Team**

**Team Lead:**

**Starla Wierman**  
Yolo-Solano BTSA

**Common Standards Cluster:**

**Kathy Hansen**  
Retired

**Program Sampling:**

**Anne-Marie Cabrales**  
Fontana USD BTSA

**CTC Consultant**

**Cathy Payne**  
Consultant

**Documents Reviewed**

Program Assessment Report  
Common Standards Report  
Candidate and Completer Portfolios  
Survey Results  
Needs Analysis Results  
Biennial Reports  
Advisement Documents  
Resumes

Rubrics  
Budgets  
Intra-program communication  
Job Descriptions  
Agendas and attendance verifications  
Credential Completion Documents  
Support Provider Logs

## Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Yr 1 Candidates		12		12
Yr 2 Candidates	10			10
Completers			8	8
Program Coordinators/Directors	2	2	2	6
Professional Development Providers	11	2	9	22
Support Providers	6		6	12
Advisory Board Members		9	9	18
Site Administrators		9		9
HR/Credential Analysts		6	6	12
Institutional Administration	7	2	2	11
<b>TOTAL</b>	<b>36</b>	<b>42</b>	<b>42</b>	<b>120</b>

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

### Background information

The Culver City Induction program is located in the suburban Los Angeles area. Since 1913 when Culver City was founded, the community has walked hand-in-hand with the motion picture industry. Currently, Culver City is the home of Sony Pictures Entertainment, which is the city's top employer. While being the Heart of Screenland, Culver City has maintained its small-town appeal alongside its larger neighbors. Culver City residents and businesses have developed a special relationship with CCUSD schools and provide CCUSD students with hands-on learning opportunities. In addition, the Culver City Education Foundation has generated thousands of dollars in donations to improve the classroom learning environment for Culver City students.

The Culver City Induction Program encompasses two districts: Culver City and Beverly Hills. This program has been operating for 15 years. The two districts are located in cities of relatively the same size with populations of 23,000 people in Beverly Hills, and 26,000 in Culver City. The student population for the Culver City district is 6,745 and Beverly Hills has 4,616 students. Beverly Hills has a "Basis Aid" funding structure, while Culver City is funded through Average Daily Attendance (ADA).

Student demographics for Culver City include: 33.1% Latino/Hispanic, 28.6% White, 18.8% Black or African American, 12.3% Asian, 2.2% Filipino, and .6% American Indian. Unique to Culver City is the high percentage of speakers of languages other than English. In addition there is an emphasis on language proficiency and the arts and strong parent presence and support.

The demographics for Beverly Hills include about 73% White; however, within that group Beverly Hills includes a large percentage of Iranian Persian students who make up about 35%

of the student population. Additional demographic representation includes approximately 12% Asian, 9% Hispanic, and 4% African American. In addition, the district includes 14% English learners, and 13% of their students receive special education services. Along with a supportive PTA, the funding structure of Beverly Hills has allowed the district to shelter staff from personnel cuts during the state budget crises. Community partnerships have also benefited the district, including partnerships with UCLA, Loyola Marymount, and Arts for All.

**Education Unit**

Culver City schools include five K-5, one 6-8, one 9-12, and one continuation school. The Beverly Hills School District includes four K-8, one high school, and one continuation school.

This year the Induction program in the Culver City district includes 15 candidates, 2 Support Providers (one .8 FTE and the other .4) and a 15-year veteran program director. The grade-levels for the candidates include 9 elementary teachers and 6 secondary. It is anticipated that one secondary and 6 elementary teachers will be recommended for their clear credential this year.

The Beverly Hills district includes 8 candidates, 5 support providers, and a new director, assigned to the position in July. Five of the candidates are multiple subjects, including an Early Completion Option candidate who also has a special education credential. There are also two secondary science teachers, a secondary music teacher, and a secondary social studies teacher. At the end of this school year, three second-year candidates will be awarded clear credentials.

**Table 1  
Program Review Status**

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency or Association Reviewing Programs
Multiple Subject Clear	2	14	CTC
Single Subject Clear	13	9	CTC

**The Visit**

The site visit began with the team meeting at the hotel at 11 a.m. on Monday, May 14, 2012, and concluded on Wednesday, May 16, 2012, at noon. The visit was conducted with a team lead, two members and the CTC consultant. The program interviews, document review, and team meetings took place at the Culver City District Office. The visit was conducted with minimal changes to the original agenda, and the full cooperation and participation of all stakeholders. Directors from both Culver City and Beverly Hills were available at the district office throughout the visit.

# 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 Culver City USD “Bridges and Beyond” Induction Program has created and articulated a research based vision of teacher education that is tied to California’s Standards for the Teaching Profession (CSTP) with a concentrated focus on the Academic Content Standards and curriculum frameworks. Participating teachers engage in a formative assessment process, Formative Assessment for California Teachers (FACT), charting progress using the Continuum of Teacher Practice which is aligned directly to the CSTPs and grounded in research and governance of the professional preparation program.

Interviews with program directors validated that seminar development is based on teacher needs related to the CSTP and the Induction Standards. Examination of candidate portfolios and teacher interviews further indicated that the standards are at the heart of formative assessment.

The vision and design of the program is to:

1. ensure that participating teachers engage in the most effective components of standards-based teacher preparation;
2. provide support for new teachers;
3. provide arenas for teachers to work collaboratively; and
4. provide a foundational process for new teachers to move seamlessly from pre-service to employment in a logically sequenced structure over a two year time period.

As evidenced by interviews, site administrators stated that teacher candidates were well prepared to move into the district-offered induction program. One administrator stated, “Our teachers are abreast of new ideas and reforms and come with more background knowledge. BTSA is the vehicle for them to really practice their craft.”

Professional development activities, based on research from the American Educational Research Association, Professional Learning Communities, professional development evaluation and student achievement, are focused on important content and embedded in the work of the participating teacher.

Interviews with program directors clarified the process for selection of professional development using the flow chart as a road map for opportunities. “Participating teachers submit a needs assessment survey and we create professional development opportunities based on the results of needs submitted and the IIP focus questions.” Following each seminar, participants submit a reflective piece including strategies implemented in classroom practice as well as student work verifying the strategy. A review of the portfolios further documented that seminar information is embedded in classroom practice. An assistant superintendent reported, “We listen to the voice of the teachers and go out of our way to provide learning opportunities for those voices.”

Participating teachers reiterated that they participated in monthly seminars tied to their induction program focus.

The system and structure for defining policy, providing leadership, managing and coordinating procedures and resources include active involvement from stakeholder groups. Active participation from all stakeholders ensures that program implementation is consistent for all participating teachers in the program. Steering committee meetings are constructed to plan, implement, manage, and assess program needs based on formal and informal feedback including survey data and biennial reports.

Further discussion with the program directors and human resources personnel verified that a process is in place to monitor program completion that leads to credential recommendations for candidates who have completed all requirements. Upon completion of program requirements, credential candidates are recommended for a clear credential by each district director. The Culver City analyst/personnel technician does the actual recommendation to CTC.

## **Standard 2: Unit and Program Assessment and Evaluation**

**Met**

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

### **Findings**

The Culver City USD Induction Program incorporates an assessment and evaluation system that leads to ongoing program improvement, as evidenced by a review of the Biennial Report, other evaluations collected after seminars or trainings and interviews with the program director, support providers and the steering committee. Program effectiveness is assessed using the BTSA statewide survey results, event feedback, local mid-year surveys of program participants and a graduate survey. The competence of candidates is assessed using exit interview scores and examination of completed FACT documents. Stakeholders such as the participating teachers, graduates, support providers, site administrators and members of the steering committee confirmed they have opportunities to provide feedback to the program both formally and informally.

Program directors reported that the process of completing the Biennial Report was a valuable activity that has directly informed program changes and improvement. Rubrics for the exit interviews as well as for assessing the quality of FACT module completion were developed

and are currently in use by participating teachers, support providers and directors. Examination of state survey results and the graduate survey indicated a need to provide more professional development in the areas of instruction for English Learners and integration of technology in the learning process. Based on the survey results, content of seminars have been adjusted to strengthen these areas. State survey results from site administrators also indicated a need for more current information about the induction program and as a result, training was provided for all district leaders at leadership retreats. Local program data is collected after professional development events, seminars, and through face-to-face communication with program leaders. Program directors reported that stakeholder feedback is used in developing seminar topics and for providing needed support to individual participating teachers.

Various sources of data on candidate performance are collected, analyzed and the results used to inform program implementation and modifications. Participant progress on FACT activities is monitored informally at monthly seminars when support providers work collaboratively with the participating teachers. Support providers meet regularly with their respective directors to discuss participating teacher progress and needs. Support providers and directors shared that the rubrics used to assess participating teachers' FACT documents after each module have provided useful feedback which can be communicated to the candidate to inform continued development. Support providers and program directors reported that review of completed formative assessment documents informs program improvement plans.

Each candidate participates in an exit interview as a culminating activity at the end of their two-year induction cycle. The interview provides a picture of how applicants have moved from their initial assessment of teaching practice to the full application of the CSTP and induction standards in their classrooms. This interview also allows the candidate to provide input on areas of strength and areas for growth as well as feedback on program activities and effectiveness. A rubric is used to quantify the results of the exit interview. Exit interview results demonstrated growth from 2010 to 2011, but program modifications that were planned include continued refinement of the 3-point rubric to communicate more specific expectations and a commitment to share the rubric and supporting information with candidates earlier in the year.

Participating teachers provide feedback to the program via the mid-year survey regarding the quality of service they are receiving from their support providers. Support provider logs are examined by program directors to track the types and frequency of interactions between the support provider and participating teacher. Directors articulated a program process to address support provider matches that are not effective. Various levels of intervention exist including the support provider, program director and other district leadership.



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**

An examination of budgets from each district and interviews with the Director of Fiscal Services verified that the unit provides adequate funding to support the hiring of qualified personnel such as knowledgeable program directors and support providers, and program specialists to support the professional development of participating teachers. Interviews with the program directors of the Culver City USD Induction Program and district leaders also verified that necessary resources to support participating teachers as they meet program and credential requirements are provided. Appropriate office and training facilities are provided by each district as in-kind contributions. Funds are allocated to each district based on the number of participating teachers in each district as of the 2008-2009 school year, according to the Memorandum of Understanding between the two districts. Interviews with district administrators in both districts indicated a commitment to provide adequate funds to assure that all program and Common Standards are met.

Both Culver City and Beverly Hills have a .2 FTE director to coordinate local services to program participants. The program director from Culver City is funded using state money through Tier III funds while the director from Beverly Hills is funded as part of her duties as Director of Curriculum and Instruction through an in-kind contribution. In-kind contributions also provide clerical support, facilities for training as well as program leaders. Culver City financially provides the full time release support provider position as a district position. The Human Resources departments in both districts support program participants by identifying eligible candidates and providing initial advisement about credential and program requirements. Interviews with the Human Resources administrators, credential analyst and personnel technician confirmed that eligible candidates are identified and the information is communicated to the program director in each district.

The program provides in-kind funds to support the professional development activities of participating teachers by arranging for appropriate facilities and the support of district specialists who share their expertise through the professional development seminars. Review of the seminar topics and interviews with program directors, support providers and participating teachers confirmed the involvement of district specialists in English learner and special populations instruction, and technology.

The program assures quality professional development opportunities for participating teachers by allocating funds for release time and for attendance at professional development opportunities, including observation of other teachers. In addition, Culver City teachers receive credit for hours spent in professional development for advancement on the salary schedule.

The program provides resources for a low support provider/participating teacher ratio, for the initial and ongoing training of support providers, and for adequate time for participating teachers and support providers to work together to meet standards. Data highlighted in the Biennial Report indicated participating teachers feel that time spent with their support provider is more than adequate. Professional development for directors and support providers is financially supported by the program. Attendance at cluster sponsored activities ensures that directors are knowledgeable about legislative, budgetary, and program modifications.

All participating teachers have the opportunity to complete their FACT requirements electronically. Many present their exit interview materials electronically. Monthly seminars are conducted in a room equipped with a computer for each participant. Support providers and participating teachers have the option of conducting meetings electronically and recording reflections and evidence on their computers. Every school is equipped with at least one computer lab that can accommodate an entire class. Participating teachers report that they include a technology component in their inquiry lesson plans; many teachers demonstrate their understanding of technology with the use of technology such as document cameras, smart boards and iPads. Program directors stated that new presentation methods were shared at a monthly seminar that teachers in turn incorporated into classroom instruction.

The Culver City/Beverly Hills consortium has only one program, and that is the Induction Program for Multiple Subject and Single Subject Credential candidates. Resources are allocated to the program based on needs in the areas of professional development, and personnel necessary for program coordination and candidate advisement and assessment.

#### **Standard 4: Faculty and Instructional Personnel**

**Met**

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

#### **Findings**

The program directors from Culver City and Beverly Hills are responsible for developing and facilitating professional development opportunities for the participating teachers. Resumes of both program directors indicated they are qualified to develop and implement this professional development. Desired qualifications and experience for these induction director positions include the ability to work with adult learners, skills in self-assessment and reflective practice to improve instructional practice, and ability to provide individual and group professional development. Culver City and Beverly Hills each assign program directors from the educational services division whose role is to assist in the development and implementation of professional development for teachers to meet expectations for high quality teaching and the CSTP. Professional resumes and job descriptions supported the fact that both directors have extensive background in standards-based curriculum, instruction and assessment.

The directors' roles and responsibilities include providing advice and assistance to all candidates regarding intake and responsibilities for induction completion. This takes place at New Teacher Orientation and also in early September at which time each candidate is provided with all formative assessment materials. The directors collaboratively plan monthly seminars to provide candidates with choices and to align formative assessment with professional development goals for the schools and districts. Directors are evaluated on an annual basis by their assistant superintendent or superintendent.

Monthly seminars are led by directors and support providers utilizing their expertise in various areas such as classroom management, teaching English learners, teaching students from special populations, differentiation, curriculum organization, technology integration, data-driven instruction and other topics requested by the participating teachers. A review of documents presented by the program verified that support providers are selected using an application and interview process which includes previous experience in presenting workshops to adult learners, knowledge of the CSTP and induction standards, and a history of modeling a positive, professional attitude. Culver City has full-time and a part-time released support providers who reflect extensive elementary and secondary teaching experience, while Beverly Hills retains a model of using multiple full- or part-time classroom teachers to provide on-site support. Full-time release support providers are evaluated based on district contract guidelines and full/part-time classroom teachers serve two-year terms and then reapply for the position.

Through interviews and examination of program documents, program directors, support providers and district specialists demonstrated their knowledge and expertise about teaching diverse student populations including sensitivity to culture, language, ethnicity and gender diversity and an in-depth understanding of the academic standards and accountability systems that guide the curriculum of public schools. Interviews with site administrators substantiated the effective support that is provided to beginning teachers at their sites both from the assigned support providers as well as the program directors.

District specialists provide training for participating teachers needing help with technology, data access, teaching English learners and special education students, and content pedagogy. Interviews with several district specialists validated their involvement in induction seminars and follow-up support with the candidates when requested.

Using program directors that are part of the district leadership structure ensures effective collaboration with the local P-12 setting. An example of this district support is the local emphasis on supporting English learners in the classroom. The directors were able to strengthen training in this area and infused ongoing modeling of effective, research-based strategies in several monthly seminars. Support providers increased classroom support in this area through observation and professional conversations. A long-term collaboration with Pepperdine University includes participation on the program Steering Committee and ongoing discussions about transitions from university to induction, as well as the program director's collaboration through field supervision of credential candidates. Program directors are involved with the BTSA professional community through cluster level activities.

On-going professional development is available to program leaders and support providers and is financially supported by the program. Program budgets from both districts indicate support for appropriate professional development. All support providers have received extensive

training in the implementation of the FACT modules as well as mentoring skills appropriate for working successfully with beginning teachers.

**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 candidates in the Culver City USD Induction program are admitted according to the guidelines established by the California Commission on Teacher Credentialing. Participant eligibility begins in the Human Resources Division, meeting with the credential analyst/personnel technician. The names of possible induction candidates are then referred to the induction program directors. An orientation meeting is held for all induction candidates so that they may be informed of necessary induction information, meet their support provider, and receive any needed materials.

Interviews with the credential analyst/personnel technician and the induction program directors validate that all participating teachers must possess a valid California Preliminary Multiple or Single Subject Credential and be in a teaching assignment that allows the participant to demonstrate the knowledge and skills required by the Common and induction program standards. A review of the orientation meeting agendas verified that participants are well informed of the requirements for induction.

Late hires and transfer candidates are provided with personal orientation and advisement by the program director and assigned a support provider to begin the formative assessment process.

The program reaches out to a variety of colleges and universities and edjoin.com to fill vacancies in order to ensure a diverse population of teachers. Candidates are evaluated on the basis of personal applications, references, fulfillment of pre-requisites, and personal interviews including a demonstration of written and oral communication skills. During interviews with the credential analyst/personnel technician, the process for candidate recruitment and hiring is explained.

Personnel decisions are determined without considering differences due to gender or other constitutionally or legally prohibited considerations. An examination of job description applications indicated that strong potential 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.

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

**Findings**

Qualified members in the Human Resources and Educational Services departments work in collaboration with program directors to provide initial advice, assistance and the professional development responsibilities associated with the completion of their commission approved induction programs. Candidates are required to attend an orientation meeting prior to the initiation of program activities where they are informed of program requirements

Participating teachers stated during interviews that they were made aware of program requirements during intake meetings with human resource personnel and that the requirements were reiterated at the district required orientation meetings. Agendas and intake documents reviewed by members of the accreditation team validated that the program requirements were accessible to each candidate.

Each district induction director meets with participating teachers on an “as needed” basis monitoring program completion while support providers take the lead role in guiding participating teachers through the two year induction program requirements. Evidence reviewed verified that weekly collaborative logs document progress through formative assessment activities. Support providers reported that they monitor FACT modules using a progress monitoring rubric. Support providers and participating teachers stated that this tool is of great service illustrating growth over a period of time as well as pointing out any areas of concern.

An IHE representative stated that she informs all third phase student teachers of the induction process, “...what steps will be necessary to clear their credentials and how the accomplishments made during teacher preparation can be applied in their own classrooms.” Program directors also stated that they visit with third phase student teachers to discuss “...what induction is all about and how purposeful redundancy breeds excellence.”

During interviews, site administrators discussed the types of advice, assistance and support given to teacher candidates. Information provided by support providers further illustrated that pacing guides are utilized for monitoring progress towards completion. Portfolio reviews, following each completed FACT module, are assessed by program developed rubrics. Evidence in the portfolios validated the process is in place.

Program directors continue to monitor candidate progress and performance throughout the two year program. The data gathered through progress monitoring is then used to guide the participating teachers towards completion, provide on-going assistance, and tailor professional development opportunities to the needs of the participating teachers. An examination of professional development opportunities, support provider logs and candidate feedback forms, validated that participating teachers receive ongoing advice and assistance.

Support providers receive on-going monthly trainings and professional development in areas of induction requirements, implementation of the induction standards, and the assessment of candidate performance utilizing the program developed rubrics as documented on the flowchart and monthly calendars. This was further validated in interviews with support providers and directors stating which trainings were most helpful in guiding participating teachers in the induction process.

Interviews with participating teachers indicated that they were supported and were provided assistance in the completion of all program requirements and advancement in their professional development.

In conjunction with their support providers, participating teachers create a portfolio documenting their teaching assignment, formative assessment work and other induction evidence to be reviewed by the program director.

A review of candidate portfolios verified that the necessary program requirements have been documented and submitted for review. Periodic reviews of program completion are included in the candidates' portfolios with formative notes attached to various evidence pieces informing candidates of their progress. Information gathered during interviews with participating teachers validated that they were supported in the documentation of their progress and completion of program requirements.

## **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**

The Culver City USD Induction Program has designed a program that allows candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively as they meet state-adopted academic content standards. The main components of the induction program include the use of the Formative Assessment for California Teachers (FACT), the integration of the induction standards into the teacher's classroom practice, monthly professional development opportunities where FACT work is supported, development of three Individual Induction Plans (IIP), incorporation of the content standards and frameworks into lessons using the FACT documents, and development of an induction portfolio. An induction program completion flowchart clearly explains the sequence of program components in which the candidate participates. Completion of FACT modules and other program requirements are monitored and recorded on progress monitoring and credential completion documents.

In both Culver City and Beverly Hills, the participating teachers are paired with a support provider using the priorities of geographic proximity and grade level as much as possible. Past participating teacher evaluations of the program and informal conversations between the induction directors and participating teachers indicated that an understanding of grade level and subject area, and the availability of the support provider, are the priorities of participating teachers.

The process to prepare and assign support providers and professional development providers in Culver City USD is defined very clearly with consistent criteria as evidenced by documents at the site. Induction directors and Human Resource personnel verify that support provider-participating teacher matches are made as soon as new teachers are hired and their credential status and eligibility are verified. If induction-eligible teachers are hired later in the school year, informal support is provided by existing support providers.

In Beverly Hills, support providers are chosen through an application process that includes a recommendation from the site administrator. Support providers are appointed for two years, and, when the match has proven successful, are reassigned to the same teacher for the second year. After the two-year term is up, the support provider must reapply.

In Culver City, there is a full-time/part-time release model, which allows for flexibility of time and geographical location for the support providers. These are district positions, and, provided that the support providers continue to have satisfactory performance evaluations, the same personnel continue in the position. Every effort is made to facilitate the same participating teacher/support provider match for two years.

Using the first FACT module in both Year 1 and Year 2, participating teachers examine resources and information about their teaching context. Participating teachers consider the background experiences, languages, skills, and abilities of their students. Participating teachers commented that getting to know their students through standardized testing scores, interests, learning styles, classroom assessments, and surveys have a definite impact on their instructional planning. All participating teachers in the Culver City USD Induction Program are required to examine local and state assessment data disaggregated by race and ethnicity, socioeconomic status, English learner status, and special education status in order to provide targeted instruction that leads to academic achievement. District specialists, in addition to the support provider, assist candidates in using the assessment data in targeted instruction.

The Inquiry is a major module in the FACT process and asks participating teachers to design a series of lessons around a particular content and induction standard. Participating teachers must assess and analyze the baseline achievement of their students using existing or newly developed assessment data and their own knowledge of their students' prerequisite knowledge for the content standard at hand. Using the appropriate document in the FACT materials, they design a series of lessons to address the standard in the context of their class. They choose three focus students in their classroom that represent a range of abilities and learning challenges. One of their focus students must be an identified English learner; the other two might include a student, a student on a 504 plan, a student who has been identified for special education services, or a student whose standardized test results place him/her below the Proficient level. Participating teachers teach the lessons, one of which is observed by their support provider, collect and analyze assessments from the lesson series, and then reflect on

the evidence. The evidence collected supports a placement on the self-assessment, the Continuum of Teaching Practice, which is a multi-level criteria tool based on the CSTP.

The Professional Development Flowchart identifies specific topics that are integrated into the monthly seminar agendas that support the individual induction plans (IIPs) of each participating teacher. Participating teachers verified that they are supported in their IIP goals through the professional development sessions. Support providers also indicated that they use the flowchart to guide the professional development offered through monthly meetings. District specialists contribute and participate in the delivery of professional development at seminars along with the program directors and support providers.

## **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**

Data gathered through portfolio checks and interviews with participating teachers verified that the work participating teachers do during induction in the Culver City USD Induction program demonstrates the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic content standards.

Candidates use the FACT formative assessment system to demonstrate their application of induction program standards into their classroom teaching practice as evidenced through support provider observations and documentation. Trained support providers discussed during interviews the process with which they guide participating teachers through the formative assessment system, providing specific, positive or constructive feedback from classroom observations, and facilitating the candidates' self-assessment. This process was also verified through interviews with participating teachers.

Candidates and support providers use the formative assessment processes to identify teaching strengths and areas for growth. Candidates determine a growth goal for their IIP, and then select relevant professional development experiences. Evidence such as IIPs, training agendas and sign-in sheets supported the findings.

Candidates use the formative assessment system to demonstrate the induction standards of pedagogy and universal access by participating in the structured series of critical thinking tasks of the FACT curriculum modules evident in the portfolios and during interviews with current and former participating teachers. Candidates reflect upon and apply the CSTP and provide instruction aligned with the state-adopted academic content standards for their teaching assignment as evidenced in reflections within FACT modules.

Candidates report using and interpreting assessment data to plan and differentiate instruction to provide equal access to the core curriculum. They protect and support all students by maintaining equitable and inclusive learning environments that maximize academic achievement and minimize bias.



Support providers and candidates reported during interviews that a number of assessments are used to measure candidate competence, including the completion of the FACT program and the teacher's exit interview at the conclusion of the two years. Reviews of portfolios, progress monitoring tools and exit interview documents supported the findings.

The program has a timeline of monthly seminars which provide multiple opportunities for advice and assistance so that candidates, with support provider guidance and feedback, complete the formative assessment documentation. Candidates create and submit a portfolio which includes all FACT documents as well as other documentation of completion of program standards 5 and 6. Support providers noted during interviews that they review each candidate's FACT documents and use a performance rubric to score each module.

The induction program's assessment process includes candidates participating in an exit interview and completion of the FACT portfolio. During the exit interview, the candidate presents an overview of his/her program participation over the course of two years. A rubric is used to measure the quality of the exit interview. Reviews of portfolios, interviews with support providers and candidates, and exit interview documents supported the findings.

Once all requirements have been met, Induction Verification 41-Induction forms are prepared for the second year participating teachers and submitted to the Human Resources Department.

## **Culver City Unified School District General Education (MS/SS) Induction Program**

### **Program Design**

The Culver City Unified School District and Beverly Hills Unified School District are consortium partners in the “Building Bridges and Beyond” induction program. The goal of the induction program is to provide all of the activities required for teachers who hold a California preliminary credential to obtain their Clear credential. The activities are sequenced in such a way as to build on each teacher’s individual preparation and to facilitate each participant’s professional development. Staff members from the Human Resources and Educational Services departments in both districts work closely to provide a seamless progression through the program.

The Culver City Unified School District Induction Program is supervised by two program directors, one from each district, who direct day-to-day operations of the program. They are given the responsibility of ensuring that all Common and program standards are met. Both directors are FACT trainers and site administrator trainers. In addition, they are responsible for communicating with all stakeholders; providing FACT training to support providers; planning and conducting steering committee meetings; monitoring the budget; collaborating to provide professional development; attending state, local, and cluster meetings; and providing training to site administrators. This partnership is enriched by the collaboration between the two districts and their participation in the Tri-City Special Education Local Plan Area (SELPA), and the Los Angeles County Office of Education.

The two program directors work in collaboration with the Beginning Teacher Support and Assessment (BTSA) Cluster 4 leadership and with previous informal review partners, Lawndale School District and Santa Monica-Malibu Unified School District. Both Culver City/Beverly Hills directors participate in the IHE collaborative workshops where discussions revolve around program facilitation both at the pre-service and at the induction levels.

Training on roles and responsibilities and induction completion requirements is provided to site and district administrators during a summer leadership summit. Training for both districts was verified through agendas, sign-in sheets and interviews with program directors.

Information gathered through agendas, sign-in sheets and interviews indicated the steering committee meets three times per calendar school year to review program implementation and to discuss possible modifications to the program as needed. The consortium IHE partner is Pepperdine University, represented by the Director of Student Teaching for the university. This IHE representative has extensive experience in the preparation of new teachers. She works closely with the new teacher induction program by serving on the consortium steering committee and by providing valuable input on program and policy whenever needed. During interviews, other steering committee members indicated their roles were delineated and all share in the process of advising the program. Program data is shared and analyzed during the meetings and possible changes to the program are discussed.

The program participates in the annual state survey and also collects evidence from local evaluations throughout the year. Data reported in the biennial report indicated a need to increase use of technology, both as a teaching and a learning tool, into current professional development offerings. Interviews with program directors indicated that changes had been made based on these findings to increase the use of technology. Iris Center Modules are

included in a minimum of two professional development meetings to support Induction Standards 5 and 6. Changes will be implemented in the new school year to include a technology component in each inquiry.

The intensive two year sequenced program of preparation is formulated on an inquiry-based formative assessment system, built upon the CSTP. The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares candidates to meet the academic needs of all P-12 students and retain high quality teachers. The program uses the FACT to assist teachers in addressing competency on the CSTP and Induction Standards 5 and 6. Both full-time and part-time support providers offer guidance with an inquiry-based program to improve teacher practice and student achievement.

Support providers stated during interviews that candidates attend monthly professional development seminars which include, but are not limited to, addressing the needs of English learners and special education students, classroom management, model lessons, and observations of other teachers. Professional development is presented by program directors, support providers and program specialists. Outside consultants have also been contracted to provide classroom management training.

Specific guidelines for admission to the program dictate that those teachers who hold a California Preliminary Credential and who are in their first or second year of teaching are automatically eligible to participate. Credential analysts/personnel technicians and human resource directors from both programs indicated during interviews that candidates are advised regarding their admission, program participation requirements, and completion requirements at an initial intake meeting and at intervals throughout the two years of participation. Flowchart documentation also outlines the program sequence.

### **Course of Study**

The foundation for the program's professional development and formative assessment activities includes the CSTP, the induction program standards, and the Academic Content Standards and Performance Levels for students.

The Culver City USD Induction Program uses FACT as its formative assessment system. Participants are supported throughout the two years by a support provider who has been trained in the implementation of the FACT system, in adult learning theory, and in research based mentoring techniques. Information gathered during interviews with support providers indicated that candidates collaborate in the design of their own professional development, using evidence from their own teacher preparation program as well as from the ongoing formative assessment activities. All candidates are provided opportunities to demonstrate their competencies in applying their teacher preparation experiences through the FACT system. Inquiry in Module C of FACT provides the evidence of how candidates differentiate instruction for their students. According to program documentation and interviews with support providers and candidates, these opportunities are extended for Year 2 candidates as they complete a second and third inquiry. The Culver City USD Induction Program provides seminars and professional development in conjunction with the FACT program. This enables the program to connect Induction Standards 5 and 6 with the work the candidate is applying in the classroom. After thorough review of supporting documents, it was evidenced that during

induction seminars, district staff specialists present and discuss with candidates how students learn and then discuss appropriate modifications and accommodations to provide academic opportunities which allow access to core content for all students.

Most of the professional development in the induction program is provided by the directors and by a core group of support/professional development providers. The program leaders from the two districts also work closely to identify areas where the districts can collaborate on professional development for all teachers.

Teacher Expectations and Student Achievement (TESA) training modules are used in both districts during meetings with candidates and provide teachers with tools to use that will eliminate biases of all kinds (racial, socio-economic, gender identity, cultural, etc.) in the instructional process. Program documents, as well as interviews with program directors, supported how TESA behavior strands are incorporated into monthly trainings.

During interviews with candidates, support providers and program directors, information gathered indicated all candidates participate in district level training to implement a standards-based instructional program. Monthly seminars are led by directors and support providers utilizing their expertise in various areas such as English learners, gifted students, technology integration, data-driven instruction, differentiation, Title I, technology, and counseling. Program directors review IIPs for input on how to provide suitable professional development opportunities for candidates so that they may reach their goals.

### **Assessment of Candidate Competence**

Formative assessment documents, portfolios, and interviews with support providers and candidates confirmed that candidates improve upon their abilities to reflect and apply the CSTP, subject-specific pedagogy and universal access, beyond what was demonstrated for the preliminary credential. This is accomplished by support providers guiding candidates through the FACT modules. Teachers focus on their knowledge and skills, academic content standards, curriculum frameworks and contextualized teaching strategies. One-on-one reflective conversations take candidates through a process of pre-assessing students, identifying individual learning strengths/challenges, prerequisite skills, and cultural-linguistic backgrounds for the purpose of designing instruction that meets the diverse needs of students. Candidates and support providers reported that the FACT modules provide a framework for strong instructional practices they will continue to use in their teaching practice.

Through the use of FACT, support providers guide candidates toward demonstrating their abilities in teaching all students, including English learners and special populations. Evidence gathered through a review of teacher portfolios indicated a focus on ELs and special populations. Support providers observe and document candidates' demonstration of teaching such student populations during the inquiry process. Support providers and candidates gather and organize appropriate evidence in portfolios as part of their formative assessment process. Portfolios are assessed using a progress monitoring checklist rubric at the end of each FACT module. Candidates reported during interviews they receive feedback on their progress toward meeting program requirements formally through these multiple checkpoints.

The program culminates for each participant in an exit interview, where the candidates present an overview of their entire two-year induction experience. Exit interviews are attended by representatives of Human Resources and Educational Services in their respective districts. The superintendent from Culver City indicated during her interview that she attends all exit interviews as well. Directors also attend all exit interviews. Evaluation data related to candidate competency is collected by program directors and shared with stakeholders.

**Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.