

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

January 2016

## Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at San Jose Unified School District. 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

Common Standards	Met	Met with Concerns	Not Met
1. Educational Leadership	X		
2. Unit and Program Assessment and Evaluation	X		
3. Resources	X		
4. Faculty and Instructional Personnel	X		
5. Admission	X		
6. Advice and Assistance	X		
7. Field Experience and Clinical Practice	X		
8. <del>District Employed Supervisors</del>	Does not apply to Tier II credential programs		
9. Assessment of candidate Competence	X		

## Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	6	6		
Education Specialist Clear Induction	7	7		

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:** San Jose Unified School District

**Dates of Visit:** November 2-4, 2015

**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, mentors, participating teachers, graduates, 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

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards

After a review of the institutional report, supporting documentation, and information collected from interviews, the consensus of the team is that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and conducted interviews with program leadership, candidates, and other stakeholders. Based on the fact that all Common Standards are **Met** and that all program standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

### **Advanced/Service Credentials**

Multiple Subject

Clear Multiple Subject

Single Subject

Clear Single Subject

Education Specialist Clear Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- San Jose Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Jose 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 Leader:** Cara Mendoza  
Fairfield Suisun USD

**Common Standards Cluster:** Karen Cheichi  
Sutter County Superintendent of Schools

**Program Standards:** Dan Schaefer  
San Bernardino City USD

**Staff to the Visit** Karen Sacramento  
Commission on Teacher Credentialing

**Documents Reviewed**

<p>Common Standards Report          Program Assessment Report          Program Assessment Feedback          Meeting Calendars          Professional Development Surveys and Feedback          End-of-Year Surveys and Feedback          Biennial Reports          Biennial Report Feedback          Instructional Coach/Support Provider Professional              Development Agendas &amp; Handouts          Instructional Coach/Support Provider Applications          Instructional Coach/Support Provider Recruitment Documents          Instructional Coach/Support Provider logs          Program Budget          District Mission, Vision and Strategic Plan: <i>Opportunity21</i>          SJUSD Induction Program Calendar of Professional Development New Teacher Orientation Documents</p>	<p>Induction Leadership Team Meeting Agendas and Notes          Participating Teacher Agreements          Instructional Coach Job Description          Support Provider MOU &amp; Agreement          Early Completion Option Information          Early Completion Option Requirements          Collaborative Logs          Induction Portfolio Samples          Online FACT system          Human Resource Organizational Chart</p>
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### Interviews Conducted

	Team Member Interviews
	<b>TOTAL</b>
Candidates	36
Completers	4
Site Administration	7
District Administration	4
Program Coordinator	1
Support Providers	11
Advisory Board	5
Credential Analyst	2
Induction Coaches	2

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

### Background information

San Jose Unified School District (SJUSD) is a large urban, award-winning Pre-K-12 school system in the heart of the Silicon Valley. SJUSD prepares 33,152 students for college and career success. As Silicon Valley's largest school district, San Jose Unified serves communities from downtown San Jose south to the Almaden Valley. San Jose Unified School District (SJUSD) is the employer of choice for 3,000 public servants and 1,750 of the district's employees are teachers. The average teacher has 12 years of experience teaching in a SJUSD classroom and 50% of SJUSD's teachers have earned at least a master's degree. San Jose Unified School District (SJUSD) operates 42 schools of which 25 serve students at the elementary level, two are K-8, six are middle schools, six serve high school students, and five are alternative education programs. SJUSD is home to 22 California Distinguished Schools and 9 National Blue Ribbon Schools.

### Education Unit

San Jose Unified School District (SJUSD) is the sole sponsor of the Induction Program. San Jose Unified School District's Commission-approved Induction program offers the following Clear Induction Programs (CIP): General Education Induction for Multiple and Single Subject candidates and Education Specialist Induction for Education Specialist Mild to Moderate Preliminary, Education Specialist Moderate to Severe Preliminary, and Education Specialist Early Education Preliminary candidates. The San Jose Unified School District Induction Program provides high quality induction through culturally responsive mentoring, formative assessment, and inquiry to empower newly credentialed teachers to eliminate the opportunity gap and shepherd all students in the mastery of 21st century skills. More than 800 teachers have earned a clear credential recommendation since the inception of the CIP. The district is

committed to providing a highly qualified credentialed teacher for every student, as outlined in the district’s strategic plan, Opportunity 21: Preparing ALL students for the 21st century.

**Table 1  
Program Review Status**

<b>Program Name</b>	<b>Program Level (Initial or Advanced)</b>	<b>Number of program completers (2014-15)</b>	<b>Number of Candidates Enrolled or Admitted (15-16)</b>	<b>Agency or Association Reviewing Programs</b>
General Education Induction Program	Advanced	75	168	CTC
Education Specialist Induction Program	Advanced	8	13	CTC

**The Visit**

The visit began at 10:00 a.m. on Monday, November 2, 2015. The team members convened at the hotel late Monday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, and drafting of interview questions. At noon, the team reconvened at the San Jose Unified School District office where the team attended a program orientation, was given a tour of the facilities, and had full access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon interviewing stakeholder groups and reviewing program documents. A team meeting was held that first night wherein the team reviewed each Common Standard, the program summary and identified additional information needed to confirm that the program was meeting standards. Interviews of stakeholder groups continued on Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, November 4, 2015.

There were no unusual circumstances associated with this visit.

**Standard 1: Educational Leadership****Met**

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

The San Jose Unified School District (SJUSD) Induction Program is driven by the district vision: *All San Jose Unified School District Students are inspired and prepared to succeed in a global society*—and by the objectives of the strategic plan: *(1) Provide a high quality and comprehensive instructional program; (2) Ensure students, staff, parents, and community are both satisfied and engaged; (3) Demonstrate effective, efficient, and exemplary practices in all divisions, departments and schools; (4) Attract and recruit, support and retain a highly effective and diverse workforce; (5) Align resources to the strategic plan and equity policy and demonstrate cost effective budget management.* During interviews with district leadership, it was evident that the district is committed to a fully aligned and operational support system that creates and retains a viable workforce. Such a system includes a focus on delivering high quality academics, developing shared understandings, nurturing equity-minded individuals, and providing meaningful feedback. The SJUSD Induction Program finds a natural niche within this approach, and supports the momentum of the district in welcoming its newest teachers into the San Jose USD fold. Numerous stakeholder interviews mentioned the increasing alignment of induction and the opportunity to provide wrap-around support.

Because the SJUSD vision and strategic plan provides direction for the Induction program, collaboration between program leadership and leaders in Curriculum and Instruction focusing on designing an inclusive support network is evident. Interviews with stakeholders revealed great district collaboration and revision of the program in support of beginning teachers. One major revision as a result of stakeholder feedback, is that the duties of the highly trained instructional coaches and support providers have been revised and streamlined in support of induction candidates. Previously, candidates may have had many different types of coaching experiences; now, one coach supports their instruction and induction needs. Stakeholders viewed this change as a “natural fit.”

A strong, active, and dedicated program leadership is firmly in place in the SJUSD Induction Program. Day-to-day operations are led by the Induction Coordinator, and oversight of the program as a whole is led by the Director of Human Resources. An Induction Leadership Team

(ILT) is in position, the membership of which includes the Associate Superintendent of the Division of Instruction, Directors of Secondary and Elementary Curriculum and Instruction, site administrators, support providers, participating teachers, the SJUSD Teacher Association president, representatives from institutes of higher education and program leadership. A review of agendas and interviews with stakeholders indicate that the ILT contributes to the direction of the program. End-of-year surveys completed by candidates, support providers, and site administrators are reviewed and program changes are made. Additionally, data is collected and reviewed after all professional development opportunities. Stakeholder reported that there was a communication system which included “*both formal and informal*” avenues in which to provide feedback.

The Director of Human Resources and Induction Coordinator maintain full authority to lead and enjoys the institutional support to achieve the needs of the Induction Program. From superintendent to candidates, stakeholders mentioned the strong leadership and involvement of program leaders.

At New Teacher Orientation (NTO), candidates are made aware of program requirements to complete Induction. The induction coordinator and district induction coaches read online candidate FACT portfolios and provide feedback monthly to ensure completion of the required program components. Additionally, stakeholders report that the instructional coaches/support providers provide weekly feedback regarding candidate progression during coaching sessions. Candidates who have completed program requirements are recommended for his/her 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.*

Interviews with district and program leadership, and review of documents, including current and completed Formative Assessment for California Teachers (FACT) portfolios indicate that the San Jose Unified School District (SJUSD) Induction Program has an assessment system for ongoing program evaluation and improvement that includes both internal and external measures. The Induction Leadership Team (ILT) meets three times a year to discuss program issues, review program survey data, advise on district policies and procedures, and make recommendations for program improvement. Interviews with key stakeholder groups including candidates, completers, site administrators, and professional development providers, verify that they have multiple opportunities to provide input to inform program effectiveness



The program collects, analyzes and utilizes multiple forms of data to inform program practices. These measures include comprehensive local program surveys based on prior state surveys which provide both depth and breadth to program data. Other internal program assessment tools include an Assessment of Experience (AOE) survey completed by both participating teachers and support providers, and a discussion rubric used to guide questions during two Advice and Assistance (A&A) meetings and workshops. Evaluations are completed using Google forms. Induction staff members debrief each meeting in a Plus/Delta format and recommend program modifications as necessary. FACT documentation includes candidate analysis of both student academic and behavioral data.

The SJUSD program collects and monitors data related to candidate qualifications, proficiencies and competence. These measures include the quality of Individual Improvement Plans (IIPs), Cycles of Inquiry, the Continuum of Teaching Practice (CTP), and other formative assessment documents used in the FACT system. Interviews and documents confirmed that support provider logs are reviewed to verify regular contact between support providers/instructional coaches and participating teachers and that these logs illuminate the scope and sequence of the program activities therein.

A review of the biennial reports, participating teacher formative assessment documents, and interviews with program stakeholders describe a system of ongoing data collection detailing candidate qualifications, proficiencies, competence, and program effectiveness. Through interviews, the unit leadership team reported that informal and formal data collected through the formative assessment process is used by the program to determine candidate competence and program effectiveness.

**Standard 3: Resources**

**Met**

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

San Jose Unified School District (SJUSD), as the sole Induction Program sponsor, provides the resources necessary to support essential program staff and function. Supervisory personnel include a director, an induction coordinator, two district induction coaches, and a Secretary. Review of the induction program budget and interview with management revealed a line item budget adequate to meet the staffing, facilities, professional development, and office supplies needed to prepare candidates to effectively meet the state-adopted standards for

educator preparation. The SJUSD Induction is established in the SJUSD Local Control Accountability Plan (LCAP) process.

Interviews with program leadership, professional development providers, instructional coaches/support providers (IC/SPs), and a review of program documents verify that the program information resources and personnel are available to meet program as well as participating teacher needs. Instructional coaches/support providers (IC/SPs) receive training on formative assessment tools, mentoring skills, and specific content pedagogy. Analysis of training feedback is used to identify and improve content, delivery systems and overall structures of support to better meet participating teacher needs.

The SJUSD employee intranet includes an Induction Program resources page, as well as pages for professional development and a link to the Division of Instruction. These resources provide participating teachers, support providers, and administrators with induction policies, procedures, and documents. The overview page identifies candidates eligible to participate in induction. All SJUSD induction program participants are required to participate in the comprehensive New Teacher Orientation (NTO) presented by district IC/SPs and the human resources department. Throughout interviews, program candidates expressed the value of the NTO in providing foundational information on program expectations and design. Additional sources of support are detailed in the Induction Program Calendar, and Elementary and Secondary professional development calendars. The District Induction Education Specialist provides the main support for Education Specialist candidates. The Support Provider Memorandum of Understanding (MOU) and Agreements, as well as the Instructional Coach Job Description, and Participating Teacher (PT) agreements further detail the professional development, instruction, experience, assessment and expectations of the Induction program.

The director and induction coordinator are charged with establishing and analyzing budget considerations and recommendations. The director makes annual budget recommendations for personnel and program operating funds to the Superintendent's Council to ensure sufficient necessary resources exist. Stakeholder interviews describe a transparent and responsive working relationship between the unit and the program leadership that continues to evolve to meet the demands of current and anticipated Induction requirements.

**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.*

A review of documents, meeting agendas, job descriptions, and an organizational flow-chart support that the San Jose Unified School District (SJUSD) employs and assigns qualified personnel to implement, oversee and modify the induction program as necessary to meet district and Commission on Teacher Credentialing expectations. The Director of Human Resources and the induction coordinator have full authority and institutional support to design and monitor the effectiveness of the induction program. Additionally, the Induction Program is monitored by the Induction Leadership Team (ILT) which serves as an advisory committee.

Interviews with instructional coaches/support providers (IC/SPs) and professional development providers (PDPs) confirm that instructional personnel participate in a variety of activities that encourage best practices including the SJUSD Aspiring Leadership Academy and the New Teacher Center Symposium on Teacher Induction. Recent topics addressed in these workshops include Social Emotional Learning and Blended Learning (New Teacher Center Symposium on Teacher Induction) and Mind-Sets and Equitable Education (Aspire Academy Session 6). instructional coaches/support providers (IC/SPs) and professional development providers report that they facilitate “Constructing Meaning” cohorts to model and teach induction candidates best practices including Explicit Direct Instruction (EDI), close reading, structured student engagement, and the application of the Standards for Mathematical Practice (SMP).

The unit addresses issues of societal diversity in the SJUSD’s 2012-17 Strategic Plan: *Opportunity21*. instructional coaches/support providers (IC/SPs) reflect this diverse society and demonstrate knowledge about diverse abilities, cultural, language, ethnic and gender diversity as evidenced by stakeholder interviews and the professional development topics addressed through the induction program.

Professional development providers have a thorough grasp of academic standards, frameworks, and accountability systems as evidenced by topics, activities, and processes reflected in the Induction Program Calendar and elementary and secondary professional development

calendars, as well as topics addressing the specific needs of the Education Specialist candidate. The California Content Area Frameworks are instrumental in the design and sequence of the research based instructional practices promoted in the professional development. Candidates are encouraged to recognize the value in the content area Frameworks as a curriculum and instructional resource for lesson planning and implementation.

The SJUSD Induction Program Director collaborates regularly and systematically with colleagues in P-12 settings and college/university personnel to improve the Induction program and support leader development by attending Cluster Meetings, Director Meetings, Network Meetings, and serving as the Public School Representative to the All University Education Committee at San Jose State University. The induction coordinator works with the professional community in attending Cluster Meetings, Network Meetings, and Formative Assessment for California Teachers (FACT) trainings and meetings, and collaborates on a regular basis with the director.

Instructional coaches/support providers (IC/SPs) report that they are trained in the mentoring skills defined by programs such as Laura Lipton’s Mentoring Matters and Dr. Jim Knight’s Mentoring Mindsets, and are afforded opportunity to practice mentoring skills collaboratively. The unit provides an explicit and detailed Teacher Evaluation System (TES) which includes expectations for instructional coaches. These expectations define a range of desired skills, attitudes, and behaviors and provide examples and indicators of success.

**Standard 5: Admission**

**Met**

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

The San Jose Unified School District (SJUSD) Induction Program accepts only those candidates who meet requirements set by the Commission on Teacher Credentialing and the district. Review of evidence and interviews with stakeholders indicate a seamless system of candidate support from the very first day in the district. Candidates are assigned to a classroom aligned with their credential and those possessing a Multiple or Single Subject Preliminary, Education Specialist Early Childhood Preliminary, Education Specialist Mild/Moderate Preliminary, or Education Specialist Moderate/Severe Preliminary credential are accepted into and enrolled in the induction program.

District credential analysts evaluate the credentials of the new hires to the district and complete an induction intake form. Teachers with preliminary credentials are flagged, and the intake form is routed to the SJUSD Induction Program leadership for review.

SJUSD hiring practices are nondiscriminatory and are based one of the District’s Strategic Plan goals: *SJUSD will attract and recruit, support and retain a highly effective and diverse workforce.* Interviews with stakeholders indicated that recruiting and retaining educators who believe in building relationships with all students and who are equity-minded individuals is tantamount to student and teacher success.

**Standard 6: Advice and Assistance**

**Met**

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

The San Jose Unified School District (SJUSD) Induction Coordinator and district instructional coaches/support providers (IC/SPs) advise participating teachers (PTs) about induction completion requirements throughout the two-year program. All stakeholders related that they first found out about induction program requirements and pertinent information at the mandatory induction orientation that is held at the start of the school year. As one stakeholder mentioned, “...at the orientation I got the nitty gritty.” Such “nitty gritty” included information regarding participating teacher expectations and requirements for program completion including: attending professional development, meeting weekly with the support provider, completing Formative Assessment for California Teachers (FACT), and providing feedback to the program via teacher surveys. Additionally, SJUSD Induction Program Leadership shared information about the online system in which FACT is housed, the program website, and Early Completion Option. Participants also understand that there are expectations for their support providers, as well, including: meeting weekly with the PT, supporting with completion of FACT documents, and completion and submission of collaborative logs.

Throughout the year, IC/SPs meet weekly with candidates, together they review candidate progress, and induction leadership reviews candidate’s online portfolios monthly. Leadership and coaches are available via in-person, small group, phone, and email for assistance and support. During interviews, stakeholders mentioned how the IC/SPs kept them on track for program completion, and review of documents indicated frequent checks of progress. Documents reviewed, including required FACT program documents, the New Teacher Tracking System (NTSS) and the Google Classroom forum, exemplified the candidates’ pathways toward completion.

At the end of each year, candidates are required to participate in the SJUSD Induction Program Colloquium. At this event, candidates share evidence of their progress toward completion and

improvement of practice with program leadership and fellow candidates and illustrate how one “grew as an educator.”

This system allows the program to recommend for a professional clear credential only those candidates who successfully complete all requirements of the induction program. Interviews with stakeholders indicate that candidates show much growth in their instructional practices. One stakeholder summed it up this way: “I grew as a teacher; I got a better understanding of teaching and ability to go deeper with kids. I was able to tighten up my instruction...and, it was beneficial for kids.”

### **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.*

The San Jose Unified School District (SJUSD) utilizes the Formative Assessment for California Teachers (FACT) system’s Plan, Teach, Reflect and Apply (PTRA) cycle to support candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students. The system is further differentiated to meet candidates’ individual needs as support providers assist participating teachers to self-select professional development experiences that best meet the candidate’s Individual Induction Plan (IIP) goals. The FACT documents, candidate reflections, and assessment of practice, guided by the California Standards for the Teaching Profession (CSTP), provide a well-articulated sequence of job-embedded activities.

The induction coordinator and district induction coaches are teachers hired as coaches through an EdJoin application process, screening, and interview. The Support providers are the site instructional coaches and are referred to in this document as the instructional coach/support providers (IC/SPs). These coaches have been hired through an application, screening and interview process. Successful applicants are hired based on their ability to perform the duties and responsibilities included in the job description. The induction coordinator and district induction coaches ensure each instructional coach is qualified and adequately prepared to provide support to induction candidates. Through interviews, candidates expressed appreciation for the responsiveness of their instructional coach to meet their individual needs in a timely manner. Several candidates specifically valued instructional strategies designed to support the learning needs of their English learners including the use of sentence frames and Think-Pair-Share discourse. The induction coordinator, district induction coaches, and site

instructional coaches are evaluated for effectiveness using the district’s Teacher Evaluation System (TES).

Each participating teacher engages in one cycle of inquiry/coaching in Year One and two cycles of inquiry/coaching in Year Two, analyzing teaching practice and student work to gather evidence of utilizing research-based practices that result in improving student learning. Topics of focus include equitable instructional practices, supporting the needs of the English learner, and supporting the needs of students of special populations. During interviews, stakeholders reported that participating in the inquiry cycles was one of the best components of their induction experience. One person said, “*the opportunity to choose a focus, reflect upon my practice with a coach...made a better lesson.*” Additionally, participating teachers are afforded the opportunity to observe veteran exemplary teachers, identify their effective practices, and plan to implement such practices in their own instruction, as evidenced by the action research documented in their Individual Induction Plans (IIPs)

Education Specialist candidates communicated appreciation for the fact that they were able to address the California Standards for the Teaching Profession (CSTP) through the lens of the Individualized Education Program (IEP) to identify a “strengths based” approach to the instruction and assessment of their students.

Significant numbers of Participating Teachers communicated that the most rewarding experiences of induction centered on relationships. The candidates expressed that they valued both the knowledge and seasoned perspective of their IC/SPs, as well as, the opportunities Induction afforded them to collaborate with their peers.

**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.*

The San Jose Unified School District (SJUSD) Induction Program currently utilizes Formative Assessment for California Teachers (FACT) to support and inform participating teachers (PTs) about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. FACT contains performance-based, job-embedded tools to support participating teachers in developing the professional knowledge and skills necessary to educate and support effectively all students in meeting the California Common Core State Standards (CCCSS) which a review of sample completed portfolios confirmed. Site Administrators reported observing improved teaching and learning among new teachers at their site resulting from the new streamlined induction experiences, including the use of existing instructional coaches as the candidates’ support providers.

Candidate competence is confirmed through a process in which PTs are assessed through several cycles of inquiry. Participating teachers use the Continuum of Teaching Practice to

periodically document evidence of their application of the standards, while being supported through ongoing instructional coach/support provider (IC/SP) and consulting teacher feedback. Portfolios are formally reviewed at the end of each year by program staff, as well as at certain “benchmarks” throughout the year. Participating teachers and program completers verified that checklists are maintained by the programs and made available to participants, along with ongoing formal and informal feedback, to ensure that all program requirements are being met. The credential analysts reported that at the completion of the induction process -- when all induction requirements are verified by the Induction Leadership Team (ILT) and found to be complete -- the candidate is given a letter verifying program completion. The candidate then gives this document to the credential analyst who completes the clear credential recommendation process with the Commission on Teacher Credentialing (CTC).

### **Multiple Subject Clear, Single Subject Clear, and Education Specialist Clear Induction Programs**

#### **Program Design**

The San Jose Unified School District (SJUSD) operates under the guiding initiatives of Opportunity 21: a Strategic Plan for SJUSD. As one stakeholder stated during the interview *“The message to our teachers is that instruction is important.”* Along those lines, two significant changes have occurred in the last two years: the leadership structure of the program and the shift in the role of the Instructional Coach.

The district has designated the Director of Human Resources as the administrator charged with overall responsibility for the program and an induction coordinator to oversee day-to-day program operation, with additional support from the district-level induction coaches. Together, this Program Leadership Team, which also includes a district coach for education specialists, has full authority and institutional support to create effective strategies and represent the interests of the induction program. The availability, accessibility and support of this team is apparent as one stakeholder commented *“Ingrid is on my team.”*

All program changes are based on data collected from surveys, conversations, and meetings with Induction Leadership Team (ILT) throughout the year. This team is comprised of the Associate Superintendent, Division of Instruction, Directors of Secondary and Elementary Curriculum and Instruction, site administrators, support providers, participating teachers, SJUSD Teacher Association resident, representatives from institutes of higher education and program leadership. The ILT meets regularly to discuss feedback from all stakeholders, including workshop evaluations, survey results and anecdotal evidence observed or requested. Data collected from the stakeholder groups led to the significant change in the infrastructure of the program, as well as the change in the coaching model, and a further differentiated focus on the Education Specialist Program.

In the past, SJUSD has employed support providers to support participating teachers through induction, while also employing site instructional coaches to provide support to all teachers around district initiatives. This year, though, SJUSD has included the support for induction



candidates in their attainment of induction requirements in the expectations for instructional coaches. Instructional coaches have a maximum of eight induction candidates on their caseload and are primarily assigned to one site. During interviews, support providers, who also serve as instructional coaches for SJUSD, commented that the way the district has integrated Induction with the initiatives the district is pursuing “*makes sense*” since coaching has been a prominent component in SJUSD’s professional design for many years. Instructional coaches/support providers (IC/SPs) continue to meet weekly with their candidates and follow the Formative Assessment for California Teachers (FACT) Cycles of Inquiry.

First year candidates complete Module A (the Context for Teaching and Learning) during the first semester of their first year and Module B (Assessment of Teaching and Learning) during the second semester of their second year as verified by review of the Portfolios and candidate interviews.

Second Year Candidates complete Module C (Inquiry into Teaching and Learning) during the first semester of their second year and Module D (Summary of Teaching Practice) during the second semester of their second year as verified by review of Portfolios and candidate interviews.

### **Course of Study**

The Formative Assessment for California Teachers (FACT) provides the basic foundation of professional development in SJUSD’s Induction Program and complements district level initiatives. FACT is a structured yet flexible inquiry based formative assessment system of opportunities for the PT to engage in a series of inquiry events that blends teaching knowledge and skills acquired in the preliminary credential program with application and demonstration of pedagogy with their daily performance as a classroom teacher. A FACT trained IC/SP serves as the cornerstone of intensive individualized support to the PT during this interactive professional learning experience. The FACT process is grounded in a developmental view of teaching and integrates the California Standards for the Teaching Profession (CSTP) and the California Common Core State Standards in the following way:

#### **Module A: Context for Teaching and Learning**

Teachers in the SJUSD Induction Program embed the Context for Teaching and Learning module concepts in their CSTP standards 1 & 2 reflections as evidence collected during Year One of their program. Completion of the Context for Teaching and Learning is evident in the CSTP reflections/evidence collection and the conversations regarding the Context for Teaching and Learning which is tracked on the new electronic log (old-monthly PT/SP Collaborative Log). A review of Collaborative Logs verified conversations around the CSTPs.

#### **Module B: Assessment of Teaching and Learning**

The Initial Assessment of Teaching and Learning is the bridge between teacher preparation and induction programs, comparing the outcomes and processes of each. As such, this assessment (FACT tool B1) is completed only in year one. During this module PTs consider the knowledge

and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their support provider during a classroom observation (FACT tools B2, B3, B4).

#### Module C: Inquiry into Teaching and Learning

The inquiry/coaching cycle is a structured series of activities. PTs use their knowledge and skills learned in their teacher preparation program, an understanding of the context for their teaching, observations, and dialogue with their support provider. PTs identify strengths and areas for growth to use as the basis for the each inquiry/coaching cycle. In collaboration with their support provider, they assess their practice, gather information, and collaborate with colleagues. PTs develop an inquiry question (based on CSTP and Induction Standards), create and implement an action plan, reflect on collected evidence, and apply new learning to future practice (FACT tools C1, C2, C4 plus district tools). The PTs engage in a coaching cycle with their support provider during the inquiry. A coaching cycle consists of planning lessons, looking at student data, observations, and conversations with the support provider about their teaching practice. Principal and candidate interviewees expressed their appreciation for the cycles of inquiry so the focus is on SJUSD's instructional framework.

#### Module D: Summary of Teaching Practice

During the final module, PTs have the opportunity to reflect on and summarize the growth made during induction. Support Providers assist the PTs in reflecting on their teaching practice on the continuum of teaching practice CSTPs, induction standards 5 & 6 (FACT tools E documents), Culminating Questions and reflection guide (FACT tool D1), and in the selection of evidence that illustrates their work. Candidates share their work with colleagues during the Colloquium at the end of the year. A review of binders and statements made during interviews verified candidates' use of the Continuum of Teaching Practice to document their growth over time.

Through the formative assessment process, each PT develops an Individual Induction Plan (IIP) to determine his/her next focus for professional development. The Individual Induction Plan (IIP), developed with the assistance of the SP, is based on evidence about his/her teaching obtained during peer observation and teacher reflection. The PT reflects on his/her collected evidence throughout the year and self-assesses his/her teaching practice against the CSTP continuum of teaching practice (CTP), initially at the beginning of the year and again at end of the year. One Candidate verified the process of initially marking herself on the CTP, then completing a cycle of inquiry which included an observation by her Instructional coach/support provider, and then reflecting on her growth on the CTP. Both the Advisory Committee and the principals reported that the new SJUSD Induction Program aligns induction expectations with district initiatives centered on SJUSD's instructional framework.

In addition, participating teachers have a variety of workshops and classes from which to choose. The site Administrators indicated that with the new program design, the IC/SPs are able to inform the Curriculum and Instruction personnel (who are part of the Induction Leadership Team) what the needs of the Participating Teachers are and then the Curriculum and Instruction personnel design "just in time" professional development around their current

needs. Focus on the specific needs of English learners and students with special needs is evident through interviews with candidates and as documented in their portfolios.

As guided by the IC/SPs, Education Specialist candidates, along with some of the Single-Subject and Multiple-Subject candidates, have created “cohorts” of like content areas and/or grade levels in which to meet together and discuss current classroom issues on a more informal basis. Principals reported that the cohorts provide a collaborative time and promotes “sharing” among the participating teachers from other schools within the district.

### **Candidate Competence**

At the New Teacher Orientation, candidates are given an overview of the program and the expectations for completion. As expressed by the ILT, the principals, and the IC/SPs, the participating teachers complete one Cycle of Inquiry in their first year and two cycles in their second year for completion in the induction program. What the aforementioned groups appreciated with the new way induction is being administered is that all of the stakeholders are using the same language and the cycle of inquiry for induction is used as a springboard for additional cycles of inquiry the district requires of all its teachers throughout the school year. During one interview session, a candidate reported that her IC/SP modeled a lesson for her during one of the Cycles of Inquiry and she found it to be very insightful.

As verified in interviews with participating teachers, the Continuum of Teaching Practice is employed to document growth over time. One candidate commented *“I know I am making growth as a teacher because I can see the growth in my students’ performance.”* Candidates reported that they saw value in the inquiry process and the induction program has worked hard to align the Cycle of Inquiry required for completion with the cycle of coaching the district requires of all teachers.

The majority of candidates interviewed were clear about the expectations of the program and its successful completion; several also shared seeing their own progress through the lens of their students’ progress as validation of their growth as a teacher.

### **Findings on Standards:**

After review of the institutional report, supporting documentation, and after conducting interviews of program leadership, candidates, completers, credential analysts, Instructional Coaches/Support Providers, site administrators, Induction Leadership Team, district administrators, and superintendent, the team determined that all program standards are **Met** for Clear Multiple Subject, Clear Single Subject, and Education Specialist Clear Induction.