

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Elk Grove Unified Induction Program**

**March 2016**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Elk Grove Unified School District. The report of the team presents the findings based upon review of the institutional site visit documentation reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	Does not apply to second tier credential programs		
9) Assessment of Candidate Competence	X		

**Program Standards**

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

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

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data

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

**Institution:** Elk Grove Unified School District

**Dates of Visit:** February 2-4, 2016

**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, 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 judgements 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

Due to the finding that all applicable Common Standards are **Met** and 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  
Single Subject  
Clear Induction

Education Specialist Credential  
Clear Induction

Staff recommends that:

- The institution’s response to the preconditions be accepted.
- Elk Grove Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Elk Grove 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**

<b>Team Leader:</b>	<b>Sean McCarthy</b> Murrieta Valley Unified School District
<b>Common Standards Cluster:</b>	<b>Janice Pingel</b> San Diego Unified School District
<b>Advanced/Services Programs Cluster:</b>	<b>Pat Sheehan</b> Orange County Department of Education- Retired
<b>Staff to the Visit</b>	<b>Karen Sacramento</b> Commission on Teacher Credentialing
	<b>Miranda Gutierrez</b> Commission on Teacher Credentialing

### Documents Reviewed

<p>Induction Program Handbook          Preconditions          Program Summary          Program Assessment Report          Program Assessment Feedback          Common Standards Report          Survey Results          Advisement Documents          District Organizational Chart          Local/Ongoing Survey Questions          Common Standards Report          Meeting Calendars          End-of-Year Survey Results          Biennial Reports          Biennial Report Feedback          Consulting Teacher Training Agendas &amp; Handouts          Consulting Teacher Applications          Consulting Teacher Recruitment Documents          Program Budget</p>	<p>Informational Program Documents          Early Completion Option Processes &amp; Documents          Professional Development Calendar          Professional Development Records          FACT Documents          Formative Assessment Database          Program Meeting Agendas          District Goals and Objectives          Individual Learning Plans          Elk Grove USD Induction Virtual Website          Credential Information Form          Welcome Letters          Memorandum of Understanding          Orientation Documents          Orientation Meeting Agenda          Email Correspondence          Newsletter Sample          Steering Committee Information, Announcements, &amp; Agendas</p>
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### Interviews Conducted

Stakeholders	Interviews
Candidates General Education	40
Candidates Education Specialist	21
Completers	13
Site Administration	23
District Administration	4
Program Coordinator	1
Consulting Teachers	31
Steering Committee	12
Credential Analyst	4
Professional Development Providers	15
<b>Total</b>	<b>164</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 Elk Grove Unified School District is the fifth largest school district in California and is located in southern Sacramento County. EGUSD offers a multitude of educational programs, including career themed academies and pathways and strives to have every student learning in every classroom, every subject, every day. The Elk Grove Unified School District covers 320 square miles that spreads across the communities of Florin, Franklin, Laguna Creek, Laguna West, Rancho Murieta, Sheldon, Sloughhouse, Valley Hi, Vineyard, Wilton, all of the City of Elk Grove and parts of the cities of Sacramento and Rancho Cordova. The District lies in one of the most diverse areas of California. Elk Grove Unified operates 40 elementary schools, nine middle schools, nine high schools, three continuation schools, one K-12 independent study program, one charter school, one virtual online K-8 program, and one special education school. In addition, the district offers preschool programs at 12 school sites, an adult education program, and a career training center for adults.

## Education Unit

The EGUSD Induction Program has been a single-district Commission-approved induction program since June of 2003. Its guiding principle is to ensure the professional success and retention of new teachers. The EGUSD Induction Program seeks to provide an effective transition into teaching through improved training and assistance enabling participating teachers (PT) to meet the academic learning needs of all students, teach students who are culturally and linguistically diverse and rigorously prepare PTs in the content they are authorized to teach, as well as in methods of teaching and classroom management.

**Table 1**  
**Program Review Status**

Program Name	Program Level	Number of Program Completers 2014-15	Number of Candidates Enrolled or admitted 2015-16
Multiple Subject Single Subject Clear Induction	Advanced	59	124
Education Specialist Credential Clear Induction	Advanced	15	51

## The Visit

The visit began at 10:30 a.m. on Tuesday, February 2, 2016. The team members convened at the hotel late Tuesday morning for an initial meeting including review of the accreditation

process, roles and responsibilities of team members, drafting of interview questions, and team bonding. In the early afternoon, the team convened at the Elk Grove Unified School District office where the team attended a program orientation and had full access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summary and identified additional information needed to confirm that the program was meeting standards. Interviews of stakeholder groups continued on Wednesday and concluded late in the afternoon. Final consensus was reached on all standards on Wednesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership was held on the morning of Thursday February 4, 2016.

There were no unusual circumstances associated with this 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 the requirements.

### Findings:

The Elk Grove Unified School District (EGUSD) Induction Program has created and articulated a program that is aligned with the California Standards for the Teaching Profession and the California adopted academic standards and frameworks through its use of the research-based Formative Assessment for California Teachers (FACT) program. FACT provides EGUSD teachers with “a purposeful logically sequenced structure of extended preparation two years beyond pre-service which builds on the Teacher Performance Assessment (TPA) completed during pre-service.” FACT provides opportunities for participating teachers to advance their knowledge and application of the state-adopted academic content standards and curriculum frameworks

and performance levels for students at their assigned grade level, and an examination of completed FACT documents, portfolios, reflections and evaluations confirmed this.

The EGUSD Induction Program has established its purpose to provide new teachers with quality extended preparation and professional development, ensure new teachers meet the academic learning needs of their students, and obtain a California Clear Teaching Credential that drives the direction of the program. Interviews with district leadership affirm that this purpose is well-aligned with district goals for student achievement, and indicate a high level of collaboration between departments ensures that the induction program “fits directly and is consistently integrated into the district’s strategic plans.” Interviews with all stakeholder groups report a high degree of unit accountability, indicating that they are kept regularly informed through a variety of means about program and candidate performance.

The program leadership consists of a director and a coordinator. The program leadership coordinates with the support of district leadership and in collaboration with other departments within the district. The EGUSD Induction Program Steering Committee serves in an advisory role, making recommendations on the content of the program and implementation, assists with ongoing program evaluation, acts as a conduit for communication related to procedural or policy changes, and provides input on professional learning offerings. Interviews with program leadership, district leadership, and steering committee members affirmed a high level of stakeholder involvement in the coordination and governance of the program.

The program leadership has the authority and institutional support to create effective strategies to achieve the goals of the program. An examination of the organizational chart, the program budget, and available information resources, and interviews with program leadership, consulting teachers, participating teachers and completers confirmed that this authority and institutional support enables the program to achieve its goals.

The EGUSD Induction Program conducts ongoing reviews of PT progress, maintaining accountability systems to monitor this progress and provide ongoing feedback to PTs and their consulting teachers (CT). Weekly meetings with CTs ensure candidates maintain progress toward credential requirements, and ongoing communication from program leadership via email and at network meetings further demonstrates this. An examination of completed FACT documents, portfolios, and completion records, and interviews with program leadership, steering committee members, CTs and PTs confirmed that this process ensures participating teachers recommended for a credential have met all requirements.



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

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

**Findings:**

The 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.

Based on a review of biennial reports and stakeholder interviews, it is evident that the Elk Grove Unified School District Induction Program implements an assessment and evaluation system for ongoing program and unit evaluation and improvement through formal and informal measures. The Steering Committee, which serves as an advisory board, meets three times a year to discuss program issues, review program survey data, advise on program policies and procedures, and make recommendations for program improvement.

The EGUSD Induction Program collects a wide variety of data that includes annual survey responses from participating teachers, consulting teachers, and site administrators; local surveys regarding consulting teacher effectiveness; and written and oral feedback at Network Meetings and other trainings. Interviews with consulting teachers, program completers, and participating teachers confirmed that Formative Assessment for California Teachers (FACT) is used by all candidates to document evidence of candidate competence. FACT portfolios are reviewed by consulting teachers on a regular basis, and the program coordinator conducts a final review of all portfolios. The biennial report provides evidence of a thorough analysis of program assessment data.

Interviews with program leadership and the induction steering committee confirmed that data collection and analysis is consistently used in program improvement efforts. Stakeholders are aware of program modifications resulting from ongoing data analysis. Consulting teachers and participating teachers described specific examples of how program data is used to improve program elements such as FACT forms, professional development offerings, and how to run the colloquium. Interviews with stakeholders made it clear that the ongoing “feedback loop” established by program leadership was a strength of this program. Participants were appreciative that they “had a lot to say on what direction to go.”

**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 resources needs.

**Findings:**

The Elk Grove Unified School District (EGUSD) Induction Program has the necessary budget, qualified personnel, adequate facilities, and other resources to prepare its participating teachers (PT) to effectively meet the California Standards for the Teaching Profession (CSTP). An examination of the program budget reveals monetary support for program leadership, steering committee members, clerical support, consulting teacher (CT) stipends, formative assessment, online resources and other professional learning materials, release time and professional development activities for PTs.

Interviews with program leadership, steering committee members, CTs, PTs and completers confirmed resources are more than adequate for the effective operation of the program. A sufficient number of CTs are available to support PTs through the induction process and to prepare them to meet the CSTPs and the California academic standards and frameworks. A variety of information resources are available to support professional learning, including an array of digital resources, such as The IRIS Center, which candidates can integrate into their professional learning experiences. Interviews with CTs and PTs cited these resources as invaluable in helping them meet their induction requirements, and PTs provided examples of how strategies they acquired had a direct impact on instruction, particularly in addressing the needs of a wide range of learners.

The EGUSD program director and coordinator determine how to best provide sufficient resources that are available to adequately serve participating teacher needs. They then work in collaboration with other departments within Educational Services to implement a plan to allocate fiscal and personnel resources. Interviews with program leadership and the steering committee affirm that this process has been effective in ensuring that the program consistently receives adequate support.

**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:**

A review of evidence clearly demonstrates that the Elk Grove Unified School District Induction Program selects program leadership and consulting teachers (CT) using multiple criteria including an application packet, paper screening by the Peer Assistance and Review (PAR) Panel, videoed role play, and observations of an applicant's classroom instruction. Interviews with program leadership and site administrators confirm that prospective consulting teachers are often recruited in advance of applying to posted positions. Program leadership strives to recruit from a large, diverse pool of qualified applicants, and stated attributes for recruitment include, but are not limited to, knowledge of the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession, willingness to participate in professional training to acquire the knowledge and skills needed to be an effective CT, ability to be an excellent professional role model, and willingness to deepen understanding of cultural, cognitive, linguistic, and gender diversity.

Program documents indicate that the director has served in public education in several roles including as a teacher, vice principal, principal, and Director of Curriculum & Professional Learning. The program coordinator is an experienced teacher, consulting teacher, professional development provider, and administrator who possesses years of new teacher support and formative assessment training. Program leaders remain current and knowledgeable about preliminary teacher preparation and induction through ongoing professional development. Interviews with consulting teachers and program leadership describe the value in their collaborations with stakeholders as well as the usefulness of participating teacher feedback to design and facilitate professional development sessions. In addition, the district provides trainings that feature experts from within the district and the greater educational community.

Interviews conducted with all stakeholders confirmed that consulting teachers 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. The EGUSD Induction Program requires initial and ongoing professional learning for consulting teachers, through a three day FACT training during the summer before assuming their roles as consulting teachers, and follow-up and coaching training that occurs at three Network Meetings throughout the year. Follow up training included Culturally Responsive Pedagogy to ensure all CTs were prepared to support their PTs in providing instruction to diverse student populations. Local survey results indicate an overwhelming favorability rating among participants for all trainings. Consulting teachers commend the quality and quantity of professional development offerings and expressly acknowledged that “the network trainings allow us to be prepared. The program provides work models of what we’re striving for, and networking allows us to get tips to guide our PTs.”

Consulting teachers verified through the interview process that they receive feedback on their effectiveness through conversations and emails from the program coordinator, from fellow CTs, and via participating teacher surveys. If a consulting teacher has difficulty fulfilling his/her role and responsibilities, the PAR Panel send a letter to the CT as a reminder of the Roles and Responsibilities, and the program coordinator offers additional training and support as needed. The program coordinator provides an annual report to the PAR panel in the spring, at which time decisions regarding the retention of CTs are made.

**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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Findings:**

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.

Interviews conducted with all stakeholders confirm that Elk Grove Unified School District Induction Program has a streamlined admission process in place to ensure that each eligible teacher is identified and subsequently enrolled in the program. All newly hired teachers in

EGUSD are required by the Human Resources Department to attend a district New Hire Meeting, where they sign their employment contracts. Credential analysts determine which teachers are eligible for induction and provide that information to the program coordinator. The coordinator attends each New Hire Meeting and gives all eligible candidates an Induction Packet which includes an application, a flyer explaining the program's goals and information specific to EGUSD's induction program, and a schedule of upcoming Orientation Meeting dates. The coordinator informs newly hired teachers about the induction program, and distributes and collects induction applications.

Pre-professional experiences are verified by human resources staff through the application and interview process. A review of evidence indicates that all eligible applicants for employment participate in an interview process that includes sensitivity to EGUSD's diverse student and community population. Efforts to attract diverse populations include outreach through local newspapers, news stations, social media, university partners, SCOE leaders, job fairs, and Edjoin. Inclusive hiring protocols are outlined in the Elk Grove Education Association (EGEA) contract and Board Policies.

Interviews with the credential analysts and program coordinator confirm that the district adheres to state and federal non-discriminatory hiring practices, and carefully verifies that applicants possess appropriate pre-professional experiences, personal characteristics, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Standard 6: Advice and Assistance**

**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only 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:**

The Elk Grove Unified School District (EGUSD) Induction Program begins the advisement process for participating teachers (PT) during the Human Resources New Hire Meetings, which all newly hired teachers are required to attend. All eligible candidates are given an Induction Packet, which includes an application, a flyer explaining the program's goals and information specific to EGUSD's Induction Program, and a schedule of upcoming orientation meeting dates. The coordinator informs newly hired teachers about the induction program, and distributes and collects induction applications. Orientation sessions are offered in August, September, and

October to provide detailed information about program and credential completion requirements, including the Early Completion Option.

During the induction orientation, PTs are provided with a copy of the Induction Program Information Handbook, which includes detailed program and credential information and a copy of the Completion Requirements, which clearly states the requirements for program completion including the PTs' obligation to accumulate evidence of growth in relation to the CSTP. In addition to these documents, digital versions of all program information and documentation are available for PTs to access. Interviews with PTs and program completers confirmed that these advisement processes and available information resources clearly communicated the program requirements.

Each PT is matched to a Consulting Teacher (CT) who guides the candidate through the formative assessment process. CTs work with PTs on a weekly basis, providing ongoing support and mentoring, and facilitating collaboration with other PTs. CTs provide weekly feedback to PTs on progress in meeting program goals, and the program coordinator provides feedback on module completion through completion forms as well as by email on a regular basis. Interviews with CTs, PTs, and program completers confirmed that they received a high level of assistance through the program in meeting requirements, along with ongoing feedback to help them monitor their progress. Upon completion of the credential requirements, the induction program submits to CTC an electronic recommendation for the PT's Professional Clear Credential.

The program has protocols in place to provide additional assistance to candidates who are not making adequate progress toward completion of program requirements, including meeting with the program coordinator to explore such options as a new CT match, additional release time to access professional learning support or other networking, content support, or other applicable solutions. Candidates unable to complete requirements receive an incomplete and may request an extension to support their attainment 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:**

Elk Grove Unified School District Induction Program is designed around a planned sequence of field-based and clinical experiences. Participating teachers engage in the Formative Assessment for California Teachers (FACT) System, a reflective assessment and support process designed to help new teachers develop as professional educators. As participating teachers progress through the induction program and FACT modules, they deepen their understanding and application of the induction standards, the California Standards for the Teaching Profession (CSTPs), and the state adopted academic standards.

In addition, planned professional development designed to meet induction program requirements are provided for participating teachers. All stakeholder interviews, as well as a review of evidence, confirm that current program design includes 50 hours of collaborative weekly meetings with consulting teachers at a ratio of 5:1. This collaborative model enables PTs to work in cohort groups with other candidates in their subject areas and/or credential areas. For example, education specialists have an opportunity to collaborate with other special education teachers and focus their induction work on the unique needs they face in their classrooms. Interviews with PTs and program completers indicated that these sessions were a highly valued part of their induction program experience as they had an opportunity to learn from both their CT and the members of their cohort. This helped them network and build relationships that extended beyond the induction program.

In addition to the collaborative meetings with CT, a menu of professional development options is offered through workshops during the Network Meetings to meet the 40 hours of professional learning requirement. These are provided via the district's professional learning department, and out of district opportunities include the Sacramento County Induction Consortium and the Yolo-Solano Program, and university partners. These sessions provide a wide variety of choices tailored for both general education and special education teachers, including classroom management, PBIS, ELD Support, technology support, and working with families, allowing for a highly individualized induction experience. Professional Development

Providers (PDP) reported that they used feedback from program participants to design their offerings, and interviews with PTs and program completers confirmed that these sessions had a positive impact on their instruction.

The EGUSD Induction Program collaborates with departments and site leaders who are responsible for employing, assigning, and supporting participating teachers including Human Resources, Curriculum and Professional Learning, Learning Support Services, Student Support Services, and P-12 site administrators. Under the leadership of the superintendent, the district is committed to providing a learning community that challenges all students to realize their greatest potential. Participating teachers in each program are assigned to schools within district boundaries.

The program leadership collaborates with Human Resources and site administrators in order to select highly qualified consulting teachers for participating teachers. A clear, well-communicated job description and interview process are in place. The design of the induction program is regularly evaluated by the steering committee, which includes consulting teachers, current participating teachers and program completers, site administrators, and program leaders.

The FACT formative assessment system is designed to provide participating teachers structured opportunities for self-assessment and reflection around issues of eliminating bias and understanding diversity. For example, participating teachers identify focus students who are English learners and from special populations. Teachers identify student needs, design support strategies, and gather data on the efficacy of those strategies. A review of agendas and materials revealed that professional learning sessions focused on working with English language learners, special populations, and other research-based strategies are available to all participating teachers.

Interviews with participating teachers reported that program participation has had a positive impact on their ability to meet the needs of all learners. When asked how FACT work is helping to better meet the needs of diverse learners, one PT replied, “It allows me to take a step back and think about improving learning for a diverse group of students. New teachers can often get caught up in the details. It really helped to do a class profile. It’s so easy to forget to look at the individual needs of students.” Program completers also report that they continue to employ strategies learned during induction to understand and address the diverse needs of their students and families.



**Standard 8: District-Employed Supervisors****Not Applicable**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

**Standard 9: Assessment of Candidate Competence****Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

The Elk Grove Unified School District (EGUSD) Induction Program uses the Formative Assessment for California Teachers (FACT) system to support and guide participating teachers (PT) through a process of self-assessment and reflection on their teaching practices. By completing the performance-based, job-embedded FACT modules with the guidance of skilled consulting teachers (CT), PTs demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the California academic standards, which reviews of completed FACT documents and portfolios confirmed. Site administrators reported observing improved teaching among new teachers at their schools as a result of their participation in the induction program. CTs also observed a positive impact on their PTs' abilities to support students in meeting academic standards as a result of induction experiences.

The Elk Grove Unified School District (EGUSD) Induction Program determines candidate competence through a process by which participating teachers (PT) are assessed through an inquiry process, as evidenced through an examination of sample FACT documents and portfolios. PTs document evidence of application of the standards, guided by consulting teachers, supported by a variety of ongoing professional development options, and informed through ongoing formative feedback, that demonstrate their ability to support the full range of learners in the classroom. Participating teachers and completers verified that ongoing feedback and a variety of checklists are maintained and made available to them to ensure that all program requirements are being met. Program leadership works with the steering committee to review FACT documents and portfolios, calibrating the process using rubrics to ensure consistent assessment of candidate performance. Only those candidates who meet all of these requirements are granted completion status and recommended for the clear credential.

## **General Education (MS/SS) Clear Induction and Education Specialist Clear Induction Credential Programs**

### ***Program Design***

The Elk Grove Unified School District General Education and Clear Education Specialist Induction programs' foremost priority is to provide participating teachers (PT) with high quality extended preparation and professional development that enables them to meet the academic learning needs of their students and obtain a California Clear Teaching Credential. A constant focus is maintained on student achievement while building strong professional relationships and developing lifelong professional learners.

The direct leadership of the approved induction program team consists of the Associate Superintendent of Education Services, the Director of Curriculum/Professional Learning and a full-time coordinator. The director and coordinator collaborate with district department leaders including: Human Resources, Special Education Services, Technology Services, Research and Evaluation, Elementary and Secondary Education, Learning Support Services, English Learner Services, and Student Health Services, to integrate induction activities with district initiatives and resources. To facilitate communication and alignment with the district leaders the director attends Cabinet meetings and Board of Education meetings.

The coordinator regularly communicates and collaborates with the credential analysts and Human Resources Department. Through collaboration with Human Resources, all new hires are given information on program eligibility and the requirements for clearing their Preliminary Credential.

Program stakeholders in both approved programs are provided with meaningful opportunities to become involved in program evaluation and improvement. These opportunities are provided to PTs, consulting teachers (CT), and site administrators (SA) through formal and informal surveys, Steering Committee membership, direct contact with leaders, and accreditation site visits. Site Administrators, CTs, and PTs have the opportunity to contribute information about the effect of the formative assessment system and professional development activities through the annual program survey. This information is supplemented by additional locally collected program data through survey tools and FACT module review. These sources of data are used in a formative manner to review and revise ongoing program goals. Stakeholders noted the program's responsiveness to survey feedback, particularly in providing additional professional development for PTs.

### ***Course of Study***

The Elk Grove Unified School District Induction program design is relevant to contemporary conditions and uses the Formative Assessment for California Teachers (FACT) for both General Education and Education Specialist candidates, which is responsive to local educational priorities. Supporting PTs to successfully plan and deliver standards based instruction is foundational to the FACT system. FACT is grounded in a common system of standards, the California Standards for the Teaching Profession (CSTP), and criteria of the elements, as well as specific evidence of an individual’s teaching practice. CTs guide and assist PTs through a systematically designed set of experiences deliberately structured to result in PTs application and demonstration of their pedagogical knowledge and skills. The set of experiences includes engaging in carefully planned professional learning opportunities and completing the FACT Modules, all of which develop PTs’ comprehension and application of the academic content standards, Induction Standards (IS) 5: Pedagogy and IS 6: Universal Access.

The process is designed to be highly individualized to support the needs of both general education and special education teachers to help them respond to the needs of the students they serve in their classrooms. CTs provide PTs with intensive individualized support and assessment through scheduled weekly meetings and PTs engage in collaborative work with colleagues and resource personnel throughout the inquiry-based FACT system. Through the process of completing the formative assessment, each PT examines evidence from his/her own practice in light of the CSTP and demonstrates growth along the developmental continuum to accomplished practice. Continuous improvement of student achievement, with a specific focus on closing persistent achievement gaps, is the educational priority of EGUSD and the program design includes a coherent plan to provide systematic opportunities for PTs to learn and apply the principles of the induction program in relation to student achievement. Interviews with participating teachers indicated high satisfaction with the level of preparation and support provided by the program; as one completer stated, “the preparation in this program is stellar” The program promotes the lifelong cycle of continuous improvement with teachers new to the profession by supporting them in attaining attributes, skills, and abilities within the following components:

- Plan, Teach, Reflect, Apply Cycle: the ability to self-assess his/her teaching skills in relation to student achievement.
- Inquiry Process: continuous mini-classroom research that informs the professional educator’s development based on evidence of practice including student academic and performance standards, and the state curriculum frameworks and instructional materials.
- Networking: sharing professional skills, knowledge, and experiences with peers to learn from, and to teach each other.
- Individual Induction Plan: a plan for continuing professional growth based on evidence measured against the criteria described in the Continuum of Teaching Practice for the CSTP.

### ***Assessment of Candidates***

The Induction Program coordinator advises PTs about the program and professional credential requirements within six weeks of entering the program at Induction Orientation Meetings. Each PT receives a copy of the Induction Program Information Handbook which details information about the program and credential completion requirements.

During the Orientation, the program coordinator informs each PT of his/her responsibility for accumulating evidence of professional growth including completion of all FACT Modules A-E for Year 1 and Modules F-J for Year 2 General Education Teachers or Modules A-E for Year 1 and Modules F-I for Year 2 Education Specialist Teachers. In addition, at the Orientation, each PT receives a copy of the Completion Requirements. The document clearly states the requirements for completion including the PTs' obligation to accumulate evidence of growth in relation to the CSTP and Induction Standards 5 and 6. The document is reviewed orally for understanding and then each PT signs a copy indicating he/she has read and understands the program completion requirements.

The CT is a personal coach who provides ongoing formative feedback to PTs about their involvement in the induction program while working on their FACT modules at weekly seminar meetings. PTs collaborate with their CTs when assessing their current practice against the CSTP Continuum of Teaching Practice. The CSTP descriptors are marked, dated, and revisited several times throughout the two-year program. The assessment documents provide program participation information to PTs by documenting evidence of their practice over time in relation to the CSTP and Induction Standards 5 and 6. Also, the descriptors give PTs productive next steps for continuing to improve their teaching practice.

PTs receive feedback regarding their participation in the program through the following mechanisms: discussing and marking the Continuum of Teaching Practice with a consulting teacher; FACT completion is documented on the Contact Records and Verification of Completion forms; a record of attendance at Network Meetings and individual professional learning workshops; and weekly meetings recorded on the Hour Logs. PTs stated Network Meetings provide an opportunity to choose professional development topics relevant to their needs. PTs then have an opportunity to share what they learned and collaborate with other candidates. PT interview feedback corroborated the high value learning opportunity that Network Meetings afford.

Each PT's progress in the program is monitored and verified at several checkpoints and the coordinator maintains a completion verification database. In this database the coordinator logs information about participants' progress toward completion and contacts the CT or PT if there appears to be problems regarding PTs' progress.

The formative assessment system (FACT), including the work the PT and CT complete together, is the main vehicle through which the PT demonstrates competency. CTs work with PTs during

the weekly meetings to ensure each PT clearly understands and demonstrates competency in meeting the CSTP and Induction Standards (5, 6, and 7) for effectively supporting all students in learning the academic content standards.

The coordinator reviews completion documents submitted by the CTs. These documents include the PT's Hour Log, FACT Verification of Completion form, and a signed Statement of Completion form indicating the PT has completed all of the Induction Program requirements as detailed on the Completion Requirements document provided at the Orientation meetings. The coordinator verifies the accuracy of the submitted documents by cross-checking with the program database records. Once the validity of these documents is confirmed the PT has successfully completed the Induction Program according to the standards established by the Commission. Interviews confirmed that once a PT has completed all requirements the program coordinator submits an online recommendation to the Commission for a clear credential.

### ***Findings on Standards***

After review of the institutional report, supporting documentation, the completion of interviews with candidates, program completers, consulting teachers, professional development providers, district and program leadership, credential analysts, steering committee members, and site administrators, the team determined that all program standards are fully **Met** for the General Education and Education Specialist Induction Programs.