

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation
Visit for Professional Preparation Programs at
Kern High School District**

**Professional Services Division
June 2016**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Kern High 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**

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	6		
Clear Education Specialist 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: Kern High School District

Dates of Visit: April 11-13, 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 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

The entire team reviewed each of the eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards were **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction program and the Education Specialist Induction Program. Following discussion, the team considered whether the program standards were met, met with concerns or not met. The CTC team found that all Program Standards were **Met** for both programs.

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers, administrators, and other stakeholders. The team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education Clear (Multiple & Single Subject)
Education Specialist Clear

Staff recommends that:

- The institution’s response to the preconditions be accepted.
- Kern High School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Kern High 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:	Sandy Beller Foothill Consortium/West Covina USD
Common Standards Cluster:	Katherine Tolliver Green Dot Public Schools
Advanced/Services Programs Cluster:	Jenny Ponzuric JLJ Consulting/ formerly with Ventura COE
Staff to the Visit	Sarah Solari Commission on Teacher Credentialing

Documents Reviewed

New Teacher Handbook	Biennial Report & Feedback
Common Standards Report	Support Provider Applications
Education Specialist Professional Development	Professional Development Calendar
Candidate Files	Advisement Documents
Advisory Council Agenda	PT enrollment cards
Monthly Meeting Agendas	Reflection Café Meetings
Follow-up Survey Results	Formative Assessment Documents
Needs Analysis Results	Joint Committee Agendas and Minutes
Program Assessment Feedback	Curriculum Based Professional Development

Interviews Conducted

Stakeholders	TOTAL
Candidates	26
Completers	13
Employers	8
Institutional Administration	6
Program Coordinators	1
Professional Development Providers	12
Support Providers	17
Advisory Board Members	11
Credential Analysts and Staff	4
Total	98

Background Information

The Kern High School District (KHSD) is a public high school system headquartered in Bakersfield, California and serves the county of Kern located at the southern end of the San Joaquin Valley. The Kern High School District has more than 37,000 students and 3,500 employees and is the largest high school district in California. The KHSD encompasses about 3,500 square miles (9,100 km²), about 43 percent of the total area of Kern County. It is the third largest county in California. The county's economy is heavily linked to agriculture and to petroleum extraction.

Of the 37,000 students Kern High School District serves, 62% are Hispanic; 24% are White; 6% are African American; 3% Asian and less than 5% are other ethnicities. In addition, nine percent of the student population is designated as English Learners and the same percent (9%) of the population are identified as students with special needs. Of the students enrolled in the Kern High School District, 64% are eligible for the free or reduced lunch program.

Education Unit

The Kern High School District Induction Program is a single district program supporting participating teachers (PTs) entering the teaching profession. The Kern High School General Induction program was originally approved in 2003 by the Commission on Teacher Credentialing and the Education Specialist Credential program was approved in 2012. The KHSD currently includes:

- 18 comprehensive high schools
- 5 Alternative Education Campuses
- 4 Special Education Centers
- 3 Career Technical Education Sites
- 1 Adult Education Site
- 1 Charter School

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education Induction	Advanced	23	93
Education Specialist Induction	Advanced	9	7

The Visit

The visit took place at the district office of the Kern High School District. The dates of the site visit were April 11th through April 13th, 2016. The team consisted of a state consultant, a team lead, one common standards reviewer and one program sampling team member.

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 Kern High School District (KHSD) sponsors an approved General Education Clear Induction and an approved Clear Education Specialist Induction Program (CESIP) that is aligned with the California Standards for the Teaching Profession and the California adopted academic standards through its use of the research-based Formative Assessment for California Teachers (FACT) program. FACT provides opportunities for participating teachers to advance their knowledge and application of the state-adopted academic content standards and performance levels for students at their assigned grade level. Review of completed FACT documents and interviews with various stakeholder groups confirm a high level of commitment to the learning needs of students in the KHSD.

The Kern High School District and the Induction programs maintain a concern for the quality of teaching and learning that is offered in each classroom and to all students. The vision for the KHSD Induction Programs is that each participating teacher will develop a strong philosophical and theoretical understanding of the practices of an effective classroom teacher through becoming a reflective practitioner. Interviews with multiple stakeholder groups indicate a strong commitment to providing district-wide and school-based staff development opportunities to enhance employee performance and best practices that provide positive learning experiences for all students in the Kern High School District. Interviews with district leadership affirm that the program's goals are well-aligned with district goals for student achievement, and indicate a high level of collaboration between all district departments to ensure the successful operation of the Induction Programs.

The vision of the Induction programs is articulated through various meetings and communication with several stakeholder groups to provide a well-articulated comprehensive induction experience for all candidates.

The Induction Advisory is comprised of members from all relevant stakeholder groups. The members meet within their respective stakeholders groups as scheduled and then convene as a committee regarding ongoing program operations. To facilitate the program vision, program updates and data are shared with the Induction Advisory who then responds with suggestions for improvement. The Advisory Committee makes recommendations to the Joint Committee regarding necessary program modifications and improvements.

The KHSD Joint Committee, the governing board of the Induction programs, meets monthly and is comprised of district and union leadership. The primary responsibility of the Joint Committee is to act as a decision making body to develop the budget for the program, select support providers and ensure successful Participating Teacher/Support Provider (PT/SP) matches, monitor the credential recommendation process, and ensure that the program and district visions are considered throughout the decision-making process. Through monthly reports from program staff, the committee receives advisement and recommendations from program stakeholders in order to implement modifications and improvements. The committee oversees the program evaluation process through data review.

Interviews with both governing bodies confirm the roles for each committee are clearly understood by its members, and the interaction and collaboration between and among the members of both bodies contribute to the smooth operations of both induction programs.

The program leadership regularly coordinates with the support of district leadership and in collaboration with other departments within the district. 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, as well as interviews with program leadership, Joint Committee, program Advisory, district and site leadership, support providers, participating teachers and completers confirm this authority and institutional support enables the program to achieve its goals.

The KHSD Induction Program conducts ongoing review of PT progress, maintains accountability systems to monitor each PT's progress, and provides ongoing feedback to PTs and their support providers (SPs). Ongoing communication with support providers and communication from program leadership via email and at professional development meetings ensure candidates are making progress toward completing program requirements. Interviews confirm participating teachers who have satisfactorily completed all of the Induction requirements receive an email from the project specialist instructing them to contact the HR division for assistance in applying for the clear credential. The project specialist completes the Credential Verification Form 41 to be sent to the credential technician, who sends the Commission application for a Clear Credential to each completed participating teacher. The participating teacher completes the Commission application for a Clear Credential and returns it to the district credential technician who keeps the records on file in HR. The district credential technician has the authority to make the

recommendation on behalf of the Kern High School District Induction Program via www.ctc.ca.gov.

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 KHSD Induction program implements an assessment and evaluation system for ongoing program evaluation and improvement. The program utilizes *inductionsupport.com* as the vehicle through which a system of ongoing assessments for program effectiveness is collected. Based on review of Biennial Reports and interviews with stakeholder groups, it is apparent that the program collects, analyzes and utilizes data on candidate and completer performance and program operation to inform program modifications and development.

Based on interviews with a wide range of stakeholders, the survey data generated via *inductionsupport.com*, is regularly shared among and between various stakeholder groups. In each governing body, Induction Advisory and Joint Committee, the data is discussed, evaluated and recommendations are made for program modifications and adjustments. Decisions for program adjustments are made by the Joint Committee and modifications are made in as timely a fashion as possible. Interviews with program stakeholders confirmed data collection and analysis is consistently used in program improvement efforts. Stakeholders indicated awareness of program modifications resulting from ongoing data analysis. Site Administrators, Joint Committee, Induction Advisory, support providers, and participating teachers are all able to cite specific examples of how program data is used to improve program elements.

The KHSD Induction program collects a wide variety of data related to candidate qualifications, proficiencies and competence as well as program effectiveness, including mid-year and end of year survey data, from site administrators(SAs), support providers and participating teachers. In addition, written and oral feedback is gathered by professional development providers (PDPs) after professional development activities regarding presenter effectiveness and applicability of information presented. Interviews confirm FACT modules are thoughtfully reviewed by a team of trained document reviewers and are examined for trends and patterns in completion. Interviews with document reviewers confirm this assessment and noted that trends inform modifications in support provider training and professional development activities to increase support providers’ ability to guide and support participating teachers to successful completion of program requirements.

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

Kern High School District has the necessary budget to consistently provide the induction programs with the necessary funding to adequately prepare participating teachers to meet the California Standards for the Teaching Profession. Members of the district leadership team clearly articulate the need to provide high quality induction programs for new teachers that are responsive to participating teachers' needs in ways that ensure high retention levels and positively impact student academic achievement. Sufficient resources are consistently allocated to ensure effective operation of all aspects of the program including program leadership, clerical support, support provider stipends, formative assessment, online resources, and other professional learning materials as well as release time and professional development activities for participating teachers.

Interviews with multiple stakeholder groups and a review of the budget confirm resources are more than adequate for the effective operation of the program. Support providers are available to provide the necessary support for all participating teachers enrolled to meet the California Standards for the Teaching Profession and the California academic standards. A broad range of professional development activities are consistently made available to participating teachers to support their professional learning experiences. The project specialist collaborates with all stakeholder groups to coordinate all aspects of the induction programs to ensure all program and participating teachers' needs are met.

There is a consensus among all stakeholder groups about "what is best for teachers and ultimately best for KHSD students." This consensus as well as a high level of trust between the various stakeholder groups ensures a process inclusive of all programs is in place to determine and allocate necessary resources. The KHSD project specialist coordinates with all other stakeholder groups and district departments to share data regarding participating teachers' needs and program effectiveness. After thoughtful review and analysis of the data, these groups and the project specialist collaborate with other departments in the district to ensure that the necessary fiscal and personnel resources are made available to meet identified needs. Interviews conducted throughout the visit confirm this process is effective in ensuring necessary resources to support all aspects of the program are consistently available.

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

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

Findings

The Kern High School District (KHSD) selects well-qualified support providers, professional development providers and Induction program staff (director and project specialist) to facilitate the professional development and field-based experiences of the participating teachers. Support provider selection is based on district approved criteria which is affirmed by the Kern High School Teachers' Association and included in the district bargaining agreement. Program staff, professional development providers, and support providers have current knowledge in the content they teach, understand the context of KHSD and model best professional practices in teaching and learning, scholarship and service. Interviews with these groups indicate they are supported by each other, by KHSD Induction and by the Kern High School District to participate in ongoing professional development activities to maintain and improve their capacity to present the highest caliber of professional development and support for the participating teachers enrolled in the programs.

The Induction project specialist forwards the support provider selection criteria and application to the site administrators. Interviews with site administrators affirm the district's commitment to "do what is best for teachers and ultimately best for KHSD students." In accordance with this commitment, site administrators distribute the selection criteria and application only to qualified veteran teachers at their sites who they believe will be high quality support providers for the new teachers in KHSD.

Teachers applying to be support providers submit a complete application and submit three letters of recommendation to the Induction project specialist. The Induction project specialist presents the applications for General Education support providers to the Joint Committee for review and approval, and support providers for the Clear Education Specialist Induction Program (CESIP) are presented to the KHSD Department of Special Education for review and approval prior to being recommended to the Joint Committee.

The KHSD employs a highly qualified and skilled cadre of professional development providers who are each uniquely qualified for the topics they are employed to facilitate. Current professional development providers include KHSD Common Core resource teachers, the EL project specialist, special education resource teachers, mental health professionals, university professors, and outside expert consultants. All have received FACT training and are well respected experts in their subject or grade level.

Selection of professional development providers is overseen by the program director and Induction project specialist. KHSD staff members who meet the professional development needs are given first consideration. If no one in within the district can meet the identified professional development needs, the Induction project specialist consults with other local Induction programs, universities and Induction cluster colleagues for referrals. Based upon qualifications, availability and cost, the Induction project specialist determines the best qualified persons to meet professional development needs. The Project specialist discusses the needs and qualified personnel with the Program Advisory for recommendation and then with the Joint Committee for approval. In accordance with KHSD policies and procedures, a consultant agreement is signed to formalize specific details regarding the services to be provided.

Evidence reviewed indicates a high degree of collaboration between and among the Induction project specialist, resource specialists, support providers and professional development providers to plan and deliver high quality professional development and support for each participating teacher in KHSD Induction programs. Interviews with multiple stakeholder groups indicate a high level of professional knowledge and skills of all support providers and professional development providers as well as a high level of commitment to their own ongoing professional development. All groups interviewed displayed a high level of engagement with the work and services they provide as well as a strong sense of camaraderie with each other and the program they serve.

District program staff and the Joint Committee evaluate the effectiveness of support providers and professional development providers. The evaluation is based on submission of monthly activity logs, review of FACT documents and seminar evaluations. In addition, participating teachers have the opportunity to evaluate support providers via the mid-year and end of year surveys conducted on *inductionsupport.com*. Interviews confirm the Induction project specialist communicates regularly with support providers and professional development providers regarding the services they render. In the event of unsatisfactory performance, the project specialist communicates the area of concern with the Joint Committee and, if necessary the decision is made to terminate the individual's employment.

There is evidence of a strong organizational structure and culture existing within the KHSD to support the induction programs' needs and address the needs of the new teachers in the district. Interviews conducted throughout the site visit verify a high level of support for the Induction

Programs and new teachers in Kern High School District permeates throughout the district, their local institutions of higher education, and other collaborative communities.

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

The Kern High School District Induction Programs have well-defined criteria for admitting participating teachers into the appropriate programs. In compliance with Commission-adopted requirements, participants must hold a Preliminary Credential or a Level 1 to be eligible to participate in the KHSD Induction Programs. The KHSD Human Resources Department maintains the responsibility for the overall process of hiring new teachers, and adheres to all federal and state nondiscriminatory hiring processes. KHSD conducts multiple recruitment trips to various states across the nation each year, actively and intentionally recruiting teachers from areas with high levels of diversity. Inclusive hiring protocols are detailed on all job postings and board policies.

All applicants to KHSD participate in an initial district office interview to obtain an initial overview of their credential, pre-employment experiences and general aptitude for employment in KHSD, including sensitivity to California’s diverse populations and enjoyment of and a desire work with adolescent populations. After the initial district screening interview, applications of qualified applicants are made active on the district’s employment page for site administrator review. Interviews with site administrators and representatives from KHSD Human Resources department confirm a strong commitment to recruiting and hiring teachers with a high propensity for success and retention in Kern High School District.

Once hired, applicants meet with the members of the district HR team including the credential technician who has them complete the necessary enrollment documents. The credential technician creates a spreadsheet containing all relevant credential requirements and forwards enrollment information to the KHSD Induction Project Specialist, who contacts each new enrollee via email welcoming them to the program and inviting them to attend the program orientation meeting. The project specialist meets with all of the Education Specialist participants to create an Initial Individualized Learning Plan.

At the initial orientation meeting, participating teachers sign a candidate agreement and are provided with copies of the Induction Program Handbook, professional development calendar, FACT Users' Guidebook and exemplars of high quality FACT documentation. As one candidate explained, "We get everything we need to be successful!"

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

At the point of employment with the Kern High School District (KHSD), participating teachers provide credential information to the district's Human Resources Department. The credential technician advises newly hired teachers about their professional assignment, credentialing status, and how to apply for their clear credential. The credential technician screens all new hires for induction eligibility and sends a list of eligible new hires to the Induction Project Specialist. The Induction Project Specialist checks each credential to verify placement in the program. All newly hired teachers participate in a New Teacher Orientation where they are provided induction program enrollment cards. Eligible participating teachers are emailed information about the School and Community Night, which is the kick-off program meeting and participation is a requirement for the participating teachers in the induction program. Interviews with the credential technical and the Induction Project Specialist confirmed this process.

Participating teachers are given the Induction Handbook at the first program meeting. The Induction Handbook includes but is not limited to detailed program information and requirements for program completion, along with a list of Institutions of Higher Education collaborative partners, a list of district personnel, current support providers and start up activities. In addition to the induction handbook, other documents are available for PTs to access. The inductionsupport.com website holds contact information, monthly logs which document SP/PT meetings, milestones for FACT activities, registration and attendance information for induction meetings and professional development.

Each participating teacher is matched with a support provider prior to the start of the school year when possible. Participating teachers are matched with support providers using specific criteria. The support provider guides the participating teacher through the formative assessment process. Support providers work with participating teachers several times per month, providing ongoing support and mentoring. Support providers provide feedback to participating teachers

regarding their progress in meeting program goals. School site administrators provide site-based support for new teachers including site orientations, staff introductions, Professional Learning Communities (PLC), facilitation of observation of veteran teachers, meeting with support providers and professional development opportunities.

The KHSD Induction Program schedules monthly induction meetings which serve as check-points through which the participating teacher receives information and submits FACT documents. Program staff provides support and assistance to participating teachers through the induction experience by monitoring the support provider logs on a monthly basis. FACT documents are reviewed on a quarterly basis. The Induction Project Specialist is available for all questions the PTs may have related to their academic assignments, their professional growth, and personal matters that arise during their first years of teaching. Upon verification of completion of all program requirements, the Induction Project Specialist notifies the participating teachers that they have met the program requirements, and will be recommended for a clear credential. The participating teacher is given information regarding the procedures for completing the application process.

The program has protocols in place to provide additional assistance to participating teachers who are not making adequate progress toward completion of program requirements within the allotted two years. These participating teachers may request a program extension. Participating teachers seeking an extension complete a Program Extension Contract which includes an individualized plan for completion of missing components. The Induction Project Specialist meets individually with participating teachers in order to clarify the requirements needed to receive their professional credential recommendation. Extensions are granted on a case by case basis.

Standard 7: Field Experience and Clinical Practice

Met

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

Findings

The Kern High School District (KHSD) Induction Program has chosen the Formative Assessment for California Teachers (FACT) to provide a logical and effective sequence of field-based, clinical and reflective experiences for the participating teacher. As participating teachers' progress through the induction program and FACT modules, they deepen their understanding and

application of the induction standards, California Standards for the Teaching Profession (CSTP), and the state adopted academic standards. The KHSD Induction program requires participating teachers to complete one inquiry in year one and two inquiries in year two. Through these inquiries, participating teachers address pedagogy, use of technology, equity and diversity, as well as their work with English learners and special populations.

Planned professional development is designed to meet induction program requirements and participating teacher instructional needs. All stakeholder interviews, as well as a review of evidence, confirm that current program design includes an induction meeting schedule, participation in professional learning communities, and professional development options that focus on classroom management, use of technology, supporting English language learners, special populations and delivering instruction in various content areas. Interviews with professional development providers indicated that immediate feedback from participating teachers inform future professional development offerings to ensure that instructional needs are being met. Interviews with participating teachers and program completers confirmed these professional development offerings greatly informed their instructional practice.

The KHSD Induction Program collaborates with departments and school site administrators who are responsible for employing, assigning and supporting participating teachers including Human Resources, Instructional Services, Special Education, and Technology. Under the leadership of the district superintendent, the district is committed to strong teacher development, in order to hire, train and retain highly qualified teachers so that their students have the best teachers. Interviews with district leadership confirmed that they invest in the KHSD Induction Program and support and value their work in developing participating teacher instructional practice, the importance of professional development for these participating teachers, and how this work impacts student learning.

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 or from special populations. Teachers identify student needs, design support strategies, and gather data on the efficacy of those strategies. A review of resources on English learner trainings and professional development demonstrated the focus on differentiation and special populations are available to all participating teachers.

Interviews with participating teachers and program completers reported program participation has had a positive impact on their ability to meet the needs of all learners. Participating teachers indicated information is given, specifically centered on district student populations, their culture and socio-economic status, which informs their instructional decision-making. When asked how FACT work has helped to better meet the needs of diverse learners, one program completer replied, "It has allowed me to be a reflective teacher".

Standard 8: District-Employed Supervisors

N/A

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.

Findings

The Kern High School District (KHSD) Induction Program uses the Formative Assessment for California Teachers (FACT) system to support and guide participating teachers (PT) through a process of reflective practice, assessment of teaching and learning and self-assessment, inquiry and individualized professional development experiences. By completing the performance-based, job-embedded FACT modules with the guidance of a skilled support provider (SP), PTs demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Review of completed FACT documents and participating teacher work confirmed this statement. Interviews with SPs and document reviewers confirm evidence of PT competencies via the process used to review participating teacher work that includes looking for the intent of each FACT module to be met and the threading of the standard of focus and teacher practice throughout each module.

The Kern High School District (KHSD) Induction program determines PT competence through a process by which PTs are assessed through an inquiry process, as evidenced through an examination of sample FACT documents and the work of the participating teacher. PTs document evidence of application of the standards, guided by support providers, supported by a variety of ongoing professional development options, and informed through the FACT Milestones Report. Review of sample FACT documents and participating teacher work demonstrated PTs ability to support the full range of learners in their classroom. During interviews, participating teachers and program completers verified ongoing feedback and the Induction Handbook guided them in completing program requirements. Program leadership collaborates with the document reviewers to conduct quarterly reviews of FACT documents, calibrating the process using rubrics to ensure consistent assessment of participating teacher performance. Only those participating teachers who meet all of these requirements are granted completion status and recommended for their clear credential.

General Education Induction (MS/SS) Credential and

Education Specialist Induction Credential

Program Design

The Kern High School District Induction Program (KHSD Induction Program) is a single district program supporting general education and special education participating teachers (PTs) within the district. The KHSD Induction Program is led on a day to day basis by the project specialist who reports to the Director of Instructional Services who is under the supervision of the Assistant Superintendent of Instruction. The project specialist is supported by three support staff, one who works part time and two who have other primary responsibilities outside of the Induction program. Information obtained through interviews consistently indicated the induction program supports the board's strategic priorities of developing highly qualified and effective staff and providing staff development opportunities to enhance best practices.

The induction program is represented by the district's Joint Committee, which is the stakeholder committee that provides oversight for many district programs, including induction. In addition, the induction programs have an Advisory Committee which assists with problem solving as well as making recommendations to the Joint Committee. The program's project specialist consistently attends the regular meetings for the Assistant Principals of Instruction to report information regarding the program and the work of the participating teachers and support providers. Interview participants indicated regular and frequent communication between the program and the district leadership, committees and stakeholder groups.

The Induction Program leadership works closely with the KHSD Personnel Division to identify program participants. Participating teachers verified they were notified shortly after hire of their requirement to participate in the induction program. Through orientation meetings, the induction program leadership specifies the criteria each participating teacher is responsible for completing to fulfill professional credentialing requirements and provides the teachers with the Induction Handbook; this was confirmed through interviews with participating teachers. All supporting evidence of program completion is submitted to the induction program leadership prior to issuance of the recommendation for a clear credential.

Support providers are matched with participating teachers based upon content area or matching credentials, in the case of education specialists. Interviewees indicated that the program takes into consideration previous feedback regarding the desire for support provider/participating teacher matches be at the same campus, when appropriate and possible. Monthly meetings are a required component of the program, with the structure of the meetings focused on specific content aligned with different FACT (Formative Assessment for California Teachers) requirements. Program staff confirmed attendance is closely monitored and the project specialist provides different make-up opportunities for participating teachers. Additionally, participating teachers observe veteran teachers in their classrooms. Participating teachers and support providers confirmed the district provides the financial resources for them to complete these observations. Participating teachers and support providers stated the ability to observe a

lesson and then have a buy back period immediately after for a reflective conversation to occur with their support provider about the lesson they just observed was highly valued.

The KHSD Induction Program design focuses on the California Standards for the Teaching Profession (CSTP), the California content standards, performance levels for students, and the state-adopted curriculum frameworks. The program includes a series of individual induction plans for each participating teacher based upon FACT. Induction plans include options for a sequenced range of professional development opportunities based upon the teacher preparation experience. In-service opportunities are reflective of state and local instructional priorities. Participating teachers confirmed that a wide range of optional professional development opportunities are available. The induction program is committed to providing FACT training to support providers to ensure a common expectation of professional assistance to all teachers.

The KHSD Induction Program is regularly evaluated by multiple measures including surveys, focus groups and anecdotal feedback. Data collected from these evaluative sources is used by program leadership to make decisions about program modifications to benefit both participating teachers and the students in their classrooms. Numerous stakeholder groups verified the data generated within the induction programs is shared among the groups. Needed changes to the program are made, with some changes being implemented within the month while other changes are made in the program the following year.

Recent changes to the program have included the addition of a site administrator within the exit interview process. More frequent surveys have been used, in addition to the mid-year and end of the year surveys, to provide the program with additional feedback about the needs of participating teachers. Participating teachers provided examples of how their feedback caused direct changes to the program.

Course of Study (Curriculum and Field Experience)

Candidates in the KHSD Induction Programs participate in a two-year formative assessment process guided by the FACT system. FACT modules are recursive in nature and include Context for Teaching, Assessment of Teaching and Learning, Inquiry into Teaching and Learning, and Summary of Teaching and Learning.

Education Specialists complete a similar, but parallel program in comparison to general education participants. FACT document requirements are the same; however, the content of the monthly meetings are specialized at times to meet the needs of the special education teachers. Additional content is provided to all beginning special education teachers based on the needs of the district as well as feedback from the participating teachers. This additional content meets the requirements for those education specialists who participated in a Level I program.

Each participating teacher self-assesses using the Continuum of Teaching Practice. The support provider assists the participating teacher in using this tool throughout the formative assessment

process for self-reflection and goal setting. The FACT system supports participating teachers in collecting evidence of teaching practice. The evidence is used to assess current teaching strengths and areas for growth to guide the development of the Individual Induction Plan (IIP).

During each inquiry, candidates work with their support providers to collaboratively create their IIP, which guides professional development, provides documentation of completed goals, and supports the development of new goals. A thorough review of the completed documents verified all FACT documents are uploaded and reviewed by the assigned support provider. At the end of the two-year program, candidates participate in an exit interview to share key learnings.

Interviews with participating teachers revealed that the use of the FACT documents assisted with the application of the theory learned in their university pre-service time. Participating teachers indicated that their student teaching time was different than having their own classrooms, and therefore, they appreciated the opportunity to work with their support providers during these early years. Interviews with professional development providers confirmed that participating teachers bring in real life examples to discuss with their support providers and the group.

As the KHSD includes students from diverse backgrounds, professional development is targeted to ensure participating teachers have the knowledge and skills to teach all of their students. Support providers, when interviewed, indicated the district's Student Information System provides a wide range of information about individual students such as whether the student is identified as a student with special needs, English learner or is on free/reduced lunch. This information provides awareness of the diversity within the teacher's classroom. Participating teachers and professional development providers confirmed professional development has been offered in the area of student diversity as well as strategies for specific populations such as English learners or students from poverty.

Participating teachers are matched with support providers soon after being hired by KHSD. Teachers affirmed during interviews they believe their support providers provide adequate support and are readily available. They appreciate the feedback after observations by the support provider as well as the option to observe other teachers in classrooms.

Assessment of Candidates

The KHSD Induction Program leadership provides participating teachers with advice and assistance regarding completion of program requirements beginning with program enrollment in the fall of their first year. Review of the Induction Handbook confirmed that an outline of all requirements is provided to each participating teacher.

Formative feedback is communicated to the participating teachers through the FACT process, reports, and support provider contact. The accumulation of evidence for FACT and the other professional credential requirements are recorded in an electronic database and on each participating teacher's milestone report. Participating teachers may access a progress report at any time through the induction database in order to verify completed requirements; this access to their milestones was confirmed during interviews with participating teachers.

Support providers are asked to review their participating teacher's progress, and therefore, continue to check FACT documents during their regular visits with participating teachers. Monthly logs provide evidence of the support providers working collaboratively with the candidate. At scheduled meetings, FACT checkpoints take place throughout the first year to check on the initial modules. Then, in spring of the first year, the first Inquiry is reviewed.

For Year Two teachers, the required modules are checked by mid-year, and in the spring, the third and final Inquiry is submitted and reviewed. At each of these checkpoints, participating teachers are provided feedback through a verification document. If they are not on track for completion, the Induction Project Specialist contacts the participating teacher and/or support provider to develop a plan for completion.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews with participating teachers, program completers, support providers, and employers, the team determined that all program standards are **Met** for the General Education and Education Specialist Induction Programs.