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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Yuba City Unified School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Yuba City Unified School District's responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval by the Commission.

Recommended Action: That the Commission grant Provisional Approval to Yuba City Unified School District and set the Provisional Approval period to be three years.

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Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Yuba City Unified School District

Introduction:

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Yuba City Unified School District's (YCUSD) responses to relevant Preconditions and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). The Yuba City Unified School District (YCUSD) seeks to offer a teacher induction program. Preconditions have been reviewed by staff and have been determined to be met. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been determined to be aligned. If approved for Provisional Approval, the next step in the process would be the review of the YCUSD's response to the teacher induction program standards by a BIR team. When these reviewers determine that the program standards are aligned, the proposed program will be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program for a two or three-year provisional period of time, as specified by the Commission.

Background:

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first satisfactorily complete five stages to be approved as a program sponsor.

At the [December 2015 Commission meeting](#), the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the [February 2017 Commission meeting](#). The submission of responses to the Common Standards and relevant Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. The conclusion of this stage is determination by the Commission of whether or not to grant the institution Provisional Approval. As a reminder, Provisional Approval permits the institution to offer an educator preparation program *once* the program standards are found to be aligned by a BIR team and the proposed program is subsequently approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

The Yuba City Unified School District is seeking approval of Stage III as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-3 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

Yuba City Unified School District

The Yuba City Unified School District (YCUSD) has completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [January 2020 meeting](#) (see [Agenda Item 2A](#)). This action allowed the YCUSD to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, the YCUSD seeks Provisional Approval from the Commission. If approved, the YCUSD will seek COA approval of their proposed teacher induction program.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission's process for IIA, the YCUSD submitted its responses to the Initial Program Preconditions, program preconditions, and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. In addition, two BIR members reviewed the Common Standards and have found them to be aligned.

A summary of the YCUSD's responses to Initial Program Preconditions and the Teacher Induction Program Preconditions can be found below. The [YCUSD'S complete Preconditions submission](#) is available on their website. It should be noted that all applicable General Preconditions, with the exception of General Precondition 9 which is reviewed and found to be met in Stage III, were met during IIA prerequisites and in *Stage II: Eligibility Requirements*.

Additionally, a summary of the YCUSD's responses to the Common Standards is included in this agenda item. The [YCUSD'S complete Common Standards submission](#) is also available.

It is an important reminder that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the proposed credential program, including requirements for coursework and fieldwork/clinical practice, specific programmatic detail will be provided in Stage IV of the IIA process when the institution submits responses to the program standards.

Initial Program Preconditions

(1) Demonstration of Need:

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD notes that they anticipate hiring Multiple Subject, Single Subject, and Educational Specialist teachers for the foreseeable future. At the time the response to this Precondition was written, the YCUSD had 75 candidates enrolled in the Tri-County Induction Program for the 2019-20 school year. They anticipate the same level of induction participation in subsequent academic years. The YCUSD seeks approval for its own induction program so as to retain new teachers, better meet the needs of these teachers, and the needs of the students.

(2) Practitioners' Participation in Program Design:

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD states that regular meetings are held among the Superintendent, Assistant Superintendent for Educational Services, current mentors, site administrators, and current participants in order to collect input regarding the proposed program's mission and goals, in addition to recommendations once the program is implemented. A copy of meeting dates and list of stakeholders for these meetings has been provided. The YCUSD also notes that the Assistant Superintendent of Educational Services, Induction Program Coordinator, Assistant Superintendent for Human Resources, at least one school administrator, at least one mentor, and at least two recent program participants will meet to review program effectiveness data on a quarterly basis.

Teacher Induction Program Preconditions

Precondition 1:

Each induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD notes that the proposed induction program will guide preliminary credentialed teachers through their first two years of teaching, beginning in their first year, with a job-embedded system of mentoring, support, and professional learning. Full-release and non-release mentors will provide just in time and long-term support such as "instructional and emotional support, observation and feedback, and support for professional development and Individual Learning Plan (ILP) goals." The district provides collaborative opportunities through eighteen grade-level meetings for TK-8 teachers and 12 content-level meetings for grades 9-12 teachers. Additionally, candidates may attend periodic, optional after-school sessions to meet the individual learning needs noted in their ILP and to address district instructional initiatives. The YCUSD also provided a draft handbook for the proposed induction program.

Precondition 2:

The induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD, under the Program Description section of their draft handbook and in their Preconditions responses, states that each candidate, within 30 days of enrollment in the proposed program, will be assigned a mentor. The mentors will be matched to candidates according to credential and grade level/subject area as appropriate.

Precondition 3:

Each induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD asserts that each candidate in the proposed program will receive no less than an average of one hour per week of support from their mentor. This is also noted in the Program Description section of the draft handbook and will be noted in the informational brochure. Mentors will coordinate with school site and district sources to support the candidate. They will also be trained to use various support strategies including classroom observations and learning-focused conversations, among other strategies, to support each candidate's completion of the induction program. A log tracking the support hours provided by the mentor will be linked to each candidate's ILP documentation.

Precondition 4:

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD states that the ILP will be developed within the first 60 days of a candidate's enrollment in the proposed program. Candidates, in collaboration with their mentor and with input from their administrator, will create goals. Electronic portfolio files, including the development of ILPs, will be kept on Google Classroom. The Induction Program coordinator will check the progress of the ILP development through reviewing these electronic files within 60 days of a candidate's enrollment in the proposed program.

Precondition 5:

The ILP must be designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD affirms, in its Preconditions response and in the goals section of the draft handbook, that candidate's ILP development in the proposed induction program will be used only for a candidate's professional growth and development and not for evaluation or employment purposes. Additionally, the YCUSD asserts that learning and growth for new teachers is embedded in the purpose of the proposed induction program.

The Superintendent and Assistant Superintendent of Education Services assure that YCUSD and the proposed induction program will be in compliance with induction preconditions.

Precondition 6:

An induction program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.

Meets Precondition: Yes

How the Yuba City Unified School District Meets the Precondition:

The YCUSD’s draft handbook for the proposed induction program, and the preconditions response, both contain language regarding the Early Completion Option (ECO) and the criteria by which an “experienced and exceptional” candidate would be deemed eligible. The candidate must:

- Hold a California Preliminary Single Subject or Multiple Subject credential.
- Be employed in a California public school.
- Be able to document a minimum of two years prior teacher experience as the teacher of record (which may include intern program graduates, out-of-state teaching experience, among other experiences).
- Provide the latest evaluation to demonstrate exceptional performance as a teacher.

Candidates must apply for the ECO by a designated date. A candidate that is eligible for this option must prove that they have the knowledge, skills, abilities, and competencies required of a teacher candidate who completes the full induction program. If the ECO candidate cannot complete the program requirements and meet the deadlines, their ECO status will be revoked by the Induction Program Coordinator and they will need to complete a second year. This information will also be provided to first-year candidates during the orientation meeting.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR-trained reviewers, to be aligned. Beneath each Common Standard is information and excerpts from the YCUSD's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

The YCUSD's vision is to create an individualized induction program for general education and Education Specialist teachers which includes continuous support from a qualified mentor and leads to growth in the California Standards for the Teaching Profession (CSTP). The vision for the YCUSD's proposed induction program is informed by the research of Feiman-Nemser, Koppich, Garmston, Costa, Lipton, Wellman and Darling-Hammond and is represented in each stage of a learning to teach system as demonstrated by the following:

- a. Learner focused
 - One stage builds on the next
 - Mentor supports individual candidates in their context
 - Communities of professional practice support individual and group learning
- b. Based on standards
 - Educator preparation program standards
 - Performance standards (TPEs/CSTPs)
 - Mentors support candidate reflection on standards
- c. Accountable for growth
 - Performance assessment related to standards
 - Mentors and candidates track learning in relation to a continuum of practice
 - Accountability for growth and effectiveness at all levels (candidate, mentor, leadership, program)
- d. Grounded in collaboration
 - Among educator prep programs
 - Between K-12 with colleges/universities and practitioner networks
 - Mentors guide and support candidates becoming part of a professional community

As identified in the research, the role of the mentor is the basis of a successful induction experience. The YCUSD Induction Program will use a clear selection process that identifies qualified mentors. Also, the program will provide both training that defines and supports mentors in their roles and on-going support for mentor growth.

The YCUSD Induction Program will build on the preliminary preparation experiences. Candidates enrolled in the program will begin to develop a teaching repertoire and professional identity during the induction experience that will form a foundation of professional practice that will guide learning throughout their career. The research-based practices of reflection, an expectation to continue to learn, shared inquiry, collaboration, coaching and the use of data to understand levels of effectiveness and inform decision making are part of the YCUSD Induction Program design.

The YCUSD submitted the following as the goals for the proposed induction program:

- a. Build on the preliminary credential experience.
- b. Increase student achievement in meeting California's adopted state standards and frameworks by developing candidate competence in working effectively with the full range of California's TK-12 students.
- c. Support the retention of teachers who are well-qualified to meet the needs of students in the Yuba City Unified School District and California.

The purpose of the YCUSD's proposed induction program will be:

"...to offer an induction credentialing experience that provides every student with a highly qualified teacher who continues to grow as a professional through reflection, collaboration with colleagues, and the implementation of appropriate instructional strategies and assessments. These teachers will create safe, inclusive learning environments for all students."

The YCUSD states they will actively involve faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision-making for the proposed induction program through the following:

1. A stakeholder group is meeting regularly to provide input on the program during the Initial Institutional Approval process. The group includes the Superintendent, Assistant Superintendent of Education Services, Coordinator of Career and Technical Education, administrators, mentors, candidates, bargaining unit representative(s) and IHE representatives from Brandman University.
2. An Induction Advisory Council will meet quarterly to continue to provide feedback on program implementation. The council will consist of the Assistant Superintendent for Education Services, the Induction Program Coordinator, a bargaining unit representative, an IHE partner, site administrator representative, mentor representative, and candidates representing each credential type.
3. Candidates, mentors, and site administrators will be surveyed twice annually to solicit their input on program effectiveness.
4. Mentors will meet with site administrators and candidates at the beginning of each school year to get input regarding alignment with district instructional initiatives which help guide the creation of candidates' ILP goals. Feedback from ongoing communication between candidates, mentors and administrators will be shared with the Induction Program Coordinator to inform program leadership, organization and coordination.

The YCUSD notes that leadership in the district collaborate with the following institutions of higher education in order to support a preliminary program candidate's readiness for entering the job market: California State University Chico, University of California Davis, and Brandman University. The district also works with the following:

- Butte County Office of Education, for professional development for teachers in serving migrant students;

- Yuba Community College, in which 75 high school Freshman, through the Early College program, take two college courses per semester on the college campus and
- Sutter County Superintendent of Schools (SCSOS), which offers the Tri-County Induction Program and CTE courses in which teachers participate. At the time the response to the Common Standards was written, the YCUSD had 67 teachers participating in the induction program. Both the YCUSD and the SCSOS also collaborate in regards to special education.

Additionally, the YCUSD states that the Induction Program Coordinator will communicate with institutions of higher education from which their teachers completed their preliminary programs – California State University Chico, California State University Sacramento, University of California Davis, and Brandman University – “to better track and utilize the preliminary program Individual Development Plan and promote on-going, systematic collaboration to ensure and improve alignment for candidates.”

Local Control and Accountability Program (LCAP) funds have been allocated for the proposed induction program. This includes funding for the Induction Program Coordinator’s salary, mentor salaries, professional development/ training for mentors, clerical staff, facilities and materials, instructional technology, and substitute pay for release days.

The needs of the proposed induction program will be addressed by the YCUSD’s Educational Services Division. The responsibility and authority to evaluate and address the program needs, and represent program interests in communication with relevant leadership in the district, lies with the Assistant Superintendent of Educational Services.

The YCUSD asserts that they are “committed to hiring and retaining faculty members who represent and support diversity and excellence.” Human Resources staff and the Superintendent “attend teacher recruitment fairs to recruit teachers who are representative of our community.” Under the Induction Program Coordinator, mentor training, in addition to mentor support of the candidates, will “address attitudes, skills and behaviors that support diversity and excellence.” Every year, the coordinator will also report this information to the Advisory Council.

The qualified individuals who will teach courses, provide professional development, and supervise field-based and clinical experiences as part of the induction team, will be current YCUSD employees who demonstrate the following:

- a) Knowledge of current content knowledge.
- b) Experienced TK-12 educators who have knowledge of, and will have demonstrated, successful application of adopted content standards, frameworks and accountability systems in their own classrooms and in leadership roles.
- c) Commitment to both accepting and valuing the diversity of society as evidenced in California classrooms, including diverse abilities, culture, language, ethnicity, and gender orientation in addition to a willingness to help candidates in the program do the same.

d) Effective professional practices in teaching, learning, scholarship, and service.

To ensure the “continuing effectiveness” of these positions, survey data collected from the candidates of the proposed program regarding “mentor and instructional personnel performance will be analyzed annually.”

The YCUSD will contact candidates that are eligible for the induction program via email. There will be an orientation in which candidates will receive the program handbook and information regarding program requirements, such as the ILP. Completion will be tracked through mentor and candidate logs which will be informally checked by the Induction Program Coordinator. The coordinator will also check-in with candidates mid-year regarding candidate goals. Candidates will be able to “engage in professional dialogue with their mentor and site administrator to reflect on CSTP growth using classroom evidence and will address how they plan to continue to develop as teachers beyond the clear credential.” Candidates will also be able to “engage in a reflective conversation” with the coordinator and Assistant Superintendent of Educational Services regarding “feedback on program effectiveness to meet credential requirements.” Once a candidate has completed the program, the Induction Program Coordinator will prepare the recommendation after reviewing the candidate’s records. The coordinator will share these recommendations with the Assistant Superintendent of Educational Services. The Assistant Superintendent of Educational Services will make official recommendations to Human Resources which will then make the recommendations to the Commission. Candidates will be notified via email of the processing of their recommendation.

Common Standard 2 – Candidate Recruitment and Support Preparation

The YCUSD’s proposed induction program plans to enroll YCUSD teachers who hold a Preliminary Multiple Subject, Preliminary Single Subject, or Preliminary Education Specialist credential. The YCUSD’s Human Resources Division and Educational Services Division will coordinate to ensure the proper identification of teachers eligible for induction, based on the following measures:

- The YCUSD Induction Program Coordinator will communicate regularly with the Assistant Superintendent of Human Resources and staff who will create a master list of all newly hired teachers and their credential status as a tool for identifying induction candidates.
- At the conclusion of each school year, current employees whose credential status may be changing (i.e. interns at various levels) are contacted to determine if they will become eligible for the induction program during the following school year.
- All newly hired teachers complete a credential information sheet/Induction Enrollment Form at the point of hire which is verified by the Human Resources Division to determine which teachers are eligible for the induction program.
- At the beginning of the school year, all previously hired teachers who have not yet reached preliminary credential status are contacted by email and in person to determine if they have completed the credential requirements which would make them eligible for the program.

- At the beginning of each school year an email is also sent to all teachers in the district describing the Induction Program and alerting anyone who is eligible who may not have already enrolled to contact the Program Coordinator.

The YCUSD states that the district is an equal opportunity employer and that staff in Human Resources regularly analyzes the demographic data of teachers in the district. Below are the efforts noted by the YCUSD to recruit a diverse teaching pool that reflects and represents student diversity:

1. The district posts all open teaching positions on Edjoin to recruit candidates from both inside and outside of the local area.
2. The Human Resources Division recruits teachers from a variety of local universities such as CSU Chico, CSU Sacramento, and Brandman University. Many of the candidates at these universities are from the diverse backgrounds and are representative of those in the YCUSD community.
3. Representatives of the Human Resources Department attend recruitment fairs at universities and county offices of education in and around the local area. They attend recruitment fairs outside the local area when there are openings in hard to staff positions.

The Director of Human Resources, who meets with employees upon hire to complete paperwork, will refer individuals to the induction program. Candidates in the program learn of program requirements through orientation and the induction program website, handbook, and weekly meetings with their mentor. Candidates, prior to or during orientation, will meet program personnel including their mentor, the Induction Program Coordinator, the Assistant Superintendent of Educational Services, and the Superintendent. Mentors will be “the initial and on-going source of support for candidates.” The Induction Program Coordinator will informally meet with candidates during site visits and through regular support meetings. The Induction Program Coordinator will serve as the main point of contact for mentors that have questions. Candidates will also be encouraged to contact the coordinator for more support.

Candidate files and progress in the program will be housed electronically. This information will be accessible to the candidate, mentor, and Induction Program Coordinator. A candidate’s progress towards ILP goals will be regularly monitored in addition to the weekly logs. If, based on these records, a candidate needs additional support, the coordinator and mentor will meet with the candidate and determine, based on the candidate’s needs, the support. Details of this meeting, the next steps, and a subsequent timeline for completion will be kept in the program records. If a candidate requires additional time beyond the two years to complete program requirements, the mentor will advise the candidate to submit a written request for extension to the Induction Program Coordinator. These requests will be reviewed and considered on a case-by-case basis by the coordinator and Assistant Superintendent of Educational Services.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

The design of the proposed induction program by the YCUSD will include opportunities for candidates to experience issues of diversity that affect school climate and implement research-based strategies for improving teaching and student learning. The YCUSD states that mentors will facilitate and make transparent the following:

- a) Issues of diversity that affect school and classroom climate,
- b) The selection of research-based strategies, and
- c) How the implementation of these strategies improved teaching and student learning.

Professional development “regarding district instructional initiatives and impacts on school climate” are provided to all teachers in the YCUSD. Site-specific new teacher support will be provided throughout the school year by site administrators. Candidates will have multiple sources of job-embedded, collegial support through interactions with district leaders, site administrators, colleagues, and induction program personnel.

Mentors in the YCUSD’s proposed induction program will have gone through a rigorous process. This process will include recruitment through a district email to all certificated staff, review of the applications, (including three letters of recommendation), a classroom observation, and then an interview. The YCUSD states that their selection process and criteria is designed to provide candidates with effective and knowledgeable mentors that will support them in program completion. Mentors will either be teachers on special assignment (TOSA) or non-release mentors with a Clear California Teaching Credential and minimum of five years successful TK-12 teaching experience. Mentors will be trained in the following:

- Adult learning theory;
- Conducting coaching conversations;
- Observation skills;
- Providing both just-in-time and long-term ILP goal and development support; and
- Helping candidates assess themselves on the Continuum of Teaching Practice and to set subsequent goals.

Mentors will participate in monthly mentor forums that “focus on mentoring and coaching skills including practicing situational coaching conversations, conducting observations, giving actionable feedback” and will “allow mentors to reflect, set goals, collaborate and problem-solve with one another and the program coordinator.” Full-release mentors also provide support to non-release mentors as appropriate. Mentors will be evaluated by the following:

- The Assistant Superintendent of Educational Services who will also work with mentors “to support continuous learning, recognize strengths and areas of growth.”
- Candidates at the mid-point of the first and second year of the program.
- The Induction Program Coordinator through individual, biannual feedback. This feedback may include comparing feedback after a candidate observation, feedback after the coordinator observes a mentoring session or a simulated coaching session.

The YCUSD's proposed induction program will use information collected from candidates, mentors, and administrators through surveys of each respective constituency to evaluate the program. The Induction Program Coordinator will collect and review information and data about the implementation of the program. This information will be shared with the Induction Advisory Council "to evaluate the effective implementation of fieldwork and clinical practice."

The YCUSD asserts that the proposed induction program will be aligned with the district's board-adopted California academic standards and frameworks "which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study." Schools in the YCUSD serve a wide range of learners from various "socio-cultural, racial, religious, ethnic, linguistic and economic backgrounds." California Department of Education Data Quest links to the district's enrollment by ethnicity and English language acquisition status were provided as evidence.

Common Standard 4 – Continuous Improvement

The YCUSD states that the proposed induction program will:

- Regularly and systematically collect and analyze data.
- Participate fully in all accreditation activities.
- Ask for input from all stakeholders throughout the course of the academic year.

Once approved, program leaders will use various sources of data to analyze program effectiveness and make improvements, including:

- 1) Formal mid-year and year-end surveys, with questions regarding the effectiveness of unit operations to be asked of candidates, site administrators, and mentors.
- 2) A completer survey and "exit dialogue" with the Induction Program Coordinator and Assistant Superintendent of Educational Services.
- 3) Surveys by completers in years three and five of employment to determine their views about their preparation and to assess teacher retention.
- 4) Anecdotal data collected by the Induction Program Coordinator during site visits and observations of interactions between candidates and mentors.
- 5) Anecdotal data collected by full-time release mentors from site visits and conversations with stakeholders.
- 6) Evaluations of monthly meetings of candidates and mentors will be reviewed by the Program Coordinator to monitor and adjust program support.
- 7) The analysis of ILPs and aggregate trends and patterns will be identified from CTP growth assessments, observations, and artifacts from teaching and learning.

This data will be analyzed by the Induction Program Coordinator and the Assistant Superintendent for Educational Services. In addition to these multiple sources of data, the coordinator will present the aggregated data from Year One and Year Two candidates to the Advisory Council who will "identify trends and patterns to inform evidence-based decision making to improve the program." An annual report will be presented to the Superintendent and to the Board of Education. Mid-year modifications can occur if necessitated by the analysis

of the data. Mentors will be provided aggregated survey data at least twice a year (mid-year and year-end) to improve their candidate support practices. The Induction Program Coordinator will share program improvements and the data in a meeting with site administrators. The coordinator will also share anonymous survey data to candidates and describe program improvements based on the data. Program improvement ideas will be solicited by the coordinator through one-on-one conversations, exit interviews, email, or other means of communication as applicable.

Common Standard 5 – Program Impact

The YCUSD's proposed induction program will use the data and information collected throughout the school year to reflect on the impact of the program on teaching and learning. The program "is committed to developing new teacher candidates into highly effective, reflective practitioners who have significant impact upon the learning of YCUSD's students." Candidates will grow professionally as they create and revise their ILP while using the Continuum of Teaching Practice to reflect on their CSTP development. Administrators, "while not involved in the ILP in an evaluative role," have an opportunity to provide input during the Triad meeting with the candidate and mentor regarding priorities at the school site to strengthen the connection between the ILP and the school site. Candidates also have the opportunity identify evidence of their positive impact on student learning through the induction process when completing their reflective end-of-year activities. Information from mentor and administrative surveys regarding program impact will be provided to the Advisory Council to make further improvements to the impact of the program.

Staff Recommendation:

The Board of Institutional Review has found the Common Standard responses to be aligned and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to the Yuba City Unified School District. Granting Provisional Approval would allow the YCUSD's proposed induction program to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

In addition, because induction programs are designed to be two years in length, staff recommends that if Provisional Approval is granted to the YCUSD by the Commission, the period of Provisional Approval be three years. After three years, an institution will have had an opportunity to have a cohort complete the program and to collect three years' worth of data that includes completers of the program. The report from the focused site visit will be brought to the Commission for consideration of full approval for the YCUSD in Stage V.

Next Steps

Staff will take appropriate next steps based on the Commission's action.