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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Newhall School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Newhall 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 Newhall 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 Newhall School District

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Newhall School District's responses to relevant Preconditions and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). Newhall School District 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 a team of Board of Institutional Review (BIR) members and have been determined to be aligned. If granted Provisional Approval, the next step in the process would be the review of Newhall School District's response to the Teacher Induction Program Standards by a BIR team. When these reviewers determine that the program standards are aligned, the proposed teacher induction program will be considered for approval by the Committee on Accreditation (COA). If approved, the institution may then offer the program for the provisional period 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 be approved as a new 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 Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. As a reminder, Provisional Approval permits the institution to offer the proposed 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 Newhall 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	Focused 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 2-4 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

Newhall School District

Newhall School District is currently a member of the four-district consortium that offers teacher induction under the name Santa Clarita Valley Consortium. Currently the program sponsor for this program is Saugus Union School District. Should the Newhall School District be approved to offer the teacher induction program, the program sponsorship for this program would move to Newhall School District. The Newhall School District completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [April 2020 meeting](#). This action allowed the Newhall School District to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, the Newhall School District seeks Provisional Approval from the Commission. If approved, the Newhall School District 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 Newhall School District submitted its responses to the Initial Program Preconditions, the Teacher Induction Program Preconditions, and the Common Standards. The Preconditions have been reviewed by Commission staff and have been found to be met. Two BIR members reviewed the Common Standards and have found them to be aligned.

Summaries of the Newhall School District's responses to the Preconditions and the Common Standards are included in this agenda item. The complete submission of the [Newhall School District's responses](#) is available on their website.

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 teacher induction program the institution proposes to offer, detailed program information will be provided in the institution's responses to the program standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review team has determined that the responses are aligned to the program standards, an item will be brought before the COA for consideration of approval of the proposed programs.

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 Newhall School District Meets the Precondition:

The Newhall School District is proposing to offer a teacher induction program as the lead Local Education Agency (LEA) program sponsor for the Santa Clarita Valley Consortium Teacher Induction Program (SCVCTIP). There are four school districts within this consortium: Castaic Union, Newhall, Saugus Union – which is the current program sponsor – and Sulphur Springs Union. For the past three years the program has averaged 67 participating teachers and there are currently 32 new participating teachers enrolled in the existing consortium for the current academic year 2020-21. The valley is expected to grow in the next five years with the construction of new neighborhoods and a minimum of two new elementary schools. As a result, the increase of new participating teachers in the program is possible.

(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 Newhall School District Meets the Precondition:

The Newhall School District states that the Santa Clarita Valley Consortium Teacher Induction Program (SCVCTIP) Steering Committee is comprised of the Assistant Superintendents of Human Resources from the four districts members of the Consortium; Director of Human Resources from Newhall Unified, Saugus Union, and Legacy Christian Academy; Induction Coordinator of William S. Hart Union School District; a Lead Mentor representative from each participating district; a current participating teacher of the program; and the Induction Coordinator who is employed by Newhall School District. The SCVCTIP Steering Committee meets quarterly. The Newhall School District verifies that practitioners of the program have been actively involved in the design and development of the program's philosophical orientation, educational goals, and content emphases. In September 2018, the SCVCTIP Steering Committee agreed to use the Center for Educational Leadership framework to ground and guide the instructional work of the mentors and participating teachers. The SCVCTIP, the

Newhall School District Governing Board and Superintendent agreed that Newhall School District should pursue initial institutional approval.

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 Newhall School District Meets the Precondition:

The Newhall School District, in its response to this precondition, stated that at the time of hire, the credential analysts of each district provide new teachers with an Induction Brochure. The new teacher is then connected with the Induction Coordinator via email to begin the process of joining the induction program and to be matched with a mentor. During the first Induction Guidance meeting, which is attended by all participating teachers and mentors, the Induction Program Handbooks are distributed and reviewed. The Induction Handbooks note the program is two years in length.

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 Newhall School District Meets the Precondition:

The Newhall School District, as noted in the Induction Program Handbook of the proposed program provided in the Preconditions response, will pair participating teachers with mentors within 30 days of enrollment into the program. A mentor pool will be created in the spring of the year prior to assignment so that participating teachers who enter the program in the fall will be paired with trained mentor teachers according to credentials held and grade level, as appropriate to the participating teacher's employment. Mentor teachers are recruited across the four districts, complete an application process, and will be paired in accordance with Commission requirements.

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 Newhall School District Meets the Precondition:

The Newhall School District states that each participating teacher in the proposed teacher induction program will receive weekly one-on-one support from their mentor. As noted in the Induction Program Handbook, “Immediately after being matched with a Participating Teacher, the mentor is to begin meeting at least one hour per week for an average minimum of four hours month.” This topic is also regularly discussed at Induction Support meetings. Under the Newhall School District, the program will use Induction Support, an online platform, to house participating teacher and mentor data. Mentors will submit an online weekly log of service hours to document and track meeting times with their participating teachers.

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 Newhall School District Meets the Precondition:

As evidenced by the Induction Program Handbook, the Newhall School District states that participating teachers will develop goals within the context of the ILP within the first 60 days of enrollment in the program. Participating teachers meet with their mentors and site administrators in a meeting called Triad Professional Goal Conversation to develop ILP goals based on the needs of the teacher, the California Standards for the Teaching Profession (CSTP), in addition to site and district growth goals. This meeting is a required milestone on the Induction Support website and is documented accordingly. The working ILP is also uploaded to the website and serves as a living document for the participating teacher to record their Inquiry journey. Participating teachers will be informed that they are to upload the ILP document onto the Induction Support website within 60 days of enrollment in the program during the first Induction Guidance Meeting, and as noted in the handbook, will be reminded via email one week prior to the due date. The Induction Coordinator and Lead Mentors monitor this process by confirming the ILP documents are uploaded and indicating them as received. Participating teachers bring the living ILP documents to meetings for feedback. They also complete a mid-year and end-of-year ILP Growth Reflection document as required milestones and submit them on the Induction Support website. The final ILP is uploaded at the end of the year and reviewed by the Lead Mentors and Induction Coordinator. Also, through mentor training and mentor support circles, mentors receive guidance on supporting their participating teachers in the development of their ILP goals using the Continuum of Teaching Practice self-assessment, Teaching Performance Assessment (TPA) data, the Individual Development Plan, any feedback from Triad meetings, and current classroom context.

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 Newhall School District Meets the Precondition:

The Newhall School District has provided a statement of assurance, signed by the Superintendent of Schools, stating that the Induction Individual Learning Plan is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes. Also, each district in the consortium is responsible for informing their site administrators that the ILP is not to be used for evaluation or employment purposes in a signed MOU. Finally, as noted in the handbook, the mentor-participating teacher relationship is confidential so only the participating teacher can share specific information about the induction process with site administration. The participating teacher is responsible for arranging the Triad meeting with their site administrator and mentor.

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 Newhall School District Meets the Precondition:

Participating teachers are informed of the Early Completion Option, for exceptional teachers with at least two years of experience as a teacher of record, in the Induction Program Brochure and the Induction Program Handbook with details on the approval process contained in the latter.

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 Newhall School District's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

The Newhall School District states that the vision statement for the teacher induction program, created by the members of the SCVCTIP Steering Committee, is grounded in a teaching framework from the Center for Educational Leadership (CEL). This framework is a research based instructional framework that focuses on the core elements that constitute quality instruction: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment of Learning, and Classroom Culture and Climate. Participating teachers and mentors will be trained in the use of the CEL 5D+ Rubric that is composed of 30 indicators of teacher performance, which are grouped by the five dimensions and the teacher induction program will use a crosswalk that maps the rubric to the six CSTP.

The vision statement is as follows: “To ensure student equity by pairing new teachers with highly qualified mentor teachers in a collaborative, standards-based system whereby all teachers are supported in developing the habit of mind of engaging in inquiry cycles to continuously improve student-centered teaching practice.” The Newhall School District states that educational equity drives this vision statement and that every student deserves a highly qualified teacher, regardless of that teacher’s tenure. The district asserts that their focus is on promoting a growth mindset so participating teachers will continuously engage in the cycles of inquiry to improve their practice throughout their career.

The SCVCTIP Steering Committee will meet quarterly to review Teacher Induction Program. Each member provides their expertise to give feedback in an effort for continuous program improvement and further development. The SCVCTIP Steering Committee will review program data and make advisory decisions. Broader collaboration with the educational community is exemplified by Lead Mentors and the Induction Coordinator who will regularly attend Cluster 4 regional meetings for induction programs and the annual California Induction Conference. The Induction Coordinator is on the steering committee for a local institution of higher education, Master’s University, and collaborates regularly with the Induction Coordinator of William S. Hart School District, which is a local high school district.

The SCVCTIP Steering Committee will address ongoing program needs and resources in addition to reviewing budget expenditures. Each district in the program allocates LCAP funds to contribute to base costs, including the salary and benefits of the Induction Coordinator, the contract for the Induction Support website, and participating teachers’ workshops. Participating teachers will pay tuition of \$2,000 a year to cover the costs of the mentor stipend and training, release time, Commission fees, and materials. As mentioned in the response to the first Initial Program Precondition, the credential analyst of each district provides new teachers with the Induction Program Brochure. The Induction Coordinator receives a list of new teachers from the

credential analysts and then works with site and district administrators across the four districts to pair participating teachers with mentors as appropriate to their credentials.

The operation of the teacher induction program will be overseen by the Newhall School District Human Resources Department. This includes meeting the personnel and fiscal needs in addition to the overall structure of the program. The Assistant Superintendent of Human Resources, who oversees the institutional support of the program, has the authority to plan, organize, and report the needs and interests of the program to the Newhall School District Superintendent.

The Newhall School District lists local job fairs, website advertisements, and connections with various universities as part of the effort to recruit, hire, and retain faculty who represent and support diversity and excellence. The teacher induction program is committed to employing, assigning, and retaining qualified personnel who will provide effective professional development and support new teachers. The Induction Coordinator is a credentialed school administrator. With the assistance of the Directors of Human Resources and site administrators across the districts, the Induction Coordinator will only recruit mentors who are tenured, fully credentialed, have three or more years of successful teaching experience, and come highly recommended by their site administrator. The Induction Coordinator will also attend the Administrative Collaborative meeting of each district to provide an overview of the teacher induction program and mentor requirements to promote and advertise mentor positions. Those teachers who are selected to be mentors will be supported through systematic coaching training, quarterly support circle meetings, training on the implementation of the ILP, and current best teaching practices. Mentor needs will also be identified by annual evaluations. The Induction Coordinator will engage in observations of reflective feedback conversations and use the evidence to support mentor growth and development.

The Newhall School District states that, once a participating teacher is a part of the teacher induction program, there are several ways in which this candidate's progress towards meeting all program requirements will be monitored. One example is the weekly meetings with participating teachers in which mentors will provide both ILP support and just-in-time support. As participating teachers move through the ILP process, they upload milestone documents, such as the mid-year ILP reflection document, to the Induction Support website. The Induction Coordinator and Lead Mentors will review these documents as they monitor the progress of participating teachers and offer feedback accordingly. At the end of the year, participating teachers completing Year 1 of the program will participate in the ILP Party in which mentors pair with a participating teacher to review the ILP. Participating teachers that are completing Year 2 of the program will participate in the Colloquium during which they shall present to administrators and mentors, celebrate their progress, review their milestones, complete exit interviews and rubric-based ILP reviews, and present a visual presentation of their journey focusing on their development and increased capacity around the CSTP. Finally, to be recommended for the clear credential, the program completers must have successfully finished the ILP, showing evidence of growth in the CSTP. Once all required milestones are completed, the Induction Coordinator will work with the Newhall School District's credential analyst to

make credential recommendations for the Year 2 participating teachers completing the program.

Common Standard 2 – Candidate Recruitment and Support Preparation

The Newhall School District asserts that there are multiple measures in place to correctly identify eligible participating teachers for the teacher induction program. The Directors of Human Resources (HR) for the respective districts are responsible for hiring, reviewing transcripts, and verifying the credential status of all new teachers with the Commission. Then, the respective HR departments will identify and contact eligible teachers. Credential analysts and the Induction Coordinator collaborate through an excel spreadsheet to ensure that all eligible teachers are identified, and, also to ensure that interns are informed when they are eligible.

Participating teachers in the teacher induction program are hired by equal opportunity employers and are assured of equal access to the program. Effort is made to hiring and recruiting diverse, highly qualified staff. For example, HR staff and administrators attend job fairs throughout the region to find teachers who represent the population served. This includes recruiting teachers from local universities such as Master’s University, CSU Northridge, and the University of La Verne. Job positions are posted on Edjoin and social media websites such as Facebook and Instagram. Candidates who hold a Bilingual Authorization are also recruited for the dual immersion programs. Once these candidates are hired, they complete a new teacher referral form which is verified by the respective HR department to determine eligibility for the induction program. The credential analyst provides the new teacher the Induction Brochure and are connected to the Induction Coordinator to begin the process of joining the teacher induction program and being matched with a mentor. At the first Induction Guidance meeting, the handbooks are distributed and the procedures of the teacher induction program, as well as the specific roles and responsibilities of the participating teachers and mentors, are reviewed.

The Induction Coordinator will work with mentors to regularly monitor evidence of participating teachers’ progress towards reaching ILP goals. Evidence of progress may include the completion of weekly monitoring logs, program milestones, classroom observations, district-provided professional development, and/or outside professional development as indicated by ILP goals. Based on evidence, if a participating teacher needs additional assistance, the Induction Coordinator and mentor will meet with the teacher to determine the appropriate type of support. This additional support will be dependent on the participating teacher’s individual needs and may include providing release time for needs-based training and/or additional veteran teachers observations, assignment to a different mentor, etc. Details of this additional support plan meeting, description of next steps, and timeline for completion will be kept in the participating teacher’s Induction Support records. When a participating teacher needs more time to complete the teacher induction program requirements, this teacher will submit a written request to extend the program beyond the two years and provide description of the extenuating circumstances which accompany this request. The Induction Coordinator

and Assistant Superintendent of Human Resources will consider these circumstances on a case-by-case basis.

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

The Newhall School District asserts that the teacher induction program will provide a course of study as appropriate for its Year 1, Year 2, and Early Completion Option candidates that are aligned to both the Commission’s Induction Teacher Program Standards as well as the state-adopted content standards. The program’s course of study will be grounded in the Center for Educational Leadership 5D+ Teaching Framework, as aligned to the CSTP, to guide the instructional work of the participating teachers and mentors. The program’s design will include several opportunities for participating teachers to reflect on their professional practice and identify their growth in the CSTP. Participating teachers will set up professional goals and conduct inquiry cycles as part of their ILP process. The Newhall School District also states that the program’s design provides multiple opportunities for participating teachers to refine their ILP to further support their development as an educator based on review of collected data on student achievement. Professional development workshops will be planned based on the needs of the participating teachers and their ILP focus. Clinical experiences will come regularly from the work the participating teachers do within the classroom with her/his students as well as observations of exemplary veteran teachers. Participating teachers will be observed regularly by their mentors. The mentors will use the observations as an opportunity to help the participating teacher reflect on their practice and receive strength-based feedback for continuous growth. The Newhall School District notes that the cornerstone of the program will be the weekly, one-on-one guidance and collaboration from an experienced mentor trained in Cognitive Coaching and Adult Learning Theory and in the use of the 5D+ Teaching Rubric.

Mentors in the teacher induction program will be full-time teachers in the classroom who hold a Clear California Teaching Credential and have a minimum of three years teaching experience. As part of the application process, a teacher interested in becoming a mentor must submit a letter of recommendation from their site administrator. As previously noted, the Induction Coordinator will present during the annual Administrative Collaborative Meetings to recruit mentors and will emphasize that mentors will need to be able to execute the following:

- Ensure a successful transition from teacher preparation classes to the realities of classroom teaching.
- Examine quality teaching practices according to the California Standards for the Teaching Profession.
- Use Inquiry to reflect upon and document developing practice.
- Examine appropriate instructional strategies and methodologies to meet the diverse learning needs of all students.
- Plan and deliver quality lessons and units of study, which promote student achievement in the Common Core standards.
- Establish trusting rapport with the participating teacher.

The Induction Coordinator and Lead Mentors will host a two-day training for all new mentors and any returning mentors needing review. The training focuses on effective coaching styles, Adult Learning Theory, and building trusting relationships. Throughout the year, mentors will be trained in conducting coaching conversations, collecting factual data in the form of scripting, providing effective feedback and just-in-time support, and supporting the development of long-term goals through the ILP process. Mentors also meet quarterly at support circle meetings where they have opportunities to collaborate, practice conducting observations, and giving effective feedback. These meetings allow mentors to collaborate with Lead Mentors and the Induction Coordinator and to share any problem-solving needs to further support their work. The Induction Coordinator works with the Lead Mentors to annually evaluate mentors. Mentors are also evaluated by being observed during mentor coaching sessions, by simulating a coaching conversation and providing feedback, or by observing the same teacher video and comparing feedback. Participating teachers also provide feedback in surveys at the end of each year to collect evidence of mentor effectiveness.

The Newhall School District states that all participating teachers and mentors will be required to maintain a log that includes all topics discussed in relation to the participating teacher's ILP, any just-in-time support, and any meetings attended to further support the growth of the participating teacher. The log documents mentor support with a minimum of one hour per week as previously noted. To evaluate their growth in the CSTP, participating teachers are asked to assess themselves on the Continuum of Teaching Practice at the beginning, middle, and end of each year. Mentors conduct three or more observations of participating teachers each year to collect factual scripting to engage in reflective conversations of teaching practices and to help with the planning and implementation of the CSTP. Mentors will also arrange for participating teachers to observe an exemplary veteran teacher. All clinical and field-based experiences will be logged through the ILP or mentor logs. The Induction Coordinator, Lead Mentors, and mentors will review the logs for documented evidence and completion of professional development. All logs are dated and stored on the Induction Support website.

The Newhall School District provided the following mission statement: "All students will become global citizens who think critically, solve problems, embrace diversity in people and viewpoints, and have a passion for learning and the arts." The Newhall School District also indicated that all schools that will be served by the teacher induction program work with students that differ in religious, racial, ethnic, linguistic, and economic backgrounds in addition to learning abilities, gender, family structure, sexual orientation, and other aspects that may affect learning. Therefore, the participating teachers of the teacher induction program will have the opportunity to work with the diversity of California's students within their classrooms.

Common Standard 4 – Continuous Improvement

The Newhall School District asserts that the teacher induction program will regularly and systematically collect and analyze data and will solicit input from all stakeholders throughout the school year. This includes the following:

- Meeting Surveys: The Induction Coordinator will collect data from participating teachers and mentors after each monthly meeting. This data will be shared with Lead Mentors to make just in time program decisions for upcoming meetings.
- Stakeholder Surveys: Various stakeholders, including administrators, mentors, participating teachers, and district personnel, will be surveyed by the Induction Coordinator in the Spring. The survey responses will be reviewed by the Induction Coordinator, Lead Mentors, and the Steering Committee in the summer/ fall.
- Completer Data: This data will be collected by the Commission from participating teachers who have completed the program and will be shared with the Steering Committee.
- Annual Data Submission: Induction Coordinator will submit this data to the Commission.
- Additional Data: The Induction Coordinator will review assessment data that will be gathered from mentors and participating teachers after their participation in program activities and makes decisions about further professional development and program design based on the information gathered. The Induction Coordinator will periodically send out surveys to collect information regarding individual mentor and participating teacher needs for program design as well.

The Newhall School District states that exit interview and program completer data will be used to evaluate the effectiveness of the program and plan improvements to better meet the needs of candidates (the participating teachers).

Common Standard 5 – Program Impact

The Newhall School District asserts that they are committed to developing participating teachers into highly effective, reflective educators who have a significant impact on the learning of all students. Through the teacher induction program, the Newhall School District states that participating teachers will use their ILP as a tool for reflective practice, documenting their experiences and the effects of implementing practices within their own classroom and that each Individual Learning Plan tells a story of student success based on teacher learning as participating teachers collect data to show student progress, report that data, and reflect on it. Under the current consortium’s program sponsor, participating teachers reported in the 2020 exit interviews that they benefited from the support of a mentor. The qualitative data also pointed to time for reflection and collaboration as invaluable opportunities for them. Mentors cited opportunities to learn from their participating teachers and dig deeper into the CSTP. Should Newhall School District become the LEA for the program, the district asserts that the data cycle will continue with meeting surveys, stakeholder surveys, completer data, and the Accreditation Data System. Meeting surveys will be used to measure the effectiveness of participating teacher and mentor meetings and to plan future meetings. The stakeholder surveys mentioned above will be used to measure the effectiveness 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 Newhall School District.

Granting Provisional Approval would allow the Newhall School District's proposed teacher induction program to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

In addition, because teacher induction programs are designed to be two years in length, staff recommends that, if Provisional Approval is granted to the Newhall School District by the Commission, the period of Provisional Approval be three years. After three years, the Newhall School District 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 Newhall School District in Stage V.

Next Steps

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