
4H

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Huntington Beach Union High School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Huntington Beach Union High 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 Huntington Beach Union High School District and set the Provisional Approval period to be three years.

Presenter: Michele Williams-George, Consultant, Professional Services Division

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 Huntington Beach Union High School District

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Huntington Beach Union High School District's (HBUSD) responses to relevant Preconditions and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). 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 granted Provisional Approval, the next step in the process would be the review of HBUHSD's response to the 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 the 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 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 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

Huntington Beach Union High 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

Huntington Beach Union High School District

Huntington Beach Union High School District (HBUHSD) has completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [April 2021](#) meeting. This action allowed HBUHSD to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item below. Currently, HBUHSD seeks Provisional Approval from the Commission. The HBUHSD application states that the institution intends to offer a Teacher Induction program and will next seek COA approval in Stage IV.

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

In keeping with the Commission's process for IIA, HBUHSD submitted its responses to the Initial Program Preconditions, Teacher Induction 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.

Summaries of HBUHSD's responses to Initial Program Preconditions, the Teacher Induction Program Preconditions, and the Common Standards are included in this agenda item. The [complete Stage III submission of HBUHSD'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 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 qualified individuals to determine alignment to the Commission-approved Program Standards. Once reviewers have determined that the responses are aligned to the Program Standards, an agenda item will be brought to the COA for approval or denial of the proposed program.

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 HBUHSD Meets the Precondition:

HBUHSD demonstrates a clear local need for a teacher induction program based on three factors. First, their data show that each year there are a number of teachers in district classrooms with preliminary teaching credentials. These teachers are typically served by the Teacher Induction program offered by Riverside County Office of Education (RCOE) which is the program sponsor for the consortium to which HBUHSD currently belongs.

Second, the HBUHSD has decided to reduced class sizes from an average of 37 students per class down to an average of 30 students per class thus creating a demand for additional teachers at multiple sites within the district. Many of these teachers could be beginning teachers in need of an induction program. As evidence of this need for more teachers, three high school principals have submitted letters of support stating that they will hire additional teachers for the 2021-2022 school year.

Third, HBUHSD joined RCOE in the 2017-18 academic year because the program closely aligned to their own mission and vision. However, as presented in Criterion 11 of Stage II, HBUHSD differentiates its district from others under RCOE's sponsorship by providing a program customized to its individual district needs. HBUHSD supplements RCOE's valuable professional development (PD) opportunities with sessions that provide training for the specific curriculum and technology platforms used with HBUHSD's students. The district believes that a differentiated induction program will increase new teacher retention by providing a focus on the culture and setting of the schools in its district and the uniqueness of its own students.

Additionally, as a partnering district in the consortium led by RCOE, HBUHSD provides an Agency Representative, a role filled by a part-time Teacher on Special Assignment (TOSA). HBUHSD has budgeted for a full time Induction Coordinator once it is approved to offer its own program. As stated in Criterion 11 regarding developing a district-based induction program, "The board and district administration determined that this was a more appropriate fiscal decision that allowed for building a greater personnel capacity and fostering deeper connections within our local community."

Based on these factors – a continued existing need for supporting teachers with preliminary credentials, a potential increased need for supporting teachers with preliminary credentials and identified district fiscal considerations – HBUHSD seeks to offer its own teacher induction program.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How HBUHSD Meets the Precondition:

HBUHSD notes that its Induction Program was designed and implemented through a collaborative effort of several individuals, each contributing from their area of expertise including general education, special education, bilingual education, and literacy. The district provided a list which identified all individuals involved in the program’s design. This design team included but was not limited to administrators, teachers from core content areas, representatives from institutions of higher education, current candidates and mentors, and literacy and instructional specialists. Together the team developed the program’s mission and vision statement in alignment with the districts’ mission and vision as well as the California Standards for the Teaching Profession (CSTP). The design team will also provide input to course information and recommendations once the program is implemented. In anticipation of a successful IIA process, HBUHSD has developed an advisory committee to assist with integrating and implementing design feedback. This advisory committee consists of representatives from all aspects of the potential induction community such as district, program, and site administrators, various assistant superintendents, institutions of higher education, coaches, and community partners. The submission evidence provided related to the design of the program shows the collaborative role each position will continue to play in the induction program should the program be given provisional approval.

Program Preconditions (Teacher Induction)

Precondition 1

The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs.

Meets Precondition: Yes

How HBUHSD Meets the Precondition:

The HBUHSD submission describes the Induction Program as offering a two-year individualized, job-embedded system of mentoring, support, and professional learning for teachers entering their first year of the profession. The goal is to solidify candidate's commitments to the teaching profession as they positively impact California's full range of student learners through innovative, student-centered instruction. This Precondition is clearly evidenced in the Program Components description in the draft of the HBUHSD Induction Handbook as well as the brochure designed to be used once the program has been provisionally approved. Links are provided to both the draft Induction Handbook and the brochure.

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 credentials held, grade level and/or subject area, as appropriate to the participant's employment.

Meets Precondition: Yes

How HBUHSD Meets the Precondition:

The HBUHSD submission confirms in the Program Components section of the draft Induction Handbook that, "Within the first 30 days of a Candidate's enrollment in the program, the Candidate is matched with a highly qualified Coach." This area of the handbook supports this statement by clearly delineating the criteria priorities in the process of matching candidates and coaches. Coaches and candidates will first be matched by like credential and then grade level/subject area or school site expertise. Other factors such as common interests or adjunct duties will also be taken into consideration to foster the development of meaningful relationships.

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 HBUHSD Meets the Precondition:

The HBUHSD program completion requirements as stated in the draft Induction Handbook confirm that candidates will receive “an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor (coach).” This statement is also supported with the program brochure. These support hours will be tracked in the Coach’s Log Form which, in turn, will be monitored weekly by the Induction Coordinator. Candidates will be required to acknowledge this time requirement by signing the Candidate Professional Letter of Commitment. Links to the informational documentation as well as the Candidate Professional Letter of Commitment are provided with the submission.

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: N/A

How HBUHSD Meets the Precondition:

The HBUHSD submission confirms in the Program Components section of the draft Induction Handbook that, “Candidates and their Coaches develop goals in the context of the ILP within the first 60 days of the Candidate’s enrollment in the program.” The timeliness of goal development is tracked in the program’s learning management system (Canvas) where an assignment will be created that requires ILP completion and this assignment will be due 45 days after the individual candidate’s enrollment date. The assignment which includes goal development requires input from the initial Triad Meeting between the candidate, coach, and site administrator. Candidates who have not submitted goals by the deadline will be contacted by the Induction Coordinator to ensure that the assignment is completed prior to 60 days of their enrollment in the 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 HBUHSD Meets the Precondition:

HBUHSD assures that the ILP has been designed and will be implemented solely for the growth and development of the participating teacher. While site supervisors provide input on the ILP, the HBUHSD submission states that these supervisors know that the document may not be used for evaluating the teacher candidate. This is supported in both the Program Components section of the draft Induction Handbook as well a signed Letter of Assurance from the HBUHSD Superintendent of Schools.

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 HBUHSD Meets the Precondition:*

HBUHSD provides a process whereby the Advisory Committee reviews candidate documentation for the purpose of identifying induction candidates who are eligible for the Early Completion Option (ECO). Once identified, candidates will be informed of the ECO’s criteria and given the opportunity to apply. Candidates will be required to both submit the ECO application by a designated date and retain the continued recommendation of their site administrators. Candidates who are unable to demonstrate exceptional progress as needed for the ECO will be required by the Advisory Committee to complete the full two-year induction program. The HBUHSD ECO Induction criteria and process is on the Induction website and the application is available in the draft Induction Handbook.

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 HBUHSD Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

As noted in Initial Precondition 2, the program design itself was a collaborative effort involving all stakeholders including but not limited to administrators, teachers from core content areas, representatives from institutions of higher education, current candidates, and mentors, as well as both literacy and instructional specialists. Together this team developed the program's mission and vision statement in alignment with both the districts' mission and vision and the CSTP. At the core of the teacher induction vision statement is the belief that all students deserve an equitable educational experience founded on Linda Darling Hammond's research that concludes the number one indicator of student achievement is the quality of the teaching in the learning environment. All other components of the mission and vision statements surround and support that core. Using a four-part inquiry-cycle-based approach and with the guidance of skilled, experienced induction coaches, the program is able to integrate the values of equity, responsiveness, and reflective conversations to ensure student growth as they develop their teaching practice as outlined by the CSTP. The integration of these values with the inquiry cycles will allow candidates to design and implement effective student-centered teaching practices. While the theoretical core of the program is founded on Darling-Hammond's research, program components will be grounded in University of Washington's Center for Educational Leadership's (CEL) research on the Five Dimensions of Teacher and Learning (5D+). These dimensions (Purpose, Student Engagement, Curriculum and Pedagogy, Assessment of Student Learning, and Classroom Environment and Culture) will be applied with a lens of the current research regarding Culturally Responsive Pedagogy (CRP). To demonstrate the relationship between the CSTP, 5D+, and CRP, the district developed a document titled Alignment of Research and CSTPs.

HBUHSD is committed to the continued collaborative nature of program design, feedback, and continuous improvement. Those stakeholder groups that participated in the program design will continue to be active in the decision-making process. The Advisory Committee will be the primary decision-making body and will consist of personnel from across the district representing a variety levels of administration and positions all of which have a relationship to the induction program. The broader induction community will have input into decision making through annual surveys, feedback following each inquiry cycle and professional development training, and through the outcomes of regularly scheduled position specific (curriculum facilitators, coaches, etc.) meetings. This broader community includes not only the HBUHSD P-12 institutions, but also institutions of higher education (IHE). While collaboration within the district is valued enough to dedicate time and resources to regularly scheduled meetings and professional development sessions, collaboration outside of the district is just as valued. Program, site, and district leadership currently participate on the University of California, Irvine Credentialing Program Advisory Committee and will continue to do so, and HBUHSD curriculum facilitators will meet with feeder elementary districts to align curriculum and practices.

Information and data gathered from inside and outside of the district will be reviewed by the HBUHSD Advisory Committee on a quarterly basis and then shared with relevant stakeholder groups. HBUHSD believes that this wholistic and collaborative decision-making process will be the best model for continuously improving their teacher induction program.

HBUHSD's institutional commitment to provide funding and resources to support the operation of the proposed program is evident in a variety of ways. The Superintendent has signed a Letter of Assurance stating that the Business Services Division will provide adequate funding for qualified personnel as well as release time and resources for all areas need to implement the program. The district has allocated funds for the operation of the program including identified salaries for the positions of Induction Coordinator and Induction Coaches, training for and implementation of relevant technology, professional learning resources, and any necessary funding for substitutes. These monies will be ensured as part of the district budget through the Local Control and Accountability Program (LCAP). While the Business Services Division will fund the program and the Educational Services Department will be responsible for the effective operation of the program, the Human Resources Department will oversee the structure of the program and direct personnel and fiscal resources to ensure candidate and program needs are met. The Superintendent's Letter of Assurance specifically states that the Assistant Superintendent of Human Resources "has the authority to plan, organize, and report the needs and interests of the program to the HBUHSD Superintendent." The Executive Director of Curriculum, Instruction, and Categorical Programs will have oversight of the Induction Coordinator and the program to ensure adherence to program standards. With these structures in place, HBUHSD has sufficient authority, institutional support, and resources for the effective operation of the proposed teacher induction program.

HBUHSD's New Teacher Induction Vision Statement states "... all students deserve an equitable educational experience." This core belief will be supported by the practice of hiring and retaining staff who have the skills and knowledge to implement equitable practices and culturally relevant pedagogy. The program will also follow HBUHSD's affirmative action policy which seeks to reflect, in personnel, the racial-ethnic composition of the student population. These hiring practices will begin with advertising strategies for personnel where, on the induction brochure, the program identifies its goal of addressing the "... range of diverse TK-12 student populations...". Once the program is approved, a variety of marketing methods will be used to access a broad applicant pool. The Assistant Superintendent and Induction Coordinator will meet with local K-8 district administrations to raise awareness of the induction program and potential positions as coaches. The HBUHSD Public Relations Coordinator will assist with the recruitment of coaches by promoting the program through HBUHSD's Instagram and Facebook accounts. In order to be considered for an induction position, applicants will need to effectively identify and support their knowledge and understanding of diversity, equity, and inclusion in the classroom as well as their background of teaching excellence. In the application process, coaches agree to classroom observations by the Induction Coordinator so they can demonstrate their own skills and knowledge. Only those applicants who can show that they have appropriate knowledge and skills related to applying California content standards and frameworks; working with diverse student populations including but not limited to abilities,

culture, language, ethnicity, and gender orientation; and implementing relevant and current teaching practices will be accepted. To maintain quality personnel, coaches must reapply for the position each year. Once applicants have successfully passed through the screening process and are hired as coaches, facilitators, or other positions, HBUHSD will provide ongoing professional development (PD) for the retention and development of qualified personnel. This professional development will include a variety of topics with the purpose of improving general teaching practices, teaching practices related to diversity and inclusion, and self-reflection leading to continuous improvement. For example, candidates and coaches will engage in “A Legacy Conversation” during weekly mentor meetings. The purpose of these conversations will be to help candidates reflect on how they can become more effective educators for all students. The proposed program will also provide PD and observation opportunities for coaches to reinforce their teaching best practices and to model coaching conversations about instruction. A goal of the proposed program is to create an environment that models teaching excellence, as well as the awareness, acceptance, and inclusion of diversity with the intention that those attributes will be reflected in the candidates’ own classrooms.

HBUHSD identifies that a process has been established to assess candidates’ progress toward completing program and credential requirements. These requirements are readily available and will be systematically monitored. Requirements will be introduced at the new candidate orientation where candidates will be required to sign an annual Commitment Letter which acknowledges awareness of program requirements. Progress will be monitored weekly by coaches using the ILP and documented on the coaching logs. Triad meetings which include the candidate, coach, and site administrator will occur twice yearly for the purpose of both progress monitoring and goal adjustment to meet the needs of the candidate and the site. Candidates weekly progress will also be monitored by the Induction Coordinator through Canvas gradebook. Once the Induction Coordinator confirms that a candidate has completed all requirements, the coordinator presents the candidate’s Canvas gradebook summary to the Executive Director of Curriculum and Instruction. The Executive Director, who serves as the credential recommender, will confirm the completion of program requirements, and then recommend the candidate for a clear credential.

Common Standard 2 – Candidate Recruitment and Support Preparation

HBUHSD assures that potential candidates will have equal access to the proposed induction program and that those applicants who are eligible according to the multiple measures identified in the HBUHSD website, marketing brochure, and in the draft Induction Handbook will be accepted into the program. Participation in the proposed induction program will not be a requirement for eligible HBUHSD teachers but will be offered as an option for the state requirement of completing a state approved Teacher Induction Program within five years of obtaining a Preliminary Credential.

HBUHSD also assures that the proposed induction program intends to seek candidates who reflect the diversity of the district’s student population and engage in the practice of hiring and retaining coaches who have the skills and knowledge to implement equitable practices and culturally relevant pedagogy to support candidate’s successful entry and retention in the

profession. In the effort to recruit a diverse applicant pool, HBUHSD will use traditional marketing venues such as EdJoin and job fairs as well as social media-based resources such as Facebook and Instagram. Support for a diverse candidate/educator pool will come in the form of a respectful and inclusive program culture, coaches who will be qualified and experienced professionals trained to help candidates address issues of diversity and equity, and a continuous practice of self-reflection. HBUHSD states that it is currently seeking approval from its Board of Trustees to partner with University of California, Irvine's Diversity, Inclusion and Racial Healing Ambassador (DIRHA) program to provide all staff members with ongoing professional development that promotes an equitable workplace. This district move toward a more equitable environment will be reflected in the support provided for candidates in the proposed induction program.

Once accepted, candidates will learn to navigate the resources and personnel available to help them successfully complete program requirements. Program information and contacts will be available on both the program and district websites and the information will be reviewed in detail during the candidates' Induction Orientation. The Induction Handbook will also be reviewed at the Induction Orientation and candidates will annually sign a Letter of Commitment acknowledging that they have received this information.

Evidence regarding meeting competency and performance expectations will primarily rest on the coach/candidate relationship and the candidate's journey through the ILP. Coaches will regularly monitor candidates' competency through the ILP progression using a program rubric. Other evidence of progress monitored by the coach will include classroom observations, coaching conversations, district professional development, and other activities indicated by the ILP. Completion of individualized coursework will also be an indication of competency and will be monitored by the Induction Coordinator. Candidates will be able to self-determine that they need additional support, or they can be identified by a coach or the Induction Coordinator. Once identified, struggling candidates will begin a progressive, four-step process designed to meet the individual needs of the candidate. Details of the support will be maintained in the Candidate's Induction Support records.

Should a candidate require more than two years to complete program requirements, the candidate will submit an extension request along with the rationale for the request. The Induction Coordinator and Executive Director of Curriculum, Instruction, and Categorical Programs will consider requests on a case-by-case basis.

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

HBUHSD's asserts that the proposed teacher induction program will consistently provide candidates with opportunities to experience issues of diversity that affect school climate. This will be possible on a daily basis because of the demographics of the district as a whole and individual school sites in HBUHSD. The program will provide on-going training to help candidates address the needs of all student subgroups. The proposed program will also provide experience and support in implementing research-based strategies that improve teaching and student learning.

Each school site maintains a Diversity, Equity and Inclusion committee which analyzes site-based data and provides professional learning and collaboration opportunities that focus on diversity, inclusion, and student achievement. The Committee also provides teachers with possible lessons to implement with their students. This information will be incorporated into candidates' list of resources. The program itself will provide a course of study unique to the needs of Year 1, Year 2, and Early Completion Option candidates. The overall focus of each course of study will be to implement research-based teaching strategies building on previous experience and more deeply integrating the research-based components of the 5D+ Teaching Framework and Culturally Responsive Pedagogy. Through their work on the ILP and cycles of inquiry, and with the help of coaches, candidates will have several opportunities throughout the program to reflect on their own practice in addressing issues of diversity and school climate and to analyze their own data to assess the effectiveness of their teaching strategies on student learning.

HBUHSD is committed to hiring high quality personnel for the proposed program. Minimum qualifications for a coach will be 1) a Clear California Teaching Credential and 2) a minimum of three years of teaching experience. Only applicants who can show, through classroom observations, that they have excellent knowledge and skills related to applying California content standards and frameworks; working with diverse student populations; and implementing relevant and current teaching practices will be hired. In order to maintain a continuous high level of performance, coaches will be required to re-apply each year. HBUHSD believes that this combination of required documentation and performance-based interview will result in coaches who will be able to provide effective support for candidates. As coaches are hired, coach/candidate assignments will be made based upon the candidate's school site, subject area/grade level and general needs.

Once hired, coaches will be asked to continually improve their own practices. All coaches will be oriented to their mentoring role at beginning-of-the-year training sessions which will review the CSTP, the Induction Handbook and the candidates' course of study. These sessions will also familiarize coaches with the theory and application of the 5D+ Teaching Framework and Culturally Responsive Pedagogy. Coaches will be asked to attend monthly professional learning sessions with topics which will be focused on coaching practices such as adult learning theory, deepening their understanding of Culturally Responsive Pedagogy, conducting coaching conversations, data collection, and building trusting relationships. Coaches will participate annually in a "Cross-Coaching Activity" in which they will role-play coaching conversations and just-in time support common to weekly mentor meetings. Coaches will also be asked to create two growth goals; one goal will be CSTP-related and the other will be related to a coaching practice they wish to improve. These goals will be recorded in the Canvas Learning Management System (LMS) and coaches will be asked to identify an action plan and submit evidence of growth at the end of each year. During the year, the Induction Coordinator will evaluate coaches through observations and feedback which will provide multiple data points for assessment and provide a modeling opportunity for the coach. Professional learning, goal realization, and observation/feedback sessions are meant to recognize best practices as well as areas of growth.

HBUHSD has integrated multiple measures for evaluating the effectiveness of the clinical practice component of the proposed induction program. As mentioned previously, coaches are asked to self-assess in relation to their role as coaches. Candidates will also be asked to self-assess, but more frequently. Candidates will informally self-assess each week during coaching conversations and will formally self-assess at the beginning, middle, and end of each year using the Continuum of Teaching Practice to evaluate their growth in the CSTPs as represented on the Candidate's ILP. These self-assessments will lead to an evaluation of the clinical practice experience and its relevance and effectiveness in supporting candidates. All feedback from clinical experiences will be documented (ILP, Coaching Logs, professional learning assignment evaluations, etc.) and reviewed by the Induction Coordinator and the Induction Coaches. Each inquiry cycle and the end-of-year digital reflection will include both evidence and reflection on the effectiveness of the candidate's experience of the clinical practice setting. Another measure of the component's effectiveness will be surveys completed at the end of each year by several stakeholders (candidates, coaches, facilitators, site administrators) which will also provide feedback on clinical practice and the program as a whole. All this data will be used for prompt changes to address immediate needs as well as aggregated for more wholistic adjustments to the clinical practice component of the proposed program.

HBUHSD states that their district mission is, "We will educate, prepare, and inspire our students to change the world," and our Vision is 'Empowering minds and building futures through innovative learning.' As a district, we are committed to supporting all students in meeting their full potential and have developed programs that reflect this cause. These values carry forward into our Induction program." The HBUHSD submission identifies seven specialized district programs which are spread over the eight high schools (six traditional and two alternative) and designed to increase student success. The programs focus on different subgroups of students and will be accessible to candidates of the proposed teacher induction program. HBUHSD also provides "... a full spectrum of special programs and alternative settings for students with Individualized Education Plans (IEPs)." These programs will also be accessible to candidates of the proposed program. While these opportunities are formalized programs in the district, candidates will also have the opportunity to work with other student subgroups identified in the LCAP Infographic by religion, racial, ethnicity, and linguistic and economic backgrounds. Those demographics are represented across all school sites. The proposed teacher induction program will clearly be able to take advantage of the diverse student population within the district to provide candidates with significant experience with a range of students including those identified in the program standards.

Common Standard 4 – Continuous Improvement

HBUHSD has established a timeline and process where input will be gathered from all stakeholder groups, reviewed by the advisory committee, and outcomes returned to the program. As noted, candidates and coaches will informally and formally self-reflect on the effectiveness of the program for the individual candidate. These two stakeholder groups will also be surveyed monthly regarding the effectiveness of all components of the program. Curriculum Facilitators will receive immediate feedback from participants in their professional learning sessions to improve subsequent sessions. Site administrators will have opportunities to

informally assess clinical practice at the twice-yearly triad meetings. These two stakeholder groups will also annually review the inquiry models and assess them for relevance and accuracy to current trends and understanding of California standards and Frameworks. The HBUHSD submission provides the Induction Continuous Improvement Timeline which encapsulates the information provided here and shows how the key stakeholders of candidates, coaches, advisory committee, and administrators will specifically participate in the continuous improvement of the proposed program. Input from stakeholders not in daily contact with the program will also be gathered throughout the year. These groups include 1-, 3-, and 7-year program completers, LCAP parents, and community partners such as institutions of higher education and the district-level English Learner Advisory Committee (DELAC). All professional learning feedback, ILPs, stakeholder input surveys, and other forms of program assessment data, will be administered digitally and responses stored and aggregated in the Canvas Learning Management System. The year will culminate in an annual program reflection where this data will be analyzed by key stakeholders and used to determine changes and best practices. This process will allow for the systematic collection, analysis, and use of data to reflect on the effectiveness of the program.

Common Standard 5 – Program Impact

HBUHSD states that it is, “deeply committed to preparing candidates to serve as professional school personnel who demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards.” Candidate proficiency and readiness will be assessed in a variety of ways. As candidates work collaboratively with their mentors on their ILPs, they will self-assess and receive feedback using the continuum of teaching practice rubrics for the CSTP. Candidates will be assessed based on multiple pieces of evidence gathered from the CSTP self-assessments; ILP activities, growth goals progress, and documents; coaching conversations and observations of candidates by coaches, site administration, and the Induction Coordinator; participation in professional learning opportunities; and progress toward program completion requirements. All these data points will create an authentic analysis of each candidate’s readiness to enter the teaching profession.

HBUHSD intends to use the data mentioned in the previous paragraph and the Induction Continuous Improvement Timeline to assess the immediate positive impact of the proposed program. To assess continuing positive impact, the program will use 1-, 3-, and 7-year completer surveys as cohorts finish the program. As indicators of positive impact, HBUHSD may ask about professional progress, additional degree attainment, community or site involvement, awards, etc. HBUHSD also intends to be “fully transparent” with this information and provide it to appropriate bodies such as the advisory committee and Board of Trustees with the intention of adding data and feedback for its continuous improvement commitment.

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 Huntington Beach Union High School District.

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

Additionally, because teacher induction programs are designed to be one or two years in length, staff recommends that if Provisional Approval is granted to HBUHSD by the Commission, the period of Provisional Approval be three years. After this time frame, an institution will have had an opportunity for one cohort to complete the full program and to collect up to three years' worth of data that would include completers of the program.

The report from the focused site visit will be brought to the Commission for consideration of full approval for Huntington Beach Union High School District in Stage V.

Next Steps

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