

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

**Professional Services Division
February 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Bakersfield City School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction	6	X		

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

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

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

Institution: Bakersfield City School District

Dates of Visit: November 7-9, 2017

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although Bakersfield City School District has operated a Commission approved educator preparation program since 2003, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2017 accreditation visit is the first accreditation site visit for this institution.</i>

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

All program standards were **Met** for the Teacher Induction Program.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

Having all program standards and all common standards met, it is the site review team's recommendation for **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements

Multiple Subject/Single Subject/Education Specialist Teaching Credential
Teacher Induction Program

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Bakersfield City School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Bakersfield City School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

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Common Standards:

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Programs Cluster:

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San Mateo-Foster City School District

Staff to the Visit:

Gay Roby

Commission on Teacher Credentialing

Documents Reviewed

2017 Preconditions, Feedback, and Response Advisement Documents Budget Candidate Exit Interview Files Common Standards Review Submission Feedback Individual Learning Plan Kern Induction Collaborative Meeting Agendas and Notes Learning to Teach Advisory Committee Meeting Evaluations PT Evidence Completion Checklist PT Meeting Agendas, PowerPoint, Sign in Sheets	Program Assessment & Feedback Program Assessment Addendum Program Summary Site Administrator Agreements Site Administrator Handbook Support Provider Assessment Summaries Support Provider Training Agendas, PowerPoint, Sign in Sheets Support Provider Handbook Survey Data Results Teacher Induction Program Handbook
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Interviews Conducted

Stakeholders	TOTAL
Candidates	37
Completers	25
Employers	17
Institutional Administration	3
Program Coordinators	1
Professional Development Leaders	10
Program Specialists (middle management)	4
Support Providers	25
Credential Analysts and Staff	3
Advisory Board Members	17
Institutes of Higher Education Partners	8
Kern Induction Collaborative Colleagues	15
TOTAL	165

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Bakersfield City School District (BCSD), established in 1882, is the largest elementary school district in California, serving approximately 30,372 students (79% Hispanic, 10% White, 8% African American, 3% Other) and encompassing approximately 158 square miles. The district is located approximately 100 miles north of Los Angeles in Bakersfield, the 9th largest city in California in a community known for its agriculture and oil industries. Bakersfield City School District is the oldest of the five districts serving the greater Bakersfield geographic area. The District operates 33 elementary schools, 9 middle and junior high schools, and 2 alternative sites for Special Education, employing over 3,500 certificated and classified employees. The unduplicated percentage of the District's students that are low-income (based on Free and Reduced Meal Program eligibility), English learners, and foster youth is 89.88%.

Education Unit

BCSD's teacher induction program is housed in the Human Resources department of the district. Currently the only Commission-approved credential program, they have served both general education and special education candidates for the past six years. Through a regional collaborative of teacher education programs, the program collaborates with both local preliminary preparation programs and nearby teacher induction programs.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction Program	64	128

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report for Teacher Induction Program

Program Design

Under the leadership of the Superintendent, the New Teacher Support (NTS) induction program is part of the Human Resources (HR) Division led by the Assistant Superintendent of HR. The program coordinator is in charge of the program, and is supported by an administrative assistant and a clerk. Four program specialists provide mentor training, professional development, and monitor, review, and recommend professional learning for each candidate by reviewing weekly collaborative logs generated by the candidate and mentor. These four program specialists support several candidates, giving them direct insight into the induction journey.

Interviews with HR personnel, the business office, the superintendent, leadership in the Curriculum and Instruction Department, and program specialists detailed extensive communication and collaboration within the credential program and with the institution. The coordinator and assistant superintendent meet weekly, and the coordinator and her staff communicate continually with all stakeholders including credential analysts, program specialists, professional development providers, instructional coaches, teacher tutors (retired teachers who provide learning-centered “just in time” support), and the special education department. The coordinator initiates an initial contact, then communicates regularly via administrator meetings, visits to the school sites, program emails, and individual emails about specific candidates.

Review of the handbook, candidate online portfolios, as well as interviews with mentors, program specialists, and candidates verify that Bakersfield City School District (BCSD) has a well-defined structure of coursework and field experiences. BCSD begins every school year with a four day New Teacher Orientation (NTO) where new teachers learn about the culture, structure, and instructional practices in the district. At NTO, induction-eligible teachers meet their mentor, and are invited to an induction orientation that is held after school during the first or second week of the school year. Mentors and candidates meet weekly and document their work together on a collaborative log, which is managed through Google Classroom.

Candidates develop their Individual Induction Plan (ILP) with guidance from their mentor, district program specialists, and their principal. After the ILP is designed, candidates spend the first half of the first year working on an initial goal in partnership with their mentor. They complete the first cycle of inquiry in the spring of year one and then complete two additional cycles in year two. The candidate documents professional learning that guides instruction, as well as student outcomes that result from the inquiry. Document reviews of the inquiry cycle and continuum of teacher practice self-assessment provide evidence that progress toward mastery of the California Standards for the Teaching Profession (CSTP) is the goal for this program.

Candidates, mentors, and program leadership discussed significant changes over the past two years as the program shifted with the newly adopted standards from a focus on Formative Assessment for California Teachers (FACT) toward inquiry based on the individual needs of the candidate. Rather than logging hours on a timesheet, evidence of mentor-candidate

collaboration is collected on a collaborative log, which is reviewed by the program specialist assigned to the mentor-candidate pair. Candidates choose not only their focus for the inquiry, but also the evidence of mastery to be presented for formal review. The program coordinator, along with program specialists, mentors, and principals spoke favorably about these changes as they enhanced the teaching and learning in candidates' classrooms.

The program gathers input in a variety of ways. Candidates report evaluating professional development, completing weekly collaborative logs that are reviewed by the program specialists, mid-year surveys, and individual conversations with their site administrator, program specialist, or director. The assistant superintendent of HR shared that she gathers input from and gives direction to site administrators, which is shared with the coordinator in a weekly meeting. Additionally, the Learning to Teach Advisory Council (LTTAC) which includes representatives from partner universities, and representatives from all BCSD intern and induction stakeholder groups meets quarterly. The Kern Induction Collaborative (KIC), which is comprised of personnel from the six local school districts plus faculty from colleges and universities in the greater Bakersfield area, also reported that they meet monthly to give and receive input on the transition from preliminary programs to induction, transition to the new standards, and collaboration on best practices.

Course of Study

In interviews, program specialists, mentors, and candidates described the sequence of coursework. A new teacher begins by meeting in a triad with their principal and mentor at one of four geographically based meetings. At this meeting, the initial ILP is developed. Candidates spend the first half of the first year working on an initial goal with the support of a mentor, recording progress on a weekly collaborative log. Program specialists review these collaborative logs, giving feedback and possibly offering additional layers of support to any candidate or mentor who needs extra help. In the spring of year one, the candidate completes their first formal inquiry, noting professional development, research, and actions. This inquiry is reviewed on a three-point rubric, and candidates who score less than three receive additional support and revise the inquiry to meet the program expectation. This inquiry process is completed twice in the second year of induction. Candidates also show progress toward mastery of the California Standards for the Teaching Profession (CSTP) by self-assessing on the continuum of teaching practice three times.

BCSD integrates robust professional development that includes both required and optional offerings. All candidates must participate in those professional development sessions tied to district initiatives, and have choice in a variety of additional, optional offerings. Principals, mentors, and program specialists describe a variety of ways that professional development related to the inquiry might be suggested to the candidate. The Director of Curriculum and Instruction reported that 171 different options were available in Summer 2017, with more than 1100 teachers participating in the week-long institute.

One of the district’s English Learner Program Specialists described how she works across disciplines and with various stakeholders to ensure that English Language Development (ELD) strategies are integrated into all learning experiences. English-Language Arts instructional coaches described how they support literacy across all disciplines. Interviews with institutional leadership confirmed that program specialists work with the Curriculum and Instruction Department to “tailor the professional learning with the lens of the new teacher.” Candidates report that they have first priority in the choice of the Professional Development seminars, which are limited to 30 people per session.

Candidates are hired and assigned based on their preliminary credential authorization(s). Mentors are matched based on credential type, geographic location, and subject matter or grade level experience.

The Assistant Superintendent of HR came from a strong county consortium, and reports that the strength of this single-district program is that all constituents (candidates, mentors, and district personnel) are “on the same journey together.” Principals, candidates, and program specialists complimented the program on its alignment with district initiatives, the context of the teacher’s classroom, and the specific, in-the-moment needs of the teacher while developing enduring skills of a professional educator.

In this singular journey, candidates, and mentors are advised and evaluated in multiple, ongoing ways. Mentors and candidates complete a weekly collaborative log that is reviewed by a program specialist, who gives feedback on past work and instructive next-steps. Principals reported that they discuss candidate needs with the candidate’s mentor, or the program specialist who monitors the candidates’ work. The program director meets weekly with the program specialists to hear and give feedback on the efficacy of the induction work. Induction candidates and mentors assess the program’s effectiveness in a mid-year survey, in reviews of the mentors, meeting evaluations, and exit interviews.

Assessment of Candidates

The program coordinator, program specialists, mentors, and candidates explained how candidates are assessed throughout their induction experience. Mentors are trained to provide individual support to candidates based on candidate need, assignment and student population. Growth in week-to-week mentoring and reflection is documented on a collaborative log in a Google Drive, which program specialists review on a weekly basis. This review gives program leadership information about when and how to provide extra assistance. Candidates work with their mentor to self-assess based on evidence to place themselves on the Continuum of Teaching Practice (CTP) to document growth over time in the CSTP. The CSTP is initially reviewed at the beginning of the program and is reviewed again toward the end of each of the two years of induction. Candidates’ ILP are formally reviewed two times each year, for a total of four reviews. The first review is to provide input on progress toward their initial goal, while the subsequent reviews are of the inquiry cycles and the evidence the participating teacher presents to show professional growth toward the goal set by the candidate.

A three-point rubric is used at each of these checkpoints. A score of three means acceptable evidence is presented, a score of two means further evidence needs to be presented to the program, and a score of one means that additional layers of support and an additional inquiry cycle are required. Because program specialists are reviewing logs and ILP regularly, it would be very unusual for a score of one to occur. All candidates--early completion, year one, and year two--reported a very clear understanding of the program expectations and assessments, and gave anecdotal evidence of their growth as a professional educator, as well as the growth of their students because of the ongoing formative and summative assessments in the program.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Teacher Induction Program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>Additional information applicable to the standard decision:</p> <p>Interviews with BSCD leadership confirmed that the induction program is fully integrated with the district’s mission and vision of a true professional learning community, and as such, is an essential part of a district-wide system of support for all teachers. The program is designed to develop teachers who implement best practices in a coherent inquiry-based system through a job embedded mentoring and professional development system. The leadership and program specialists are actively involved in the organization, coordination, and decision-making of the program, as well as the ongoing monitoring and support of candidates and mentors. The NTS office is well supported by district and site leadership, and all interviewed stakeholders reported that resources are flexible and allocated based on program needs. On-going program design and implementation input is provided by two distinct stakeholder groups: the Learning to Teach Advisory Council (LTTAC) which includes district leadership, institution of higher education representatives, union members, intern and induction participants and the Kern Induction Collaborative, which includes university partners and local Induction program leadership. The program actively recruits new mentors each Spring in response to a continually growing new teacher workforce and implements a rigorous selection system, then continually monitors mentor effectiveness, and replaces those who are not satisfactorily supporting their assigned teacher. The coordinator and program specialists monitor candidate progress on a weekly basis, provides individualized feedback and support, and assess progress towards completion three times each year of participation to ensure that all participants have completed all requirements for the credential.</p>			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. 	X		
<ul style="list-style-type: none"> A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. 	x		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Additional information applicable to the standard decision</p> <p>The induction program supports the recruitment and retention of teacher candidates through multiple measures and methods. The BCSD Human Resources website and Teacher Recruitment folder document where the induction program fits within the district's learning to teach continuum. The district's Diverse Teacher Recruitment Plan and Teacher Diversity statistics document efforts toward the diversification of the educator pool. Advice and assistance begins at point of hire and includes a four day New Teacher Orientation (NTO) where Induction eligible candidates are invited to an Induction Orientation and are assigned a mentor trained in Induction processes and mentoring principles. At Induction Orientation, program requirements are communicated via the program handbook, candidate and mentor responsibilities are defined, and communication methods of collaborative logs and weekly meetings are established. Candidates then attend an ILP meeting with their mentor and principal to create a collaborative two-year ILP (one-year for Early Completion Option candidates) that becomes the road map for their Induction journey. Successful progression through the Induction program is guided by measures that include: collaborative log, Continuum of Teaching Practice (CTP) self-assessments, Inquiry Rubric feedback, survey data, and ILP checkpoints. Stakeholder interviews confirm multiple measures of a system of checks and balances that is in place to effectively recruit, support, and retain district teachers.</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> • Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> • Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> • The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> • Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> • All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> • For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met
<p>Additional information applicable to the standard decision</p> <p>The teacher induction program has designed a coherent system of experiences for furthering new teacher development of knowledge and skills. The process begins with individualized goal setting in collaboration with mentors and site administrators, and incorporates both “just in time” support from mentors and action research through a series of three classroom based inquiry processes. Induction goals are designed to be integrated into site and district objectives and include issues of diversity encountered in the candidates’ school settings. Progress by candidates toward achieving their goals is supported through mentor advisement, observations of exemplary teachers, district professional development, and targeted support from program specialists. Through the inquiry process, candidates engage in focused research, implement new strategies, and reflect on the effectiveness of practice with guidance from their mentor. This reflection is evidenced through weekly collaboration logs, which are monitored by program specialists and are used to guide individualized program support and feedback. Mentors are selected after a rigorous application process, and site administrators report that they have proven to be excellent teachers and are passionate about student learning. They then receive both initial and ongoing training from program leadership in mentoring and coaching skills, and are assigned to candidates based on credential area and teaching context to ensure mentor knowledge of effective practices in each setting. The program employs multiple measures for assessment of mentor effectiveness, including candidate feedback, collaborative logs, attendance records, and an annual Support Provider Feedback form.</p>	

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		

Finding on Common Standard 4: Continuous Improvement	Met		
Additional information applicable to the standard decision			
<p>The heart of the program is ongoing mentoring and individualized support focused on continuous improvement. NTS leadership is supported and guided by input from the candidates it serves, and various Induction stakeholders including the leadership team, KIC, site principals and the BCSD Human Resources department. Both LTTAC and KIC review program survey data and advise the induction program during a quarterly meeting. Members reported that they receive prompt feedback to their requests for suggested program improvements (for example, increased supports for classroom management principles). KIC agendas detail topics including technology in the classroom, special education, and Common Core implementation. KIC members describe an extremely cooperative relationship of program improvement including topics of classroom management, restorative justice practices, and mindfulness principles. Site principals, mentors and candidates shared multiple examples of an increased alignment between site priorities, district initiatives, and Induction inquiries designed to meet teacher needs in areas including Social Emotional and Learning (SEL), Math Talks, and Guided Reading practices. Program completer input is obtained through exit interviews and completer surveys. Detailed professional development feedback is collected, analyzed, and incorporated into ongoing program improvement as evidenced by the revision of professional development topics/presentations, mentor training topics, “just in time” support provided to candidates, and the addition of two new Teachers on Special Assignment (TOSA) for special education.</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.		X	
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students	X		
Finding on Common Standard 5: Program Impact	Met		

Additional information applicable to the standard decision

The induction program has a system of support for new teachers that begins with the development of an ILP that is collaboratively developed with guidance by the mentor and site administrator and includes an initial goal and three inquiry based goals for the two-year induction process, and candidates self-assess in each of the California Standards for the Teaching Profession (CSTP) using the Continuum of Teaching Practice (CTP) at three points during the induction process. Candidates' induction goals incorporate the state adopted academic standards and some elements of the CSTP, and which standards are addressed vary from candidate to candidate. Candidate progress toward meeting the program requirements is monitored on an ongoing basis by the coordinator and program specialists, based on a three-point rubric, and individualized feedback is then provided to candidates. Those candidates who receive a score of 2 or 1 on the inquiry rubric are then given subsequent targeted support by program specialists and mentors for meeting those requirements. Although candidates engage in research, skill development, and reflection through inquiries in several of the CSTP elements, this early in the transitioning to new standards, and additionally due to the fact that this visit took place in the fall of the first year of the transition, reviewers were not able to verify that candidates are assessed in their progress towards mastery across the CSTP during the two-year induction process.

The BCSD Induction program regularly collects data for program evaluation and inquiry documentation, survey data, and stakeholder feedback is reviewed regularly in order to measure the positive effect of induction on teaching and learning. Interviews with site administrators, mentors, and LTTAC members evidence the positive impact that the program has as a whole for the district, and individually for each teacher over the two year induction process. Induction is viewed by these stakeholders as integrated into an entire district system of support and as a foundation for continued growth.

INSTITUTION SUMMARY

The BCSD operates and implements a comprehensive and rigorous Induction program which is fully integrated into the district's system of teacher support designed to give all teachers the opportunity to succeed. The district's core values of equity, integrity, caring, collaboration, and accountability are evident in BCSD's approach to teacher mentoring. Stakeholders enthusiastically described tightly-knit, responsive layers of teacher support in a symbiotic relationship within district programs and initiatives. Those concentric circles of support include carefully matched mentors, an extensive and diverse menu of professional development choices, quality and timely feedback, and program leadership committed to the success of teachers and the students they serve.

Highly qualified mentors are selected and trained to meet the unique needs of new teachers within their context and content. The coordinator, program specialists, and stakeholder groups work collaboratively to create a robust program that is individualized and meaningful, and is responsive to candidate needs. Mentors, candidates, and site administrators clearly remarked

how recent program revisions have reduced redundancy and increased the value of the induction process, and has allowed candidates to go much deeper in their learning.

The program is part of a unique community of educators within the greater Bakersfield area who meet together monthly to discuss the needs of their candidates, their community and their profession. Representing a wide variety of programs--from preliminary teacher through advanced degrees--their collective vision and support of one another is a unique hallmark for the lower Central Valley teachers.