Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at San Bernardino City Unified School District

Professional Services Division
February 2018

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Bernardino City Unified 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: **San Bernardino City Unified School District**

Dates of Visit: **January 22-24, 2018**

2017-18 Accreditation
Team Recommendation: **Accreditation**

Previous History of Accreditation Status
Although San Bernardino City Unified School District 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.

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 found to be **Met**.

Common Standards
All common standards were found to be **Met**.

Overall Recommendation
The team completed a thorough review of the programs documents, program data, program implementation, including candidate electronic files and ILPs, and interviews with program leadership, district leadership, site administrators, mentors, candidates, program completers, reviewers, and advisory committee members. As a result of finding all Common Standards and all Program Standards **Met**, the team unanimously recommends a decision of **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:

Teacher Induction

Staff recommends that:

- The institutions response to the preconditions be accepted.
- San Bernardino City Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Bernardino City Unified 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:	**Lisa Tiwater** Stanislaus County Office of Education
Common Standards:	**Cathy Fong** Bellflower Unified School District
Programs Cluster:	**Julia Dewees** Capistrano Unified School District
Staff to the Visit:	**Karen Sacramento** Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Common Standards Feedback
 Preconditions
Candidate Electronic Folders and Database
Candidate ILPs
Induction Program Handbook
Follow-up Survey Results
Standards Transition Plan
Program Assessment Submission
Program Assessment Addendum
Program Assessment Feedback
Program Summary
Mentor Handbooks
Candidate Activity Guide
Induction Brochure

Recruitment Fair Flyers
Credential Check Document
Mentor Job Description
Program Email Communications and Accountability Records
Induction Candidates MOU
District Organizational Charts
Survey Data
Formative Assessment Documents
Program Communications
Mentor Logs
Advisement Documents
Professional Development Agendas
Meeting Minutes

Interviews Conducted

Stakeholders	TOTAL
Education Specialist Candidates	11
General Education Candidates	55
Completers	10
Site Administrators	19
District Leadership	4
Program Directors	2
Program Specialists	3
Professional Development Providers	10
Mentors	32
Credential Analysts and Staff	2
Advisory Board Members	22
IHE Partners	2
TOTAL	**172**

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

San Bernardino City Unified School District (SBCUSD) serves the city of San Bernardino and a portion of Highland. SBCUSD has approximately 53,000 students enrolled in 72 schools and is the sixth largest school district in California. SBCUSD District overview information includes:

2016-17 Demographics **53,152 Students** (Includes 3,312 Charter School Students)	
Socioeconomic	88.5%
English Learners	27.3%
Special Education	11%
Homeless	8.3%
Foster	0.9%
Charter Schools	6.2%

Education Unit

The SBCUSD Teacher Induction Program (TIP) is under the Employee Development Department in the Human Resources division of the district office with oversight from the Assistant Superintendent of Human Resources. Daily operation of the program is the responsibility of the TIP leadership team which consists of a lead TIP mentor and nine full-time release mentors. Direct supervision of this team is the responsibility of the Director and Assistant Director of the Employee Development Department. The TIP program is part of a larger teacher professional growth system which includes Peer Assistance and Review (PAR) and the Demonstration Teacher Program. The TIP program currently serves 212 first and second year teachers.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
General Education Teacher Induction	44	164
Education Specialist Teacher Induction	18	48

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports
Teacher Induction

Program Design
The San Bernardino City Unified School District (SBCUSD) Teacher Induction Program (TIP) is under the Employee Development Department in the Human Resources division of the SBCUSD district office with oversight from the Assistant Superintendent of Human Resources. Daily operation of the program is the responsibility of the TIP leadership team which consists of a lead TIP mentor and nine full-time release mentors. Direct supervision of this team is the responsibility of the Director and Assistant Director of the Employee Development Department. The TIP program is part of a larger teacher professional growth system which includes Peer Assistance and Review (PAR), Interns, and the Demonstration Teacher Program.

Interviews and review of documents confirmed that the program communicates with stakeholders through multiple means. The advisory board meets three times a year with membership from district departments, program members, and university staff. In addition, the advisory board receives TIP bulletins that are sent to teachers to keep them informed of professional development opportunities, resources, and expectations of program completion. Mentors receive communication through monthly meetings in which they collaborate with other mentors, learn about program expectations, review adult learning theory, receive training for "just in time" support, as well as mentoring and coaching tools. In addition, each full-time mentor is assigned a group of part-time mentors whom they regularly support to address their individual needs. Full-time mentors communicate with each other through weekly leadership meetings where they plan professional learning opportunities for teachers and mentors and collaborate on best practices. The new mentors participate in "onboarding" where they shadow experienced mentors before they take on their own candidates.

Interviews with site administrators verified that communication from the program occurs at the beginning of the year through an assignment email and triad meetings which clarify roles and responsibilities of mentor, teacher and administrator. In addition, the triad meeting facilitates the alignment of evaluation goals with induction work. Administrators shared that they felt that the TIP leadership supported them well. For example, one principal asked for one full-time mentor to support all of the candidates on her site. A highlight from candidate interviews was when a special education teacher shared that "before the meeting, my principal didn't know anything about Moderate/Severe, but now he understands what I do." Other candidates described the meetings as meaningful and informative. Each month, mentors complete logs which include dates, times, and general discussion topics. These logs are sent electronically to administrators and cc'd to candidates to transparently and optimally support each candidate's teaching assignment. Administrators voiced that the "logs are much appreciated, so they can back up the work of the TIP mentor." Interviews with administrators were overwhelmingly positive; they felt that "it is such a great experience to work alongside mentors to make sure new teachers are successful"

and that the TIP program "seeks to build a rapport with the administrators through multi-layered support for retaining teachers."

Interviews confirmed that TIP Leadership regularly communicates with the two credential analysts in the Human Resources Department to ensure that candidates encounter a timely transition into the program. TIP Leadership receives a copy of the Credential Checklist Form completed by candidates and the credential analysts which indicates which credential/teacher preparation program the new hire has completed or for which program they are eligible. In addition to providing a three-day New Teacher Academy and a one-day New Certificated Orientation, TIP Leadership tracks and provides support for new hires who are not induction eligible to facilitate a supported pathway to preliminary licensure.

Documentation shows that the program is designed to improve teacher practice as measured by the California Standards for the Teaching Profession (CSTP) and student achievement through goal-setting, professional learning, data analysis, lesson planning, self-assessment and reflection. Candidates and mentors reported that they meet together at least one hour a week. Candidate interviews emphasized that in addition to working through the Plan Teach Reflect Apply (PTRA) inquiry cycle in their ILP, they appreciated the "low stakes accountability of weekly check-ins with someone who knows me...understands me and my struggles...guides not judges, and reminds me what's important." Candidates and mentors work together analyzing observation data, observing veteran teachers, applying research-based principles from professional development, lesson planning, and self-assessing their practice using the Continuum of Teaching Practice (CTP). A strength of the program is that 90% of the Demonstration Teachers in the district serve as mentors, offering candidates effective models for implementing the Common Core State Standards to help students prepare for their future.

Mentors use a variety of mentoring tools to guide their conversations and all reflections and new learning are documented during meetings on the candidate's Individual Learning Plan (ILP) which serves as a road map for their growth and development. All candidate documents are housed in an electronic program folder in a Google drive, and interviews confirmed that they are reviewed monthly by the leadership team. Candidates shared that their mentors keep them on track based on feedback received from the TIP Leadership.

In the last two years, the program has increased the number of full-time mentors from 4 to 10 as they developed and implemented the use of an ILP aligned to the new induction standards. Program leadership explained that they have moved away from prescribed cycles of inquiry and now have inquiry activities based on teacher needs and self-assessment, professional development driven by teacher choice, and increased collaboration with site administrators. In addition, there have been positive changes such as the development of mentoring tools and training to assist mentors in choosing the most appropriate tools for reflection as they guide their candidates through the PTRA cycle. Full-time mentors hone their skills in a lesson study-like

protocol where one mentor gives formative feedback to another mentor after observing a genuine coaching situation with a candidate.

Review of documents demonstrates that stakeholders give input in the form of surveys and feedback forms. Teachers complete three surveys each year: Mid-Year Survey, End-of-Year Survey and Mentor-Effectiveness Survey. Mentors complete the Mid-Year and End-of-Year surveys as well as mid and end of year self-assessment on their own performance. Professional development sessions are evaluated by candidates through feedback forms completed after each session. The results are analyzed by the leadership team and recommendations for improvement are determined during regular After Action Review sessions. For example, feedback from candidates about not wanting to be locked in to one strand or topic for their professional development led to the revision in requirements allowing candidates the choice of individual professional development sessions. Advisory Board members indicated that they see positive impact as additional program improvements are recommended and implemented throughout the year. Candidates reported that they felt heard when their suggestions were acted upon.

Course of Study (Curriculum and Field Experience)
Documentation substantiates that all new teachers complete a credential form and receive a TIP brochure at point of hire, are contacted by TIP leadership within the first 30 days of employment, and attend a three-day New Teacher Academy (NTA). Candidates were extremely positive when asked about the NTA. They reported that they received meaningful information regarding their context for teaching, building positive relationships with students, district initiatives, first days of school, and positive behavioral supports. Induction eligible teachers also attend an Induction Orientation Meeting (IOM) during which they learn the purpose of induction, the program processes and activities, and sign a Memorandum of Understanding (MOU). Interviews confirmed that teachers are assigned a mentor within 30 days of being hired or receiving their preliminary credentials. Principals shared that they feel that the matches are strategic, taking into account subject area, personality types, and specific needs of sites. Candidates stated that in the weekly meetings, their mentors help them set goals based on self-assessments of the CSTPs and the collaborative goals they set with their evaluators. The goals are measured through student pre-assessments and analyzed collaboratively to set desired student outcome goals to be met by the end of the semester. Action research, which includes professional learning sessions, observations of veteran teachers, and professional readings is conducted to acquire strategies to meet these student outcome goals. Candidates have a wide choice of differentiated professional development sessions--from those with an emphasis on special education strategies to classroom management strategies for all levels of students. The sessions focus on strategies that will help them to meet their ILP goal. These professional development sessions were described across stakeholder groups as "thought-out, purposeful, and intentional." Each strategy that candidates learn is taken through the Plan Teach Reflect Apply (PTRA) cycle to ensure its maximum effectiveness in improving student achievement in the focus area. Interviews affirmed that if the strategy is not working, the candidate has the flexibility to discontinue exploring the use of the strategy. Ideally, candidates will have implemented at least three new strategies before they

measure the students' progress with a post-assessment at the end of the semester, but this is completely up to the individual needs of the candidate.

This process is repeated for each additional semester the candidate is in the program with updates and revisions made to the goals as needed. Throughout this work, candidates reflect on their performance using the Continuum of Teaching Practice (CTP) by revisiting their focus standard which is chosen for its alignment to their goals. Candidates emphasized reflection is the most valuable part of their work. One candidate summarized that mentors guide the reflections to "not just focus on what went wrong, but to remind me that I have grown too."

Assessment of Candidates
The TIP Leadership team collaboratively designed the ILP based on the new induction standards and continues to meet regularly to refine their assessment of candidate work. They have ongoing meetings where they discuss their own candidate's goals and progress to calibrate what successful completion should look like. Each full-time mentor collaborates with a team of part-time mentors who regularly monitor their candidates' induction experiences during calibration activities at monthly mentor meetings. Specifically, mentors sit with a partner and not only look at each other's candidate ILPs, but practice coaching by providing feedback. An interview with the assistant program director clarified that if revision is necessary on a candidate's ILP, the team lead will give feedback to the mentor who guides the reflective conversation with the candidate to ensure growth. Results of the ILP reviews are tracked on the Program Review Database which is accessible to all mentors.

Candidates reported that they are informed of this assessment process at the Induction Orientation Meeting. Candidates assess their own practice on all six standards at the beginning of the year and the end of the year using the CTP. They then self-select one CSTP "focus" standard they would like to utilize to assist them in goal-setting. At the beginning of each semester, candidates assess all elements within their focus standard. Specific elements of their focus standard are revisited dependent on the mentor-teacher conversation focus and additional evidence of their practice is captured on the CTP. Candidates shared positive comments about this process such as "I feel supported through the process" and "My mentor helps me to think critically and analyze as I implement new strategies."

Interviews confirmed that once candidates have completed all requirements, they are given a letter of completion which is hand carried to the credential analysts in the Human Resource Department who then submit an online recommendation to the Commission for a Clear credential. The credential analysts shared that when a candidate brings in the letter of completion, they all cheer, celebrating the accomplishment!

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners,

the team determined that all program standards are **Met** for the San Bernardino City Unified School District.

Common Standards Report

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:			
● 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		
● The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	X		
● 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		
● 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		
● 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		
● Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	X		
● 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		

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.			
● 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	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

SBCUSD's Induction Program prepares educators by implementing a formative assessment process wherein candidates develop a personalized ILP goal drawn from California's K-12 adopted standards and curricular frameworks. Program faculty and relevant stakeholders are actively involved in the organization, coordination, and decision making, as indicated by interview results. Candidates reported consistently offering feedback and seeing changes implemented immediately. Sufficient resources are allocated for the effective operation of the program, as affirmed through interviews and electronic documentation. SBCUSD program design puts candidate needs at the center and focuses on the development of candidate practice as it relates to teaching and learning. Candidates are offered a variety of professional development (PD) specific to preparing educators for California public schools and related to their self-chosen ILP goals. One candidate described the district's diverse PD of social-emotional learning, working with students who have experienced trauma, and poverty as being "top notch training. Everything you are doing on a daily basis; it all connects to the REAL classroom." Recruitment and faculty development support hiring and retention of faculty who represent diversity as evidenced across stakeholder interview findings. Interviews with site administrators indicated professional development providers and mentors effectively support candidates' abilities to assess and implement research-based strategies. The program systematically ensures recommended candidates have met all requirements by having multiple stakeholders (part-time and full-time mentors and program leadership) calibrate and score candidates' work.

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		
● The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	X		
● The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and	X		

Components	Consistently	Inconsistently	Not Evidenced
assistance to promote their successful entry and retention in the profession.			
● Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	X		
● Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. 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	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

The district recruits candidates who hold preliminary credentials and attempts to match the diversity of teachers to the diversity of the student population as demonstrated in interviews with administrators. Institutional leadership shared that the district strategically and actively recruits Hispanic and African American male teachers and administrators in creative ways. They also shared that trend data shows these numbers are rising, and the HR director shared in a separate interview that in the 16/17 school year the district hired over 50 teachers of color. The *Grow Our Own* initiative implemented by the district is also showing promise to add diversity to the district's teacher population. One administrator reported, "We hire teachers who have a certain mindset; who believe there is an achievement gap and model soft skills needed to build resiliency in students." Through 'onboarding' support, advice, and assistance are provided to promote successful entry and retention in the profession. The New Teacher Academy and TIP orientation are part of this process. The district credential analysts review candidate credentials and experience, and then informs them of the local induction program.

Candidate support and PD needs are consistently seen as the overarching goal of program implementation in order to ensure candidate success. Interviews affirmed that the induction program coordinator oversees the day-to-day activities of the program, while the full-time mentors within the program support the part-time mentors and the candidates' PD needs. Feedback from mentor, candidate, and administrator interviews triangulated the program's impressive approach to assisting candidates in their growth and success. The program utilizes multiple measures to ensure candidate performance expectations are met such as survey data, monthly mentor activity logs, marking of the CSTP Continuum of Teaching Practice, and electronic document files.

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	X		

to educate and support P-12 students in meeting state-adopted content standards.			
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		
· 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		
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· 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**	**Met With Concerns**	**Not Met**
	X		

Additional information applicable to the standard decision

SBCUSD's induction program is a job-embedded, individualized goal-driven program that allows candidates to choose their area for growth through the use of an Individual Learning Plan (ILP), apply the PTRA cycle in order to learn, practice, and demonstrate competencies required to clear their credential. Appropriately matched mentors and self-selected TIP seminars are the primary supports for candidates. Mentors are selected, trained, and evaluated based on evidence of their knowledge and implementation of best practices, ability to develop and maintain relationships, and their overall effectiveness. New mentors are transitioned into their role through an onboarding process that includes shadowing an experienced mentor. District leadership indicated that mentors have a significant responsibility and said: "Mentors take the idea of ongoing continuous training to heart and grow as much as our new teachers."

The diverse needs of the students within the district require teaching and learning about culturally responsive approaches and differentiation. Interviews affirmed program experiences related to mentoring, observations, training, and examination of research-based strategies aligned to the content standards, framework, English Learners, special populations, and classroom management. Candidates shared that they are provided books such as Jensen's book, *Teaching with Poverty in Mind*, and that some of their TIP seminar options focus on these areas.

Candidates are assessed against the CSTP, CTP criteria, and the feedback received on candidate growth provided to the program by mentors. Candidates indicated that the use of the ILP, classroom formative assessments and student achievement data guide their continuous reflection and examination of their approaches to teaching. These criteria are supported by a well-trained mentor. Candidates and mentors also shared that a triad conversation that includes the candidate, mentor and administrator, supports their growth and their goal setting.

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 completer 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	X		

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employers and community partners about the quality of the preparation			

Finding on Common Standard 4: Continuous Improvement	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision
SBCUSD's approach to continuous improvement includes ongoing collection and study of data from all stakeholder groups. These multiple measures are used to assess and provide specific data on the effectiveness of the program, course of study, job-embedded application and candidate competence. Identification of program effectiveness includes formal surveys administered to candidates and mentors, informal feedback from all stakeholders, candidate Individual Learning Plan growth, and Google file evidence artifacts. Stakeholder interviews indicated how regular examination and analysis of the data collected (called 'After Action Review Sessions') has informed and supported many improvements to program components. The leadership team and mentors shared that survey and PD evaluation data is looked at immediately. The team routinely studies the data and adjusts as needed on a semester level. In interviews, candidates shared that they appreciated that activities related to induction "look less like TPA tasks and are now job-embedded and teacher driven." One first year candidate interviewed reported that he loved the Google platform and that his mentor "doesn't overwhelm me with documents; I just have to do the thinking." Interviews with candidates, mentors, and program leadership verified that data-driven decisions provided systematic improvements to the program. Candidates cited multiple specific examples of how they felt they were heard and that their feedback was valued and acted upon.

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**	**Met With Concerns**	**Not Met**
	X		

Additional information applicable to the standard decision

The SBCUSD Induction Program ensures its candidates are prepared to apply the knowledge and skills to support all students in meeting the TK-12 state adopted academic standards through their successful completion of individualized growth activities within a carefully articulated, collaborative (mentor and candidate) formative mentoring system. The program design supports well-trained mentors and differentiated professional learning experiences called TIP seminars to support candidates as they develop and demonstrate effective competencies to support the full range of learners. District mentors and program candidates reported that evidence from mentor observations and other data affirmed the impact the induction experiences had on helping candidates support students in meeting adopted standards.

District Data provided by the program shows a concerted effort to educate and support all students. The 2017-18 school year began with 6 teaching vacancies, down from 16 vacancies in 16-17. The Superintendent stated that over the past 6 years graduation rates increased from 68% to 86%. Both current candidates and program completers cited multiple examples of ways in which program experiences, particularly support from their mentors, helped them grow in their ability to support all students, including English learners and special needs students by identifying specific strategies to differentiate instruction. Interviews with program leadership, advisory members, mentors, and candidates, and an examination of evidence, including ILPs and other assessment data, affirmed that a wide variety of assessments are used to provide feedback. Candidate interviews provided many testimonials that mentors had provided lasting impact. One candidate shared, "This is my second career and the onboarding and the veteran teacher provided to support me and ensure my success are amazing. They are pouring so much in the way of energy and resources into us. They really invest in us." Another candidate shared that "My mentor focuses me on the pressing issues, but also takes time with me to celebrate my successes." Candidates stated during interviews that they have teacher friends trying to get jobs in SBCUSD because of the mentor model and support received.

Institutional Summary

The San Bernardino City Unified School District has developed a quality induction program that not only guides and supports new teachers in their transition into the teaching career, but also recruits and strives to retain teachers who are as culturally, linguistically, and academically diverse as the students they serve. They have accomplished this through intentional and meaningful collaboration and communication with all stakeholders. The Teacher Induction Program embodies the District's vision of "Making Hope Happen" by playing an integral part in providing new teachers every opportunity to be successful and feel a sense of connection with the community, district, and site. San Bernardino City Unified School District's TIP exemplifies the true spirit and intent of the new induction standards. Across the constituent groups the relational foundation, based on trust and transparency, is evident. From the Superintendent to the site administrators, the mentoring system is clearly understood and deeply valued. The role of the mentor is the "glue" of the program. As one candidate stated, "My mentor is whatever I need her to be in that moment." Mentors themselves are mentored and coached in a structured and scaffolded way by experienced full-time mentors. Well-trained in coaching, goal setting, appropriate mentoring instruments, best practices in adult learning, support, reflection, engagement , curriculum, and presenting professional development, the mentors guide their candidates through a well-thought out ILP process while also providing just-in-time support for

new teachers. Resources and time are invested in the new teachers with a forward-thinking mindset shared by all district leadership that overcomes all real or perceived obstacles.

Based on interviews, it is clear that candidates view the induction program as overwhelmingly supportive of their daily work in the classroom not just as a pathway for clearing their credential. They value the choices they have in goal setting and their professional development options which are strategy based and immediately applicable to their ILP goal in support of student learning.

The candidates, mentors, and administrators who were interviewed all demonstrated a passion for student learning, a positive attitude, and a growth mindset. These attributes are valued and modeled by the program leadership's commitment to educator excellence.