

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

**Professional Services Division
May 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Riverside 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	6		

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: Riverside Unified School District

Dates of Visit: April 15-17, 2019

2018-19 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although Riverside Unified School District School District has operated a Commission approved educator preparation program since 2004, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 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 program leadership, district leadership, site administrators, mentors, candidates, program completers, reviewers, and steering committee members. The team 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 are found to be **MET**.

Common Standards

All Content Standards are 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 steering 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

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Riverside Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Riverside 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:	Jodie Schwartzfarb New Haven Unified School District
Common Standards:	Julie Sheldon Walnut Valley Unified School District
Programs Cluster:	Steve Thornton Madera Unified School District
Staff to the Visit:	Karen Sacramento Commission on Teacher Credentialing

Documents Reviewed

2018/19 Completer Survey Data	Preliminary Program Transition Plan and Requirements Overview
Advice and Assistance meeting reminder emails	Recruitment flyers for teachers; job postings
Agendas and flyers showing interactions with local universities and the school board	Roles and Responsibilities of Induction Personnel in the Assessment Cycle
Annotated List of Data Sources	RUSD Certificated Non-Teacher Employee Evaluation Report
Candidate Individual Learning Plan Digital Portfolio Completion Database	RUSD Professional Growth Systems Teacher Induction Program Website
	*Candidate Advice and Assistance document
	*Program Structure to Support Struggling Candidates
	* Requirement Data sheet
	* Requirement Overview
	* RUSD Induction Handbook
Description of the Program's Credential Recommendation Process	RUSD Teacher Induction Handbook
Individual Learning Plan Digital Portfolio Rubric	Sample Induction Candidate Professional Development Evaluations
Induction Mentor Training - New Mentor Training	Sample Participating Teacher Digital Portfolios
Links to Induction Steering Committee Agenda, Minutes, and Powerpoints	Support Teacher and Induction Teacher Formal District Evaluation Form
Mentor Assessment - ILP for Support Teachers	Support Teacher/Support Provider Continuum of Practice, Individual Growth Plan

Mid-year and End of Year Survey Data

Table Denoting RUSD Professional Growth Systems Leadership Team and Their Roles

Personalized Planned Opportunities for Reflection form

Table Denoting Stakeholder (Steering Committee Members) Name/Role and Affiliation

PGS Support Teacher Induction PD agenda

Teacher Induction Organization Chart

Interviews Conducted

Stakeholders	TOTAL
Candidates	40
Completers	15
Site Administrators	8
Institutional Administration	3
Program Leadership	1
Content Mentors and Instruction Support Providers	10
Support Teachers	12
Credential Analysts and Staff	4
Induction Steering Committee	20
TOTAL	113

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

Riverside Unified School District (RUSD) is the 15th largest school district in California, serving nearly 42,000 students in 50 schools in Riverside. The District serves a large portion of Riverside as well as the unincorporated areas of Highgrove and Woodcrest. The RUSD student demographic information is as follows: Hispanic – 63%; White – 21.8%; African American – 6.7%; Asian – 3.4%; Other – 1.3%; Filipino – 1.1%; Pacific Islander – 0.4%; and, American Indian – 0.4%.

RUSD has numerous programs for students' growth and preparedness, including AVID elementary, middle and high school programs, international baccalaureate programs, dual language immersions schools, and a full S.T.E.M academy. The district has also achieved awards locally and nationally, including 29 distinguished Schools, 4 Blue Ribbon Schools, and a number of Golden Bell and Golden Ribbon schools.

Education Unit

Riverside Unified School District's (RUSD) Induction Program operates under the Professional Growth Systems (PGS) Division and provides a two-year, highly-individualized, job-embedded program of mentoring and personalized professional learning centered on the creation of a CSTP based Individual Learning Plan (ILP). The RUSD Induction Program serves both general education candidates and special education candidates (Mild/Moderate, Moderate/Severe, and Early Childhood Specialist).

2017-2018 was the inaugural year of RUSD's PGS Division - an innovative collaboration between the district and the Riverside City Teachers' Association. Based on a model developed in Maryland, PGS is focused on attracting and retaining the most highly qualified individuals; recognizing that an effective learning community requires highly skilled teachers, administrators, and support staff. As PGS evolves it will be centered on the ongoing support and professional development of all RUSD employees. Starting in 2018-2019, all induction candidates are assigned a full-time release PGS support teacher.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Teacher Induction	66	82

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports Teacher Induction

Program Design

Riverside Unified School District's (RUSD) Induction Program, housed under the Professional Growth Systems (PGS) Division, provides a two-year, highly-individualized, job-embedded program of mentoring and personalized professional learning, centered on the creation of an Individual Learning Plan (ILP). PGS is led by the assistant superintendent with the teacher induction specialist having administrative authority over the program. The teacher induction specialist assumes responsibility for the design, direction, implementation, and ongoing evaluation of the RUSD induction program. RUSD induction services both general education as well as educational specialist teachers.

A strong collaboration exists between the PGS Division, the steering committee, regional Induction programs, and institutes of higher learning; namely Brandman University, UC Riverside and Cal Baptist University. Institutes of higher education partners stated they are able to monitor graduates of their program in RUSD's induction program and gather data. They are then able to analyze the data and use it to "drive preliminary seminars" in their own preliminary credential programs.

RUSD has a full-time release mentoring model to support induction candidates. In the 2018-19 year there are 12 full-time support teachers along with 8 part-time content mentors who provide added support when credentials from the support teachers and the induction candidates do not completely match. Currently, the RUSD induction program supports 82 teacher induction candidates.

Support teachers must have at least five years of teaching experience and go through a rigorous review process that includes an application, interview, and observation. Evidence of highly qualified support teachers is provided through program documentation and verified throughout stakeholder interviews. A support provider stated the hiring process was rigorous, saying, "We had to face an interview panel and describe how we would handle various scenarios including relationship building, overcoming reluctant teachers, and advice and assistance relating to academic content."

Collaboration in the RUSD Induction program centers on the systematic collection and analysis of data, with all stakeholders having an opportunity to contribute to the program. Interviews and review of documents confirm that the program communicates with stakeholders through multiple means. One steering committee member stated, "Our steering committee meetings are organic in nature. We analyze data relating to our area of responsibility and then discuss changes that need to be made." Another reported that, although there are specific agenda items set, there is "ample opportunity for discussions and feedback" during steering committee meetings.

RUSD's induction program has made significant changes in the last two years. Most notably, it has transitioned from a part-time mentor model to a full-time release mentor model. Mentors are matched according to credential and content area, and in cases where a content match cannot be made, candidates receive supplemental support from content mentors. Induction candidates have noted how available support teachers have become as a result of having more flexible schedules. As a site administrator noted, "Before, BTSA was a compliance program. Now, instead of 'having to' do

BTSA, you ‘get to’ do induction.” First year induction candidates all agree that there is an ongoing, clear system of communication for them with their support teacher, the induction specialist, cohort members, and the administrator when questions arise. Induction candidates reported that if their support teacher is unavailable there is someone else who could answer a question. One candidate said, “I had a question for my support teacher but she was in Texas at a conference. The next thing I knew the induction specialist was in my class ready to answer my question.”

Another recent program change involved increasing the individualized nature of the induction program. Candidates set personalized goals, create individual deadlines for completing them, and gather self-selected evidence of their practice, rather than complete specific forms as in previous years. One candidate said, “This program is very individualized and is transitioning to even more personalization and flexibility. We have complete control over what standards we address with our ILP goals and can focus on individual growth instead of being mandated regarding what to focus.”

RUSD induction has a dynamic steering committee that is committed to the collection and analysis of institutional data. Committee members review data prior to their biennial meetings relating to their individual area. One steering committee member reported, “We have regular and frequent emails regarding the induction program. We exchange phone calls frequently. We also consult the RUSD induction program website and have found it to be accurate and up to date.” They then meet and discuss their findings with the committee. During the meetings, solutions to any problems are planned as well as areas of improvement. They also identify areas of strength and strategize how to capitalize on those strengths. Data comes from a variety of sources as evidenced on the RUSD accreditation website.

Course of Study (Curriculum and Field Experience)

The Riverside USD teacher induction program is a two-year program, with an Early Completion Option, designed to support both general education and education specialist candidates. Over the two year course of the program, candidates complete three cycles of inquiry which are focused around an ILP. The ILP is centered on one of nine program-created essential questions, each of which are focused on various elements of the California Standards for the Teaching Profession. As confirmed through interviews with program leadership, support teachers, and candidates, and review of program documents, all candidates are matched within 30 days with a full time release support teacher, based on credential type and teaching experience. Candidates who are not able to be matched with a support teacher with similar teaching experience receive additional support from content mentors. Induction candidates first receive information about induction from the credential analysts at hiring, and then are matched with a support teacher within 30 days. They are then given more detailed information about the RUSD induction program at an orientation meeting.

Candidates begin their induction experience by gathering information about the community, school site, and students to better understand the context of their teaching assignment and to help guide the process of collaboratively setting initial goals with the assistance of their support teacher. These goals guide the work of the support teacher, who tailors their support by providing resources, modeling strategies, guiding the candidate to observations of veteran teachers, enlisting the help of

content specialists, and engaging in coaching conversations. As one support teacher reported in interviews, “Everything revolves around the ILP and inquiry process.” Site administrators report that they are informed of the candidates’ goals so that they can also offer opportunities for support through release time, professional development opportunities, and resources. Throughout each cycle of inquiry candidates gather evidence of their practice and student learning, and set individualized timelines for completion of the inquiry cycle. Based on reviews of candidate portfolios, this evidence can include pre and post student assessments, analysis of student work, unit and lesson plans, data on focus students, and mentor observations. This evidence is included in an online portfolio and is organized around one of nine program selected essential questions, each of which address various elements of the CSTPs.

The inquiry process is highly individualized, and the choice of format of evidence is guided by the support teacher, but determined by the candidate. In addition, the candidates choose from a menu of district professional development offerings based on their needs in support of the inquiry process. A candidate reported that her support teacher told her, “We really want you to focus on what you want to focus on...you do what’s best for you.” Candidates post evidence on an ongoing basis, and both the induction specialist and support teachers have access to them, which allows for feedback during the entire inquiry process.

Assessment of Candidates

Candidates maintain an online portfolio, which is organized into essential questions based on elements of the CSTPs, and contain self-selected evidence document growth toward mastery of the standards. This evidence is reviewed by both the support teachers and the induction specialist, and individual, face to face feedback on progress is given during advice and assistance meetings, held three times in year one and twice in year two. At these meetings progress toward the clear credential is carefully assessed and shared through collaborative reflective conversations, and recorded on the candidate progress monitoring document. Both candidates and support teachers report that at the conclusion of these meetings, both leave with a clear understanding of the progress that has been made and the next steps to be taken. By the final advice and assistance meetings, the induction specialist has reviewed all portfolio evidence and has recorded completion of requirements. Candidates who are determined to have completed the requirements are then recommended for the clear credential.

Candidates report that the requirements for completion are communicated both at the beginning of the program and throughout the induction process. One candidate reported, “It was as clear as day what we needed to do. The communication component was key.” Candidates who are not meeting expectations or who are struggling in an aspect of their practice receive additional support in the form of guidance from the induction specialist, additional release time for observations, guidance from content mentors, and additional PD opportunities.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with program leadership, district leadership, site administrators, mentors, candidates, program completers, reviewers, and steering committee members, the team determined that all program standards are **MET** for the Riverside Unified School District 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		

<p>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.</p>			
<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. 	<p>X</p>		
<p>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</p>	<p>Met</p>		
<p>Information applicable to the standard decision</p> <p>The Riverside Unified School District (RUSD) Induction Program is a single district program within Riverside’s newly formed Professional Growth Systems (PGS) organization. With the recent collaboration between the teachers’ union and district with superintendent support, PGS works to serve Induction candidates, those new to the district, as well as veterans needing support. Through a robust steering committee with representation and ongoing collaboration from multiple stakeholder groups, the induction program reviews multiple sources of data and works to be responsive to induction candidates’ needs. As one committee member reported, “I saw the changes made that were discussed the previous year in steering committee.”</p> <p>The induction program, to better meet candidate needs, has recently moved to a full-time release mentor structure so that support teachers are more readily available to work with candidates whenever needed, providing both on-going and just-in-time support. Induction candidates report that there’s “never really a time [the support teachers] are not available,” that “the little pieces [of assistance] really help in the long-run.” The availability of support teachers was summed up in the comment, “They’re just there for you at all times.”</p> <p>The induction specialist oversees and coordinates the program, ensuring that support teachers are supported and effective, induction candidates have what they need, and collaboration occurs amongst stakeholder groups in support of the program. Through a reciprocal relationship with local colleges and universities, collaboration occurs between preservice programs and Riverside’s induction program. As reported by local universities, “This program is a perfect segue from teacher preparation - [Induction candidates are] more in control of their own learning.” The induction specialist also works within the district to build connections and inform stakeholders of induction topics. Through guiding data, the induction specialist directs the program and works with those involved to make program improvements.</p> <p>An application process initiates the selection of highly qualified support teachers. Once selected, support teachers parallel the support they provide with their own goal setting, observations, and feedback. Working with the induction specialist, they are coached in their practice, employing</p>			

the RUSD support teacher/support provider continuum of practice to guide their growth. Support teachers also attend professional development around equity and diversity and content-specific trainings provided by the district’s content mentors to assist in their work with induction candidates.

Credential analysts and technicians work with the induction specialist to identify participants and to communicate credentialing concerns. Working with credential analysts and technicians, induction candidates are informed of induction from the moment of hire, and are supported throughout the program to the point of applying for their clear credentials.

Common Standard 2: Candidate Recruitment and Support

Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> ● 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. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
<p>Finding on Common Standard 2: Candidate Recruitment and Support</p>	Met		

Information applicable to the standard decision

All teachers in Riverside Unified School District who enter with preliminary credentials are admitted to the induction program. During recruitment fairs and outreach by the district, diverse educators are sought and supported while clearing their credentials.

Through a rigorous application process, support teachers are assigned within thirty days of hire and begin providing support to the new induction candidates. Within the first two months of hire, individualized goals have been set for induction candidates, giving them a direction and focus as they develop their teaching skills.

During the two-year, job-embedded induction program, or one-year Early Completion Option program if applicable, induction candidates receive ongoing feedback about their progress in meeting program expectations. Program completers report that, "At the advice and assistance meetings it was very evident that they read the portfolios beforehand." Portfolio feedback, along with data from observations, ILPs, and continuum placements, are used to better inform induction candidates' practice and attainment of their teaching goals. Through program participation, a candidate reported that, "I am more aware of the resources that I can use. I am much more confident now than when I started in August."

Based on induction candidate data, should additional assistance be needed, it is provided in the form of additional release time, supplemental professional development offerings, various readings, and increased time with their support teachers and, at times, with the induction specialist. When needed, support teachers "can pull out at least five things" to help.

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	X		

personnel, site-based supervisors and school sites, as appropriate to the program			
·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		
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Information applicable to the standard decision

The RUSD program has designed and implemented a sequence of coursework centered on an ILP and cycles of inquiry. Each of these cycles are organized around nine essential questions, each of which address different elements of the CSTPs. Candidates work collaboratively with their assigned support teachers to self- select goals within one of these essential questions, which then guides the support and resources given by the support teacher, content mentors, and site administrators. As a program completer noted, “The ILP prepares us for a lifetime of teaching and setting goals for ourselves.” Throughout each of three cycles of inquiry, induction candidates gather self-selected evidence of their teaching practice and student achievement, which is then posted within a digital portfolio, and monitored systematically on an ongoing basis by both the induction specialist and support teachers to ensure implementation of effective strategies, student achievement, and professional growth. As a site administrator described, “It’s about meeting standards and building capacity. Induction is supporting the goal of having an excellent teacher in every classroom, and that is put in place with this system. The focus is on student achievement and this system supports that goal.”

Support teachers go through a rigorous application and interview process, and receive both initial, onboard coaching training and just in time mentor training during monthly meetings. They create individual growth plans, and their goals are monitored as part of a larger district Professional Growth System (PGS), which works in collaboration with the induction leadership to formatively evaluate support teacher effectiveness and provide individualized professional development and support.

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 employers and community partners about the quality of the preparation	X		

Finding on Common Standard 4: Continuous Improvement

Met

Information applicable to the standard decision

The RUSD induction program has an ongoing unit assessment system to collect program data from relevant stakeholders, which include mid-year and end of year program surveys, state completer surveys, professional development evaluations, and candidate feedback on support teacher effectiveness. Content mentors also contribute feedback to the program, and receive a summary of the results in order to guide future PD opportunities. Program data is shared with the steering committee and support teachers, who analyze it and provide suggestions for program modifications. Some examples of recent modifications include the addition of full day release time for observations and open office hours each month to provide additional individualized support. Steering committee members stated, "There's opportunities for sharing of best practices and ample opportunity for discussions and feedback."

Online portfolio entries are reviewed on an ongoing basis by both the support teachers and the induction specialist and feedback is given to guide their induction process through regular advice and assistance meetings over the two years of induction. If additional support is necessary, it is provided through a system of support, including consultation with content mentors, targeted professional development, classroom resources, and release time for focused observations. An interviewee noted, "As a PT, I know there is a system of support. Even though there will be challenges, there is always someone to turn to and a path for support."

Common Standard 5: Program Impact

Components	Consistently	Inconsistently	Not Evidenced
<p>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.</p>	X		
<p>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</p>	X		
<p>Finding on Common Standard 5: Program Impact</p>	Met		

Information applicable to the standard decision

RUSD has an organized system to ensure that candidates have the knowledge and skills necessary to educate and support all students, and to meet the competency requirements. The induction process is highly individualized and the ILP and inquiry cycles are focused on teacher development and student success. This professional growth is documented through self-chosen evidence, and progress is monitored systematically by program leadership and support teachers. At the completion of all requirements, this evidence is reviewed summatively and candidates are recommended for the clear credential.

In addition to very positive program completer data, interviews with multiple groups of stakeholders revealed how the program demonstrates a positive impact on teaching and learning. Steering committee members shared that teacher retention rates are very high as a result of “the program building a stable environment that can only benefit student achievement.” Site administrators shared that “non re-elects are down 75%” and credited the system of support that the program provides for new teachers. Once site administrator said, “The chance of a marginal hire turning into a strong hire is very high with this system of support.” In addition, candidates monitor and analyze student data as an essential element of the cycles of inquiry, and work collaboratively with their support teachers to use this data to guide goal setting and professional development. One support teacher gave an example of a candidate who analyzed student scores, then wrote her goal specifically to address it, and saw a large increase in student achievement as a result. As one program completer noted, “As a candidate I learned how to research how to solve problems in my classroom.”

INSTITUTION SUMMARY

The Riverside Unified School District Induction Program is a high quality and well-designed teacher mentoring program that supports and fosters growth in beginning teachers. RUSD accomplishes this through an intentional design that is rooted in purposeful mentoring and individualized teacher support.

Stakeholder’s testimony and a thorough review of significant program evidence consistently confirm that the RUSD induction program is highly individualized, firmly centered on the California Standards for the Teaching Profession, and focused on teacher growth and student achievement. Many choice points exist for professional development, with active coaching to ensure implementation of new teacher learning. Time is given for teachers to actively reflect on their teaching practice with multiple opportunities for input from induction program staff, support teachers, content coaches, administrative staff, and peers.

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 credentials. One completer stated, “I’m more reflective now because we spent so much time reflecting on our goals.” Another completer testified, “This program allowed me to be comfortable with making

changes in my teaching.” There is strong collaboration among all stakeholders that is rooted in the culture of the program and reflected in leadership and program improvement over the last two years. One administrator said, “Riverside Unified is becoming a destination district and our induction program is a major reason [for that].”