

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

**Professional Services Division  
May 2019**

**Overview of this Report**

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

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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:** Clovis Unified School District

**Dates of Visit:** April 1-3, 2019

**2018-19 Accreditation**

**Team Recommendation:** Accreditation

<b>Previous History of Accreditation Status</b>
<i>While Clovis Unified School District has been approved for an Induction program since 2004, they have not previously participated in an accreditation visit, since they only had the induction program.</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 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** for the Teacher Induction Program.

Overall Recommendation

The site review team recommended an accreditation status of **Accreditation** for Clovis Unified School District based on the findings of Met for all Program and Common Standards.

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 Program

In addition, staff recommends that:

- Clovis Unified School District’s response to the preconditions be accepted.
- Clovis Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Clovis 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

<b>Team Lead:</b>	<b>Kimberly Lilienthal</b> Placer County Office of Education
<b>Common Standards:</b>	<b>Mary Rees</b> Palmdale School District
<b>Programs Cluster:</b>	<b>Rahele Atabaki</b> Washington Unified School District
<b>Staff to the Visit:</b>	<b>Bob Loux</b> Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Submission	Program Review Submission
Common Standards Addendum	Program Review Addendum
Precondition Responses	Candidate Advisement Materials
Accreditation Website	Unit Leadership Resumes
Candidate Handbooks	Formative Assessment Tools
State Completer Survey Results	Scope and Sequence
Local Survey Results and Summaries	Job Descriptions
Mentor Training Materials	Professional Development (PD) Menu
Steering Committee Meeting	PD Provider Qualifications
Notes/Agendas	Intake and Exit Documents
Mentor-Candidate Logs	Mentor Individualized Learning Plan
Individualized Learning Plan (ILP)	Program Handbook
ILP Review Rubric	Exit Interview Materials
Mentor Resumes	Summary of Program Changes
Mentor-Candidate Portfolio Feedback	District Website
Program Website	e-Portfolio Samples
Student Data	ECO Application
Principal Meeting Materials	

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	21
Completers	7
Employers	11
Institutional Administration	6
Program Coordinators	1
Mentors/Coaches	16
Credential Analysts and Staff	2
Advisory Board Members	18
Professional Development Providers	18
Portfolio Reviewers	6
<b>TOTAL</b>	<b>106</b>

*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**

Clovis Unified School District (CUSD) is located northeast of Fresno, California. CUSD is the 15th largest school district in California serving nearly 44,000 students in 33 elementary schools, five intermediate schools, five high schools, six alternative schools, one adult school, one online school, the Center for Advanced Research and Technology (CART), and one outdoor and environmental education school. 43% of the students are socioeconomically disadvantaged and six percent are English learners. Over 94% of Clovis Unified School District’s students graduate. The district vision is “Clovis Unified School District strives to be America’s benchmark for excellence in education.” Their mission, which puts action to the vision, is “To be a quality educational system providing the resources for all students to reach their potential in mind, body and spirit.”

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2017-18)</b>	<b>Number of Candidates Enrolled (2018-19)</b>
Clear Induction	80	139

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## **Program Reports Teacher Induction**

### **Program Design**

The Clovis Unified Induction program provides support and professional development for all participating teachers. The Induction leadership team includes the Assistant Superintendent of Curriculum, Instruction and Accountability (CI&A), program director, full-release mentors, and program secretary who work closely with Human Resources administrators and the credential analyst to accurately identify program participants. The leadership team works closely with district and site administrators as well as staff in the CUSD CI&A, Human Resources, Technology, and Special Education Departments to coordinate program services. Under the leadership of the Assistant Superintendent CI&A, the Induction program leaders oversee the Clovis Unified Induction Steering Committee. The Steering Committee meets three times a year to offer feedback, guidance, and recommendations. Members also review survey results and make suggestions for program improvements.

Clovis Unified has also partnered with the New Teacher Center to align with the new standards and has been putting greater emphasis on mentor training and mentor professional development. CUSD is using a mixed model of four full-release mentors, two general education P-8 and two special education P-12, and sixty part-time mentors. Mentors are selected through a rigorous process. Applicants must first complete an application which includes: a resume, three letters of recommendation, student achievement data from the previous year, and a video of a lesson taught with lesson plan. Site administration must support the application. Exemplary applicants are then invited to participate in a panel interview with the leadership team. Mentors participate in a series of two-day professional development trainings over the course of the school year focused on mentoring for effective instruction.

Quality of service is assessed through response surveys given throughout the year to both participating teachers and mentors. Program leaders analyze and assess survey results using data to provide feedback to mentors and inform improvements in the program.

### **Course of Study (Curriculum and Field Experience)**

Participating teachers begin by attending “Welcome to Clovis”, a district orientation. Next they complete a self-assessment on the California Standards for the Teaching Profession (CSTP) to determine strengths and areas of need. With the help of their mentor and input from their principal, participating teachers develop an Individual Learning Plan (ILP). After examining the evidence provided and conducting site visit interviews, the team did not find evidence of the preliminary program transition plan guiding the ILP goals. Program leadership is currently working on a plan to incorporate the transition plan to the ILP. Through the ILP, participating teachers will select a CSTP standard area of focus. Participating teachers will then develop SMART goals around their selected CSTP standard. Participating teachers will reflect on current strengths, areas for growth and will determine next steps including professional development

to assist in their progress towards meeting their ILP goals. During site visit interviews, participating teachers expressed that their ILP goals were connected to site goals. Embedded in the ILP, teachers complete an inquiry process. With the support of their mentor, participating teachers implement the newly learned strategies and analyze student data during the Inquiry process. Mentors observe and provide just in time support. During interviews, one participating teacher said, “The ILP process helped me focus and be more intentional about my goals”.

### **Assessment of Candidates**

All participating teachers attend orientation where program requirements are explained and documents are provided. Throughout the Induction process, participating teachers use the ILP, weekly interaction logs, e-portfolio feedback, and mentor observations as evidence of competence and growth. The work of the participating teacher is reviewed quarterly by the portfolio review team. During the first three reviews, progress reports are sent out to teachers as well as their mentors highlighting areas for improvement. Teachers not making adequate progress receive an “Action Required” notice and are scheduled a meeting time to get additional support. To determine if all requirements have been met, the fourth and final portfolio review occurs in May followed by an updated program completion transcript from program staff. Notifications are sent to participating teachers who have met all program requirements with an invitation to the exit interview. The exit interview is a sharing of participating teacher progress and showcase of artifacts from their ILP.

### **Process for recommendation of Clear Credential**

During the exit interview, each participating teacher meets with the administrative secretary to complete an “Online Induction Recommendation” form. Upon verification of no additional renewal requirements, qualified participating teachers are recommended for a Clear credential. A recommendation for the Clear credential is filed with the California Commission on Teacher Credentialing by the administrative secretary. A final transcript and completion letter are provided to the participating teacher and copies are placed in the personnel file. If additional renewal requirements are required the administrative secretary works closely with the credential analyst. Participating teachers who have not met the requirements of the program will not be recommended to the Commission and may apply for an extension.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, program personnel, employers, and supervising practitioners, the team determined that all program standards are **met** for the Clovis Unified School District.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
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"> <li>• 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</li> </ul>	X		
<ul style="list-style-type: none"> <li>• The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	X		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>• Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	X		
<ul style="list-style-type: none"> <li>• 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</li> </ul>	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.			
<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	X		
<b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard</b></p> <p>The CUSD Induction program maintains a vision to “become a national benchmark for excellence in Induction” through a mentoring focused, formative assessment process which includes an Individualized Learning Plan (ILP) and inquiry cycles that support individual candidate growth, California’s K-12 adopted standards and curricular frameworks. Confirmed through interviews with all stakeholder groups, the unit actively involves stakeholders in the organization, coordination, and decision making for the Induction program with informal and formal opportunities for feedback. Induction is a standing agenda item on weekly district level leadership meetings.</p> <p>CUSD provides the unit with sufficient resources and personnel to operate an effective Induction program. In addition, time and resources are allocated for program staff to collaborate with Induction colleagues across the region and institutions of higher education as well as attend local and statewide professional development.</p> <p>The Associate Superintendent of Human Resources and staff engage in hiring practices of Induction staff which recruit and retain faculty who represent and support diversity and excellence. A review of job descriptions and interviews of the program director, TSAs and mentors are evidence of these practices. In addition, new hires are recruited using a variety of strategies including targeting diverse communities through specific media outlets.</p> <p>The Induction program and district credential analyst monitor program completion requirements through a shared document folder working closely at the point of credential recommendation. A review of all candidate submissions is conducted by program staff using a rubric.</p>			
<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its</li> </ul>	X		

educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.			
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>• Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</li> </ul>	X		
<ul style="list-style-type: none"> <li>• 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</li> </ul>	X		
<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard (required for all findings)</b></p> <p>CUSD Human Resource Department has strategic recruitment efforts to actively recruit and build a diverse teaching pool which includes a pipeline into teaching with local high school students and classified employees. Once hired, the credential analyst notifies the Induction program director of a new hires through a shared folder that lists all renewal requirements. Newly hired teachers are then interviewed by program leaders to determine their Induction eligibility and placed in the Induction program.</p> <p>Participating teachers learn of program requirements through the program's handbook and participants' Memorandum of Understanding. During interviews, participants confirmed that they were made aware of the program admittance and requirements at orientation and were provided a scope and sequence.</p> <p>Participating teachers' progress is monitored in a variety of ways that includes a program database, weekly collaborative logs, and e-Portfolio checks. Interviews with the program's leadership team and district mentors verified the monitoring of progress through four Portfolio check done throughout the year. Participants needing additional assistance meet with program leaders to develop a plan to help them meet all requirements.</p> <p>Interviews reveal participating teachers feel supported by the program. One teacher said she felt valued as a teacher.</p>			
<b>Common Standard 3: Fieldwork and Clinical Practice</b>			

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"> <li>· 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	X		
<ul style="list-style-type: none"> <li>· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	X		
<ul style="list-style-type: none"> <li>· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>		X	
<ul style="list-style-type: none"> <li>· All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	X		
<ul style="list-style-type: none"> <li>· 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.</li> </ul>	X		
<b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Met</b>		

**Brief summary of information applicable to the standard (required for all findings)**

CUSD Induction is a two-year, job embedded professional development system that utilizes a face-to-face delivery model. Participating teachers use an Individual Learning Plan to set their own goals and implement new strategies that are coupled with assessment of student learning and analyzation of the results to increase student achievement. Participants use self-assessment to analyze their own professional growth using the CSTP Continuum of Teaching Practice. Interviews with program leadership and participating teachers provide clear evidence that the ILP aligns with the site goals and encourages them to slow down and be intentional in improving their practice.

Mentors provide weekly one-on-one for “just-in-time” support tailored to meet the participating teacher’s specific needs, improve instructional practice and increase student achievement. The program has a mixed mentoring model with both full-time and part-time mentors. Mentors are chosen through a rigorous application process, chosen by a leadership panel and are confirmed by the site principal.

All mentors receive extensive training in coaching strategies from the New Teacher Center. Mentors report that the trainings are valuable and have improved the quality of their observation feedback.

The Superintendent and Associate Superintendent interview revealed that the mentor program is more than a person to help with a check off list, but a system of support for the new teacher. Administrators see the participating teachers’ tremendous growth through the mentoring and ILP process in classroom management, developing rigor by hitting the depth of the academic standards and growing more confident in the classroom.

**Common Standard 4: Continuous Improvement**

<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
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;	X		

and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation			
<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard (required for all findings)</b></p> <p>The CUSD Induction leaders collect and analyze multiple sources of data to determine modifications essential to continually improve the Induction program. The Steering Committee is comprised of representatives from all stakeholder groups including institutions of higher education. It serves as an advisory group for the Induction program and assists with data analysis providing input on ways to improve the program. Interviews with the Steering Committee members verify the advice they provide is reflected in recent program changes.</p> <p>During interviews, program leadership, district leadership, and mentors verified that data collected from current candidate, administrators, participants work in the e-Portfolio and Exit Interviews were used to guide program change. Analysis of the data led the program to major revisions that included working with the New Teacher Center. During interviews, mentors commented on how the recent changes have helped in clarifying and organizing the program requirements and have improved the skills of the mentor in having richer, evidence based conversations.</p> <p>The program is in transition for improved mentor evaluation. Full-time mentors set goals and develop an ILP for self-improvement. Full-time mentors are observed working with their participating teacher and receive feedback from Program Leadership and a consultant from the New Teacher Center. Part-time mentors receive feedback from the tri-annual e-Portfolio reviews and candidate surveys. Interviews with program leadership indicate all mentors will set growth goals and develop an ILP for mentor improvement beginning next year.</p>			
<b>Common Standard 5: Program Impact</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
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.	<b>X</b>		
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.	<b>X</b>		

<b>Finding on Common Standard 5: Program Impact</b>	<b>Met</b>
<p><b>Brief summary of information applicable to the standard (required for all findings)</b></p> <p>The CUSD Induction program gathers data from participating teachers, mentors, and site administrators to determine the positive impact as a result of their experience in the program. The CUSD’s mentoring model of one-to-one individualized support receives high ratings as evidenced by annual participating teacher/mentor and state completers’ surveys. These surveys also indicate that participating teacher ILPs, lesson observations, and the e-Portfolio have been very effective in improving participating teacher practice. A three-year data comparison showed an increase in the ability for participants to use results from assessment data to design instruction to meet students’ needs. In addition, the data showed an increase in the effectiveness of the participating teacher and mentor pair to analyze student work and create a safe classroom environment.</p> <p>Site administrators report that the work participating teachers do in Induction makes a difference. One administrator stated she could see the tremendous growth from Year 1 to Year 2 because of the new mentoring model. Site administrators believe teacher confidence and student achievement has improved. Mentors stated the recent changes in the program make the program more tailored to the needs of the participating teacher.</p>	

**INSTITUTION SUMMARY**

The Clovis Unified School District Induction program has a vision to “become a national benchmark for excellence in Induction”. This vision is evident in the program model, resource allocation and consistent collaboration with stakeholders to make continual improvements.

The experience of each participating teacher is positive and held in high regard by program leaders and staff. The program requirements reflect a job-embedded philosophy, closely aligned to district initiatives and supportive of the needs of each participating teacher and the students in their classrooms. Frequent feedback to participating teachers is a priority. Recent changes in the mentoring model are making a positive impact on program implementation, teacher experience and student growth.

District leaders are committed to having a strong Induction program to attract and support new teachers. The program ensures new teachers are ready for the high accountability expectations within the district. Resources are allocated in support of appropriate staffing levels to carry out the new mentor model, e-portfolio feedback, and formative assessment system. A comprehensive continuum of support begins in the Induction program with current efforts in place to expand that support beyond Induction.

Adjustments to the program are driven by data and stakeholder input. Recent changes have resulted in stronger support for new teachers through a more effective mentoring experience

and ILP process. The data collected and shared with stakeholders keeps the program accountable to the district, the new teachers and their students.