

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

**Professional Services Division  
April 28 – May 1, 2019**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Pomona 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, with a 7<sup>th</sup> year report** 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	<b>X</b>		
2) Candidate Recruitment and Support	<b>X</b>		
3) Course of Study, Fieldwork and Clinical Practice	<b>X</b>		
4) Continuous Improvement	<b>X</b>		
5) Program Impact	<b>X</b>		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction Program	6	5	1	
Clear Administrative Services Program	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:** Pomona Unified School District

**Dates of Visit:** April 29 – May 1, 2019

**2018-19 Accreditation**

**Team Recommendation:** Accreditation, with a 7th year report

<b>Previous History of Accreditation Status</b>
<i>Although Pomona Unified 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 2018 accreditation visit is the first accreditation site visit for this institution.</i>

**Rationale:**

The unanimous recommendation of **Accreditation, with a 7th year report** 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, professional development providers, candidates, completers, 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

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Teacher Induction program except for the following: Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System, which was **Met with Concerns**.

Common Standards

All Common Standards were **Met** for the Pomona Unified School District.

Overall Recommendation

The overall recommendation for the Pomona Unified School District is **Accreditation with a 7th year report**, based upon the findings of all Common Standards **Met**, and all Program Standards as Met, except Teacher Induction Program Standard 3 which is Met with Concerns. Through the examination of evidence and interviews with stakeholder groups, the team found that the program has already begun to address the two identified areas of concern for the team, but

further revision is needed to bring the program into full compliance with current standards. As a result, the team recommends that within one year the institution provide a 7<sup>th</sup> year report that includes an update on the progress made to develop and expand their current assessment system until it solicits feedback (on both program effectiveness and candidate competence) from **all** stakeholder groups and that the program continue to refine the program design until all mandatory documents beyond the ILP be eliminated.

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 (TIP)  
Clear Administrative Services Credential (CASC)

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Pomona Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Pomona 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>Stella Padron-Duarte</b> Selma Unified School District
<b>Common Standards:</b>	<b>Marty Martinez</b> Sacramento County Office of Education
<b>Programs Cluster:</b>	<b>Sheree Flemmer</b> Lodi Unified School District
<b>Staff to the Visit:</b>	<b>Gay Roby</b> Commission on Teacher Credentialing

## Documents Reviewed

Accreditation Website e-Portfolios Standards Addendum Standards Submission and Response Course of Study Precondition Responses Survey Results	Professional Development Faculty Assessment Materials Program Review Addendum Program Review Submission and Response Candidate Advisement Materials Program Summaries Performance Expectation Materials
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## Interviews Conducted

Stakeholders	TOTAL
Candidates	55
Completers	7
Employers (Site Administrators)	8
Institutional Administration	4
Program Coordinators	2
Mentors/Coaches	24
Credential Analysts & Support Staff	3
Advisory Board Members	10
IHE Partners	3
Professional Development Leads	5
<b>TOTAL</b>	<b>121</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

Pomona Unified School District, or PUSD, serves approximately 30,000 Pre-K-12 students and 17,000 adult learners at 44 schools in Pomona and Diamond Bar, California. It is located 30 miles east of downtown Los Angeles, and is the third-largest school district in Los Angeles County and the 38th largest in the state. According to Ed Data information, the ethnic makeup of the district in 2017-18 was 85.7% Hispanic, 4.5% African American, 3.6% White, and 3.4%

Asian with 2.8% spread out among 5 additional categories. The district currently employs 16,030 certificated and 2,800 classified staff at 41 schools—26 elementary schools, 4 middle schools, 8 senior high schools, and 3 alternative schools.

**Education Unit**

Pomona USD houses the teacher and administrative induction programs in the Educational Services Division where they are supervised by the Director of Equity and Professional Learning. Day-to-day operations for each program are directed by a single program coordinator, but since the program coordinator for the administrator induction program does not serve the district in an administrative capacity, they have established a second-tier leadership position—the teacher induction program coordinator oversees both programs as the Administrator of Credentialing Programs. Two full-time release teachers serve the teacher induction program as lead mentors and trainers, providing additional program support and leadership. The education unit uses an interactive electronic platform to house and evaluate candidate work.

**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>
Teacher Induction Program (TIP)	23	70
Clear Administrative Services Credential (CASC)	0	40

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## **Program Reports Teacher Induction Program (TIP)**

### **Program Design**

The Pomona Unified School District's Teacher Induction Program resides within the Educational Service Department and is overseen by the Director of Equity/Professional Development. Day-to-day operation of the program is the responsibility of the Induction Program Administrator, with the support of the Teacher Specialists, together known as the Leadership Team. District leadership refers to the district as having a "continuous improvement model" across all areas.

As evidenced by the organizational chart, the Pomona Unified Teacher Induction Leadership Team consists of

- the Director of Equity/Professional Development,
- the Teacher Induction Program Administrator,
- two Teacher Induction Teacher Specialists,
- the Teacher Specialist for the Administrator Induction Program (PAACP),
- and the program secretary

Additionally, ongoing collaboration takes place with the Assistant Superintendent of Human Resources, the Credential Analyst, and the Special Education Department.

Interviews with the various stakeholders confirmed that communication between the members of the Leadership Team (the Teacher Induction Program Administrator and Teacher Specialists) occur weekly as well as informally several times during the week. The Induction Program Administrator communicates program information to the site administrators through memoranda, e-mails, phone calls, and personal visits to keep both mentors and candidates aware of program events and requirements. Interviews provided evidence of a recent 10-minute training presentation to principals.

The district has three types of mentor positions:

- Two full-time released Teacher Specialists (FTR) who provide mentoring services to their own assigned candidates and to the 23 classroom-based, part-time mentors, who each serve 1-2 candidates during after-school hours. Other responsibilities of the FTR mentors include helping plan and deliver program meetings for candidates, mentors, and Advisory Council members, reviewing and providing feedback for online portfolios, and serving on the leadership team.
- 4 Classroom-based Teacher Specialists serving up to six candidates each during their extended workdays
- 23 part-time mentors, serving 1-2 candidates each

The responsibilities of mentors, and the qualifications to apply for the position, are posted on the district website. All qualified candidates submit a short application and are then notified, interviewed, and selection recommendations made. Mentors sign a Memorandum of

Understanding denoting expectations and criteria for selection, the roles and expectations of the assignment, and the roles and evaluation of the Induction Program. During interviews, mentors were able to strongly articulate their responsibilities and reported that these are reviewed during their monthly meetings.

As evidenced by PowerPoint presentations and confirmed in interviews, mentors receive two full days of initial training, followed by ongoing training throughout the year. Submitted training agendas and PowerPoints include a program overview, discussion of best practices in guiding candidates through program components, and coaching strategies. Mentors meet with their candidates for an average of an hour a week, as evidenced in the sample coaching logs and confirmed in interviews with both mentors and candidates. During these weekly meetings, they guide their candidates through the induction processes and required documentation, providing “just-in-time” support to address individual candidate concerns as is evident in the mentor completed logs. The effectiveness of the mentor/candidate matches is assessed through candidate feedback and ongoing monitoring of mentor/candidate collaboration logs and candidate portfolio documentation.

In the interviews with candidates, three candidates shared they had had initial mentors assigned to them before a good match was made with an alternate mentor. They did express that the program administrator was very responsive to concerns and quickly made changes when needed.

The TIP mentor Memorandum of Understanding (MOU) states that the program is to be evaluated annually by its participants. Included in this program-level evaluation is the effectiveness of the mentor/candidate matches, assessed through candidate feedback, ongoing monitoring of collaboration logs and portfolio documentation. Program level documentation is then completed by the full release mentors and the program administrator. Both candidates and mentors stated in interviews that they provide program feedback through a variety of surveys. Data and feedback are shared and discussed with candidates and mentors, often resulting in timely program modifications that better meet the needs of the participants. This was evidenced in interviews with both candidates and mentors in regards to mentor changes as needed. It was not evidenced, however, that all stakeholder groups are included in survey activity. Interviews with site administrators revealed they have no programmatic input into the Teacher Induction program beyond three site administrators who participate in the Advisory Council.

The Advisory Council meets three to four times a year as evidenced by meeting agendas, slide presentations, and sign in sheets. It consists of a variety of stakeholders, including site administrators, program participant representatives, program trainers, university representatives and the Induction Leadership Team. Their purpose is to analyze and discuss program information and survey data, looking for trends, areas of strength and growth for the program, and provide feedback to the Induction Leadership Team. In interviews with the

advisory council, they unanimously felt that their input was valued and the resulting changes shared out at the next meeting.

Changes in the last two years to the PUSD Teacher Induction program include the piloting the two new types of mentor positions and its first full year of implementation of its new online portfolio. Interview responses from candidates and mentors strongly support the change to the online portfolio system. They felt the feedback received was much more timely and submission was easier.

The program is in its second year of serving Education Specialists. There are currently 11 Education Specialist teachers in the program and another 10 on the waiting list. Total potential candidates on the waiting list for this year is 49. Program leadership, in collaboration with Human Resources personnel, are implementing a plan to reduce that number to 15 next year and eliminate the waiting list by the following year, 2020-21. Human Resources personnel are working to identify potential additional mentors within Special Education and content area credentials to serve eligible candidates. Program leadership shared that 78% of their Education Specialist candidates have 2-4 years of teaching experience when entering the program, instead of enrolling in the program during the preferred first year of teaching as called for in the preconditions. Site administrator interviews highlighted that support for those who are on the waitlist varied between sites, but all receiving support by teacher specialists in the district.

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

The mentors observe and work with their candidates to identify the needs of each candidate's students, followed by the identification of candidates' professional growth goals that would help them to better meet the needs of students. The candidate then creates an Individual Learning Plan (ILP) for him/herself based on the California Standards for the Teaching Profession (CSTP) and mentor input. Through a triad meeting the ILP goals are shared by the candidate and mentor with the candidate's site administrator, allowing for administrative input on CSTP selection, professional development options and possible documentation evidence as confirmed in interviews with candidates, mentors, and site administrators.

The development of the Individual Learning Plan begins in weekly collaboration with the mentor. Candidates complete and document an inquiry (action research) focused on one of their professional growth goals. Within each Inquiry, candidates choose at least two research activities. The mentor observes one classroom lesson that incorporate a new learning and provides feedback to the candidate.

Pomona Unified School District continues to require candidates to complete a series of tasks identical to all new teachers instead of a course of study designed to provide each candidate with an individualized program tailored to their particular needs, context, and level of experience. Required documentation within the inquiry and ILP still contains several of the FACT documents from each candidate.



Interviews with the Professional Development Leaders confirmed that professional development for candidates takes place mostly in the research for their goals. The self-selected research allows the candidates to focus on skills and strategies that will support them in meeting their inquiry goal. Professional learning opportunities for candidates is also available in six district professional development days throughout the year.

### **Assessment of Candidates**

Review of online portfolios confirms candidates build ongoing evidence of growth toward mastery in the CSTP standards of practice. They receive individualized feedback from program leadership on portfolio evidence as seen in email communication. Both the program staff and the candidates monitor documentation of their induction progress. At the end of each Induction year, the candidates prepare a presentation of one of their inquiries to share with colleagues, program and district leadership at the program colloquium. At the end of the second successful Induction year, candidates take part in an exit interview with the Induction Administrator and Induction Leadership Team. Each responds to questions and presents individualized evidence of growth in aspects of teaching practice in the CSTP. The panel completes a rubric for this interview which is combined with a rubric score for portfolio evidence. Successful candidate names are forwarded to the credential analyst. The credential analyst stated that once she receives the documentation she proceeds with credential recommendations with the Commission on Teacher Credentialing (CTC).

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Teacher Induction program except for the following:

#### **Standard 3** – Designing and Implementing Individual Learning Plans within the Mentoring System - **Met with Concerns**

Although the Pomona Unified School District’s Teacher Induction program requires the development of a course of study that is designed to provide each candidate with a mentoring-focused program tailored to his or her unique needs as required by the Commission-adopted program standards, in addition, it also still requires candidates to complete a series of identical tasks and complete uniform paperwork. The PUSD Teacher Induction Program has already made some modifications to meet the 2016 Induction standards, but the submission of additional documents beyond the ILP does not align to current standards. By altering this mandatory component, the program can then use these documents selectively when needed, and be better aligned to the program standards.

## Clear Administrative Services Induction

### Program Design

The Pomona Unified School District's commitment to foster the development of lifelong learners is reflected through their District Administrator Induction Program. The Pomona Unified School District Administrator Induction Program is concluding its second full year of implementation as a single district program providing support and assistance to new administrators seeking to clear their administrative credential. Further evidence of the District's commitment to build the capacity of their leaders was the decision to provide all veteran administrators the opportunity to attend the initial training provided by Lead Learners, a consultation firm. Further, they have opened a successful satellite location in the high desert to offer the program to Apple Valley USD's eligible Clear Administrative Services Credential candidates as well.

The Pomona Administrative Clear Credential Program is housed within the Educational Services Division and is overseen by the Director of Equity/Professional Development. Day-to-day operation of the program is the responsibility of the Program Coordinator, under the direction of the Induction Program Administrator, and in collaboration with the Induction Leadership Team. Program leadership is a collaborative effort within the district, with Apple Valley implementing the program that Pomona has designed. The Induction Program Administrator, the CASC program coordinator, Teacher Specialists, and secretary meet together for weekly team meetings, but confer with each other throughout the week, as they work to make the program as efficient and effective as possible. In addition, the program partners with Lead Learner Associates to provide a broader perspective to the leadership team.

Interviews with both coaches and candidates confirm that leadership personnel provide an Induction experience that is authentic and meaningful. A candidate stated, "The program supports my individual needs and has allowed me to improve my practice from mediocre to excellent."

The Induction Leadership Team also hosts Advisory Council meetings that serve both the Teacher Induction and Administrator Induction programs. It meets three times a year and consists of a variety of stakeholders, including site administrators, program participant representatives, program trainers, and university representatives. Interviews with members of the council confirmed that they review, analyze, and discuss program information and data, looking for strengths and growth for the program, and provide feedback to the Induction Leadership Team on program changes to strengthen the induction experience.

Review of survey data and interviews with candidates confirm that the relationships with and support from coaches is the most valued part of the program for them. The program invests additional training time by providing coaches 3 full-days of initial coaching training, 3 on-going full-day training sessions throughout each year, and three to four 2-hour networking cohort sessions each year. The CASC program is based closely on the Evocative Coaching model.

Content, design, delivery, formative and summative feedback, and performance expectations are reflective of broad research in adult learning theory, leadership development, leadership practice, systems thinking, and professional learning. The program coordinator said of Evocative Coaching, “this coaching model is making a positive impact on both our candidates and coaches.” This was also reflected during candidate interviews as evidenced by the following quote, “my coach has become a mentor and a friend.”

The effectiveness of the coach/candidate matches is assessed through candidate feedback, ongoing monitoring of coaching logs and portfolio documentation, and through a coach certification process. In addition, the coordinator provides coaches the opportunity to receive formative feedback on their support, through a live observation practice experience with their peers. Coaches engage in mock collaboration conversations and identify coaching moves and language for each Evocative Coaching Strategy—Listen to their Story, Empathize, Ask Appreciative Questions, and Design Next Steps. Review of both the observation form and feedback survey confirm coaches are provided with feedback on their ability and effectiveness to engage in honest and caring coach/candidate relationships. Feedback from candidates indicate that through listening, paraphrasing, and empathy, coaches provide candidates with an induction experience that focuses on an “Appreciative Inquiry” experience.

Although the program is only in their second year of implementation, program leadership has been responsive to both candidate and coach needs and have made positive changes to the program. Both candidates and coaches confirmed that after only one year of the program a positive change was made when candidates requested additional professional learning experiences. Pomona USD now provides the opportunity to participate in the National Institute for School Leaders, while Apple Valley offered attendance at a Chicago conference for special education to its candidates.

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

The Pomona CASC Program Individual Induction Plan (IIP) is formatted as a collaborative tool for coaches and credential candidates to use in both focusing coaching and also in “telling the candidate’s story” of leadership development and the California Professional Standards for Educational Leaders (CPSEL) outcome element growth and attainment. The IIP are presented as electronic tables which expand to accommodate all the descriptive details necessary for coach and candidate to clearly and completely identify all the program supports necessary to assist the candidate in meeting his/her goals.

- Section 1 of the Pomona IIP clearly prompts coaches and candidates to consider and record how the candidate’s IIP goal relates to employer priorities and to their individual job responsibilities.
- Section II of the Pomona IIP initially prompts coaches and candidates to identify the program CPSEL elements that they anticipate will come into play for each Design developed and implemented by the candidate in pursuit of his/her goal. Then, at the conclusion of each Design, noting the data collected related to

candidate performance of CPSEL element indicators, and the learning/development or data-based evidence of attainment related to program CPSEL element indicators.

- The bottom half of Section I of the Pomona Administrative Clear Credential Program IIP clearly delineates the program components, including common and individual professional development and coaching, that will contribute to the candidate's successful attainment of their aspirational annual goal.

Because growth and learning are ongoing, the IIP is a living document which coach and candidate revisit again and again, not just for reference and direction, but to lay out and record the candidate's progress on his/her leadership journey toward meeting competency goals. Interviews with candidates confirm the collaborative process between the coach and candidate. Candidates expressed their appreciation for the time spent with another veteran administrator. They valued the opportunity for a thought partner as they worked through challenging situations at their sites.

The program promotes a "job-embedded" model of support through coaching. Lead Learner Associates worked closely with Pomona Unified in the initial design, content development, engagement, and assessment of professional learning for program candidates. As a consultant firm, Lead Learners presented most of the program's content in its first year; during this second year, the PUSD program coordinator is an equal presentation partner; next year, the coordinator will carry the bulk of the program while Lead Learners, in its final active year here, supports her as needed. Ongoing review, assessment, refinement, and enrichment in professional learning is supported by all program partner-members of the Pomona Instructional Leadership Team. Interviews with professional development providers confirmed the program's universal goal of individualizing each candidate's experience. After reviewing the professional learning survey results, program requirements were adjusted so that administrator professional development sessions turned from focusing solely on the CPSEL to include context-based material as well.

### **Assessment of Candidates**

A review of the candidates' online portfolio confirmed that portfolios are collaboratively maintained by the coach and the candidate, to document evidence of mastery in the standards. Interviews with both coaches and candidates confirm that the program expectations are clearly communicated to them with examples of exemplary IIPs and Design Learning Templates. After each monthly portfolio review, coaches and candidates receive individualized feedback on portfolio evidence and progress toward completion from the program coordinator. Coaches and candidates who are not meeting program expectations receive personalized support to complete the Induction process.

Review of candidate portfolios and interviews with coaches confirm that coaches provide ongoing assessment and documentation of the candidates' leadership skills through a variety of methods--observations, coaching sessions, and reflective conversations. Additionally, candidates work collaboratively with coaches to complete a self-assessment three times during

their participation in the program. While the candidate can self-evaluate their leadership skills using a rubric of the CPSEL, coaches document evidence from observations of candidates exhibiting leadership behaviors. In addition, the program coordinator monitors the completion of the forty annual hours of required coach/candidate collaboration time, the attendance of the seven (3 hour) professional development sessions provided by the program, and the additional 8 hours of individualized, self-selected professional development. At the end of year 1, in collaboration with their coaches, candidates mark their progress and current standing in the induction process. They determine next steps for year 2 and identify new goals. At the end of the program, the final self-assessment shows candidates' attainment of CPSEL behaviors and provides supporting documentation for the coach to write a letter of recommendation for their candidate's clear credential. The credential analyst then submits the candidate's name for a clear credential.

**Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Clear Administrative Services Induction Program..

**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>	<b>X</b>		
<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>	<b>X</b>		
<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</li> </ul>	<b>X</b>		

community to improve educator preparation.			
<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 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.</li> </ul>	X		
<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>		

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

The Pomona USD Induction Programs are grounded on a research-based vision of teaching and learning and supported by multiple resources and job embedded professional development. The site visit confirmed the programs are aligned with California’s adopted program standards as evidenced through candidate program completion requirements, district-wide initiatives focused on support for new teachers and administrators, and ongoing professional development.

The Advisory Council meets three-four times a year. Together, they review, analyze and discuss program information and data to make positive changes to the program. Interviews with Advisory Council members confirmed that program leaders value and use their input to inform program decisions. An advisory member shared, “Program leaders really listen to us. They make changes to improve the program.” Members also indicated that they appreciate and value being a part of the Advisory Council. The networking opportunity has allowed them to collaborate, learn, and grow professionally.

Sufficient resources are allocated for the effective operation of the program. Interviews with program and district leaders confirm that the district provides the fiscal support to successfully provide new teachers and administrators with an induction experience that targets their professional learning through mentor support and professional development that allows them to complete program requirements and earn a clear credential. The Assistant Superintendent of Educational Services stated that building the capacity of their teachers and administrators is a priority. Program leaders are aware of the need to address the wait list for eligible induction candidates and are working with HR to recruit content specific mentors.

**Common Standard 2: Candidate Recruitment and Support**

<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.	<b>X</b>		
• The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>X</b>		
• 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.	<b>X</b>		
• Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>X</b>		

<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>	<b>X</b>		
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<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>Met</b>
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**Brief summary of information applicable to the standard (required for all findings)**

The district has made a purposeful effort to recruit and admit candidates that diversify the educator pool as indicated by an interview with the Deputy Superintendent of Human Resources. Current PUSD personnel data closely reflect the diversity of the students they serve. The induction programs accept candidates based on clear criteria including multiple measures of candidate qualifications as evidenced in CASC Candidate Overview documents and Teacher Induction Program Eligibility Criteria. The district credential analyst described a detailed process for identifying eligible candidates for induction and also ensuring candidates met requirements when recommendation for clear credential was made. She described frequent communication with the Induction Program Leadership team stating, “I work with my HR team to identify candidates and speak almost daily with program leadership to make sure we identify all eligible candidates.”

Program information and completion requirements are accessible through the induction program websites and shared at induction meetings. Program leadership regularly monitor and provide feedback to candidates related to program requirements and candidate progress for both programs. Interviews with candidates and multiple stakeholder groups indicated the program leadership team is readily accessible to provide support to all program stakeholders. This was a strength highlighted multiple times through interviews.

**Common Standard 3: Fieldwork and Clinical Practice**

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



candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.			
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		
<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)**

Both PUSD induction programs offer planned sequences of coursework and clinical experiences for candidates grounded in current research on effective practice including Cognitive Coaching, Mentoring Matters and Evocative Coaching. Program documents, including overview graphics and program timelines, clearly outline the course sequence for programs. Sample ILP/IIPs demonstrate connections to each candidates’ teaching or administrator assignment and demonstrate a systematic approach to learning, practicing, and demonstrating the competencies of the credential they seek. Coaches/mentors provide primary supports to candidates with one mentor describing their role as, “Our job is to facilitate their thinking about teaching and the processes related to it, teachers drive their inquiries and we facilitate the process.” Mentor/coaches receive initial and ongoing training from program leadership, representatives from the district professional learning team, and outside providers to continually hone their skills.

Documentation for both programs demonstrate clear criteria are used to select mentors/coaches whose experience is aligned with that of the candidate as evidenced by, coach/mentor resumés, published Experience and Qualifications Documentation, and Recruitment/Vacancy Documentation posted in EdJoin. Additionally, interviews with induction mentors and coaches indicated mentor/coaches with specific content skills (e.g. PE, VAPA) were sought out by program leaders and encouraged to apply to fill gap(s) in the mentor/coach pool.

**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 completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		

<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>
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**Brief summary of information applicable to the standard (required for all findings)**

The PUSD Induction programs participate in systematic collection and analysis of candidate and program data to support continuous improvement. The Graphic Depiction of Unit Assessment System outlines the annual processes conducted. Interviews with teacher and administrative candidates confirmed their input was valued by the program staff. One CASC candidate recalled, “In our session evaluation, we asked for more time to collaborate and problem-solve with our peers, the program heard and adjusted the next session to allow time for us to reflect with our peers.”

Interviews confirmed the Induction Advisory Council reviews, analyzes and discusses program information/data and provides feedback to the Induction Leadership Team for further action. One Advisory member commented, “The program listens to candidates, based on survey information. For example, the program removed required details in the inquiry process after conversations at the Advisory meeting.” Site administrators and district personnel see the induction programs as integral in preparing candidates for their role. One site administrator stated, “the program supports teachers staying in jobs, to become superstars in their craft.” While multiple stakeholder groups indicated opportunities to provide feedback to programs and review subsequent data, inconsistent evidence was found regarding the stakeholder groups asked to provide input. Feedback efforts highlighted individual program services but lacked the cohesiveness of a unit evaluation. Evidence indicates a unit-wide assessment system that solicits feedback on both program effectiveness and candidate competence from all stakeholder groups is needed.

**Common Standard 5: Program Impact**

<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>		

Finding on Common Standard 5: Program Impact	Met
<p><b>Brief summary of information applicable to the standard (required for all findings)</b></p> <p>Interviews with site leaders and Induction Advisory Council members demonstrate that PUSD induction programs have a positive impact on candidate competence in teaching and learning. One site administrator described the program’s impact by stating, “I see big growth in instructional practice. It has positively impacted our experienced staff when they see new teachers growing exponentially.” One secondary principal described how the IIP supported her candidate to align her goals with those of the school; “She was focusing on parent and family engagement when I observed her in a meeting with parents. She introduced me as her coach and parents were able to see PUSD is a learning organization. They were excited to be part of that and see themselves as part of the transformation of a school.”</p> <p>Program completer data show candidates perceive the teacher induction program as positively impacting their preparation, rating the program above the statewide averages in several areas including addressing special learning needs, involving students in monitoring progress, giving feedback to students and working with colleagues to improve instruction.</p> <p>Pomona’s induction programs both work to ensure candidates are well-prepared to serve in their professional assignments. Candidates maintain online portfolios documenting self-assessments, growth toward mastery/mastery of appropriate standards, reflection by candidates and coaches on progress toward mastery, and feedback from program leadership on progress in meeting program requirements. A variety of assessments are used to demonstrate candidates meet the competency requirements in the program standards including candidate self-assessment within the CSTP or CPSEL, exit interviews with program staff, and recommendations made by coaches for the clear credential. Each of these learned skills strengthen the educator’s practice and impacts school children, school sites, and district offices.</p>	

## **INSTITUTION SUMMARY**

The Pomona Unified School district provides quality induction programs with a common goal of providing success for their teachers and administrators. The partnerships established across their system, both within the district and across fellow educational entities promote a culture of a growth mindset, continuous improvement, and reflection. As a connected system, they focus on talent development to ensure their program participants have the tools and support needed in their first years as administrators or their first year as teachers.

Interviews with candidates and mentors/coaches consistently stated how they value the program's job-embedded support and the relationships formed between mentors/coaches. Multiple comments were made from CASC candidates about how their coach spent time learning the candidate's workload and job responsibilities in order to better support them as beginning administrators. Interviews with Site Administrators indicated a very positive influence of the Induction programs on the teachers and administrators at the site, observing how they quickly become the leaders at their sites due to their constant reflection and openness to feedback for continuous improvement.

All stakeholders were appreciative of the program Leadership Team's responsiveness to both concerns and questions. The programs are supported by an active advisory council that is engaged in program improvement. The programs have proven to be flexible, making design changes to meet the individual needs of the candidates. However, as a unit, there was inconsistent evidence of regular, systematic evaluation and reflection. In addition, modifications to the Teacher Induction Program are needed to transition away from required FACT documentation.