Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Sweetwater Union High School District

Professional Services Division
February 2020

Overview of this Report
This agenda report includes the findings of the accreditation visit conducted at Sweetwater Union High 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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	**Met**
2) Candidate Recruitment and Support	**Met**
3) Course of Study, Fieldwork and Clinical Practice	**Met**
4) Continuous Improvement	**Met**
5) Program Impact	**Met**

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	5	1	0

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: Sweetwater Union High School District
Dates of Visit: October 28-30, 2019
Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Status
Sweetwater Union High School District has operated a Commission approved educator preparation program since 2004 but went on inactive status for five years, reestablishing their induction programs in 2017. Therefore, the 2019 accreditation visit is the first accreditation site visit for this institution.

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, instructors, 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:

Preconditions
All General and Program Preconditions are aligned.

Program Standards
The program standards for the Sweetwater Union High School District's Teacher Induction program are Met with the exception of Program Standard 3 which is **Met with Concerns**.

Common Standards
The Common Standards for the Sweetwater Union High School District are **Met.**

Overall Recommendation
Based upon the Preconditions and Common Standards which are fully Met and the Program Standards which are all Met, with the exception of Program Standard 3 which is Met with Concern, the team recommends **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.
- Sweetwater Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Sweetwater Union High 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:
Amy Bettencourt
Antioch Unified School District

Programs Reviewers:
Stacey Tisor
San Mateo Unified School District

Common Standards:
Debra Sioui, retired
Contra Costa County Office of Education

Staff to the Visit:
Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Website
Assessment Materials
Candidate Advisement Materials
Candidate Files
Common Standards Addendum
Common Standards Submission
Completer Survey Results
Course of Study
CTC Response to Common Standards
CTC Response to Program Standards
Mentor Logs
Program Review Addendum
Program Review Submission
Precondition Responses

Interviews Conducted

Stakeholders	TOTAL
Candidates	16
Completers	16
Site Administrators	8
Institutional Administration	4
Program Manager	1
FTE Mentors/Professional Development	2
Classroom-based Mentors	11
Administrative Assistant and Staff	1
Credential Analysts and Staff	2
Advisory Board Members	8
Board of Trustee members	2
IHE representatives	2
TOTAL	**69**

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

The Sweetwater Union High School District is a school district headquartered in Chula Vista, California. As of 2011, the school district is the largest secondary school district in California. The union high school district serves over 42,000 high school-aged students and over 32,000 adult learners. Located in the southwestern part of San Diego County between downtown San Diego and the international border with Mexico, the district serves the communities of Chula Vista, Imperial Beach, National City, South San Diego, and the San Ysidro portion of San Diego.

Sweetwater is one of the most ethnically and economically diverse districts in California. Approximately 87 percent of students are people of color and over 40 percent of students qualify for the free or reduced price lunch program.

Overseen by a five-member Board of Trustees, the district operates 14 high schools (11 regular schools, two alternative schools, one charter school), 11 middle schools, 4 adult schools, and a regional occupational program (ROP).

The district has earned recognition for its "Compact for Success" program, a deal made with San Diego State University that guarantees Sweetwater graduates admission to the university if they meet certain requirements throughout their high school career.

Originally approved as a Teacher Induction program sponsor in 2004, the district went on hiatus for 5 years, reopening in 2017. This is their third year of implementation since reactivating the program.

Education Unit
With a 2019-20 reorganization of the district, the Teacher Induction program, formally part of the Leadership Development and Systems Innovation Department, now reports directly to the district's Superintendent. The teacher induction program is the sole Commission approved credentialing program in the SUHSD and has 137 teachers enrolled in the program for the 2019-2020 year (with 1 of them being an ECO candidate). In the last three years, since reactivation, the program has recommended 220 teachers for their clear credential.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	47	137

The Visit
The visit proceeded in accordance with all normal accreditation protocols with the exception of the cancellation of the team lead's attendance at the site visit due to the threat of wildfire in the area of her home. Remaining team members covered the interviews and final writing of the report, building upon the portions of the report that she had drafted prior to the visit.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be **met**.

PROGRAM REPORTS

Teacher Induction

Program Design
The Sweetwater Union High School District (SUHSD) induction program has a clear leadership structure. The program manager is responsible for the day-to-day running of the induction program, reporting directly to the superintendent. She oversees the induction program including the full, half-time, and extra duty mentors, the quarterly professional learning meetings, and the credential recommendation process. Review of evidence confirms that the program manager is involved in both planning and monitoring every step of a candidate's program from the time of entry to when they are recommended for the clear credential.

Interviews confirm that all leaders from the board of trustees to the superintendent to the Joint Governance Panel support the program. Interviews of the board of trustee members indicated that funding for the SUHSD induction program is included in the three-year LCAP plan. Both commented they believed the program will continue being funding through federal Title II funds. Interviews with all stakeholders confirmed that the program manager has created a rigorous induction process that supports candidates in their growth of selected California Standards for the Teaching Profession (CSTP).

The program manager is advised by the leadership team, consisting of the program manager, the program's two full time mentors, and the program's administrative assistant. The leadership team sets the parameters for the candidate's Individual Induction Plan (ILP). The leadership team helps plan and then implements the professional learning for both mentors and candidates. Program documentation and interviews with the mentors confirmed that the leadership team, using feedback from both mentors and candidates, designs the candidate and mentor seminars.

The Sweetwater Induction Program has established a Joint Governance Panel which meets every other month to provide their perspective on the program and provide feedback to program leadership. This panel consists of five members chosen by the teachers' association and four members selected by the district. Evidence confirms that the panel analyzes the quarterly feedback that candidates provide, candidate completer data, and self-assessment data from mentors to make changes to the program. For example, program leadership, the Joint Governance Panel, and mentors all confirmed that the addition of Universal Design for Learning was the result of data highlighting candidates' need in relation to strengthening their instruction for special needs students.

Review of evidence indicates that the program communicates with stakeholders through bimonthly newsletters and quarterly emails. The bimonthly newsletter includes general

information about teacher Induction, who is enrolled in the program, data about how mentors spend their time, select data from candidates about their mentors, and a calendar of events. All stakeholders indicated that the program manager and program leadership are transparent about the SUHSD program and are responsive to emails and phone calls.

There is strong collaboration between the induction program and site administrators. Interviews with mentors and site administrators confirm that mentors and site administrators meet at the beginning of the year to discuss the focus of each school in order to include it the candidate's IIP goals. Throughout the candidates' participation in the program, mentors communicate with site administrators on a regular basis about the ongoing progress of each candidate on their campus. In the completer survey eighty percent of the candidates indicated that there was a strong relationship between their site administration and the induction program.

Candidate and completer interviews indicated that their relationship and work with their mentors were the strongest parts of the program. Many completers and second year candidates indicated that their mentor helped them not only be a more effective educator but to survive the first years of teaching. Evidence and interviews confirm that mentors adhere to the qualifications required of them, with each mentor application reviewed by the program manager. Members of the Joint Governance Panel confirm that mentors are selected based upon a set score on their application. The program manager determines the final selection of mentors after consideration of candidate needs as well as consideration of the site location and the subject(s) taught.

Mentors attend quarterly training each school year. During interviews mentors confirmed that they have received training around ILP components, how to use the CSTP and the ILP as a third data point as a coaching technique, and specific coaching skills. Mentors indicated that the summer institute and being able to share practice through videoing coaching sessions are the most two powerful professional learning opportunities they have received. In addition to the quarterly meetings, new mentors attend a two-day orientation in the spring before they begin coaching.

Evidence confirms that each candidate is matched to a mentor when they are hired, even if that hire date is after school year has begun. Review of the mentor contact logs and interviews with candidates and completers confirm that candidates and their mentors meet face-to-face for one hour every week. These meetings are based on the candidates' needs and include "just in time coaching" as well as support in completing the long-term goals of their ILP assignments. Review of 2019 completer survey data confirms that 100% of candidates began working with a mentor within one month of enrolling in the program and 97% of completers indicated that they were well matched with their mentor.

All stakeholders indicated that they feel that the program manager is open to feedback. Many stakeholders indicated that they can offer feedback by speaking, emailing, or calling the program manager. Survey data from professional development sessions confirm that candidates believe that their mentors are effective and that program staff meets the

candidates' needs. The data also reflects positive feedback about candidates' professional learning. Interviews indicated that the Joint Governance Panel, leadership team, and mentors review these surveys to assess the quality of the program. In addition to current candidate surveys, the Commission's completer survey is also used to gauge the effectiveness of the program as confirmed by a number of stakeholder groups.

<u>Course of Study (Curriculum and Field Experience)</u>
Candidates complete an extensive professional learning study, including an individual learning plan (ILP). The course of study is reviewed annually and adjustments are made based on the feedback. Most recently, the program has shifted its focus to Universal Design for Learning (UDL) in response to prior feedback and this may have created additional work for candidates this year.

Each year, the ILP is broken into four inquiries. Each of the four inquiries contains a number of assignments, some of which are the ILP steps. All candidates are required to complete these assignments. Although the program identifies which CSTP are addressed in each ILP, candidates are allowed to individualize the content of the ILP within the set parameters. Through interviews, candidates confirmed that the ILP is based on their own goals. Some examples of assignments in the inquiries include creating a lesson plan, looking at class demographics, creating a unit plan, and student grouping. One candidate reported that the first year of induction felt more like a credential program while a completer recommended that each inquiry should be based on a problem of practice. During interviews, one candidate commented that induction was a lot of busy work, to which others agreed. In interviews with second year candidates, it was expressed that they would have liked the first year of the program to be more like the second year. In the second year it is clear that the assignments/activities are tied to the candidate's goals and ILP but the first year activities were not as connected in this authentic manner.

The ILP is completed throughout the year as part of the inquiry assignments. Candidates and mentors begin work on the ILP together during the first inquiry and complete the bulk of the work during the third and fourth inquiry in year one. In year two, an additional four inquiries are completed. In interviews, candidates indicated that their mentor worked with them to develop their inquiry goal and complete some of the required assignments. Candidates indicated that they share their goals with their site administrators and often base their goals on the focus of their school site while administrators indicated that it is also true that candidates often come to them with already identified goals. Review of Canvas, documentation, and interviews indicated that mentors provide feedback for each assignment that candidates complete.

Candidates generate and submit assignments quarterly that provide evidence of their proficiency in the CSTP. The assignments are identical for each program participant—for example, all candidates must complete a lesson plan that meets specific district criteria. Candidate assignments are assessed by their mentor on both a content scorecard developed by SUHSD (specifically listing the ELD/CCSS standards addressed) and a score of 3 on the

Continuum of Teaching Practice. Candidate submissions must earn a total score of at least 8 (5 on the district's content scorecard and at least 3 or "Applying" on the Continuum of Teaching Practice) in order to demonstrate mastery. Assignments are reviewed with the mentor, revised and resubmitted as necessary, until a candidate earns a rubric score of 8. Interviews with stakeholders verified the amount of coursework required of candidates.

Review of documentation and interviews confirm that all candidates participate in mandatory quarterly seminars and semester small-group roundtable presentations. The seminars include information about program requirements and Universal Design for Learning as well as short sessions presented by candidates, mentors, and other teachers. Candidates said that they found the seminars useful and that the information in the shorter informational session was especially useful because they could implement the information in their classroom the next day. Although candidates found these sessions useful, some expressed a wish for having more of a choice in their professional learning including being offered sessions specific to classroom management and classroom survival in the early part of the school year.

Candidates also attend two roundtables a year, where candidates present their inquiry and what they have learned during the inquiry. While many candidates expressed they learned a lot from these roundtables, others indicated that they were not helpful because the subject matter did not match their inquiry and/or some presenters were not prepared to share.

Assessment of Candidates
Using a pre-selected rubric from the Continuum of Teaching Practice, each candidate's mentor reads and scores each inquiry assignment. Review of documentation and interviews confirmed that candidates are required to reach a level of "Applying" on the Continuum for each document of an inquiry as well as scoring a five on the content rubric of each assignment. The program manager shared that she reads every fifth ILP for quality control, making sure that the mentor grading is accurate.

During interviews, candidates confirmed that if a combined score of 8 is not reached on the two rubrics, candidates are given feedback and asked to revise their work until a score of 8 is reached. Completion of the program occurs when the level of mastery--a score of 8--is met for each document in the inquiry, all candidate seminars are attended, and they have completed sixty hours of face-to-face mentoring. Candidates report that redoing assignments to earn the required score takes time away from teaching and working with their mentor

Review of evidence indicates that candidates are recommended for a clear teaching credential once they have met all program requirements. Once a candidate has completed the program, the Program Manager updates each program transcript and provides the candidate with a Year Two Verification document. The Program Manager collects information from each candidate needed for the recommendation to the Commission and then the Program Manager makes the recommendation through the Commission's online system.

Findings on Standards

After review of the institutional reports, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 69 candidates, completers, professional development leaders, site administrators, trustees, and advisory board members, the team determined that all program standards are met for the Teacher Induction program with the exception of Program Standard 3 (Designing and Implementing ILP within the Mentoring System) which is Met with Concern.

Rationale for the Finding:

The ILP is individualized for each candidate but in addition to the ILP; candidates are required to complete a significant number of assignments, to a level specified by the induction program, with limited individualization for each candidate. An employer may require a wide range of activities or assignments for its new employees but candidates in a Teacher Induction program cannot be required to complete standardized assignments as part of the induction program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
• 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.	**Consistently**
• The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
• 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.	**Consistently**
• 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.	**Consistently**
• 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.	**Consistently**
• Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
• 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.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Inconsistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard:
The Sweetwater Union High School District Teacher Induction Program provides a two-year, job-embedded system of mentoring, support, and professional learning that leads to a clear teaching credential. Interviews with stakeholders confirm that mentors and candidates work collaboratively to develop and refine strong teaching practices through face-to-face conversations, professional learning sessions, and self-reflective evaluations. Candidates receive access to a shared "program transcript" that is updated quarterly to reflect progress toward completion of the program requirements. Candidates are required to reach proficiency levels on all induction assignments before the program is completed and the clear credential is recommended.

Leadership within the Sweetwater Union High School District (SUHSD) is knowledgeable about the program and invested in its success. The program manager now reports directly to the district's superintendent but also works collaboratively with Curriculum and Instruction, Grants and Communications, and Human Resources departments to provide what the superintendent called a "robust" program. All interviews highlighted that ongoing communication is maintained through emails, phone calls, and face-to-face meetings. The program works with local colleges and universities on a variety of teacher preparation programs that benefit the district.

Through joint governance meetings, the institution actively involves district and instructional personnel, as well as relevant stakeholders in the organization, in both the coordination and decision-making for the teacher induction program. Although the program manager reported that the Joint Governance Panel was recently reconstituted into its current membership, the

team found that all members were able to speak knowledgeably about the program due to past professional relationships and joint implementation of various educator preparation programs in SUHSD. Interviews with the group confirmed they read and provide input on program effectiveness on a regular basis.

The institution has developed eligibility requirements and job descriptions for various key personnel. A review of the documentation for mentors, professional development providers, and the program manager confirm that eligibility requirements are routinely followed and all personnel know and follow the applicable job description. Program leadership reported that the professional learning sessions provided to the candidates are jointly planned by the program manager and full-time mentors, with the majority of the implementation work shifting to the mentors as they become better equipped to provide these sessions.

The community and student population of the SUHSD is one of the most diverse within the state of California, and the employee population of the district reflects this wide diversity. Evidence reviewed confirmed that recruitment of future teachers takes place throughout the region, and partnership and collaboration efforts with institutions of higher education assists with recruitment processes. A review of district teachers showed a wide variety of diversity.

The program manager identifies when the candidate completes the induction program and files for the credential while the credential analyst confirms that the additional requirements for out-of-state or out-of-country candidates have been met. The program has recommended some candidates for their credentials before their additional credential requirements have been met. Additional communication and training regarding the additional requirements for out of state/out of country candidates would provide a clearer understanding of the recommendation process, both for the candidate and the district's personnel.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
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.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**

Common Standard 2: Candidate Recruitment and Support	Team Finding
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.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard
The education unit accepts applicants for its educator preparation program based on clear criteria that include multiple measures of candidate qualifications. Brochures are disseminated at numerous job fairs throughout the greater San Diego area, to purposefully recruit and admit candidates to diversify the educator pool in California. Additionally, the district works collaboratively with local colleges and universities to jointly implement several programs that provide a pipeline for future educators (such as paraprofessionals) to identify and use towards becoming credentialed teachers.

The institution also employs a variety of methods to provide support, advice, and assistance to candidates' for successful entry and retention in the teaching profession. SUHSD actively promotes teaching positions and purposefully recruits SUHSD graduates with the intention and purpose of influencing the demographics of the district's teachers to reflect its local communities. Working closely with Human Resources, program leadership verifies eligibility, orients the new candidates, and matches them with a mentor within the required 30 days. Interviews with candidates, mentors, site administrators, and program leadership confirmed that candidate-mentor matches are made quickly after the candidate's date of hire so the mentor can provide assistance in the candidate's early teaching days.

Interviews confirmed that the SUHSD induction program only accepts teachers who have a full-time teaching position and hold either a preliminary multiple subject, single subject, or education specialist credential. Early completion options are explained to candidates at their orientation meeting and handled by the program manager; extensions are granted by the program manager as well, on an as-needed basis.

Information regarding program requirements are presented to the candidates at the induction orientation where candidates and mentors are given program information. Site administrators share the candidate's site goals in a triad meeting with the candidate and mentor so they may be included in the ILP. They are thereafter apprised of candidates' ILP goals to confirm aligned goals.

Evidence reviewed confirmed a document monitoring each candidate's progress towards completion is maintained by the program leadership and available online to the candidates. Candidates are required to achieve certain levels of proficiency on the Continuum of Teaching

Practice and score an '8' on various assignments in order to complete induction and be recommended for the clear credential.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	**Consistently**
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.	**Consistently**
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.	**Consistently**
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.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Consistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
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.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard
The SUHSD designs and implements a planned sequence of coursework for their teacher induction program. All Induction candidates complete and submit the program's mandated

online assignments throughout the year, according to a scope and sequence established by the program leaders. Specific CSTP elements are identified for the various assignments.
The district employs full-time mentors, part-time mentors and classroom-based mentors. All are trained in their job responsibilities before beginning work with candidates. The program provided mentor résumés and a table of mentor matches as evidence that the program's site-based supervisors are qualified to serve as program mentors. Program mentor training materials were submitted as evidence of site-based supervisor training. New mentors are provided two days of New Mentor orientation, and all mentors attend four mentor workshops throughout each year. The program's evidence confirmed that all mentors have attended mentor training which provides support in mentoring strategies, as well as the use of their online platform to provide mentoring input. Mentors self-assess themselves on a coaching rubric. Mentors videotape themselves working with their teachers, then share the video with other mentors in order to receive formative feedback about their mentoring practice. The program manager also observes the mentors and gives them feedback. Interviews conducted with mentors verified their mentor training attendance and that the training was sufficient to prepare/support them as mentors.

Information regarding to the program's structure and design is provided to site administrators, district office personnel, and the Board of Trustees in a program newsletter sent out periodically by the program manager. Site administrators, district office personnel, and the Board of Trustees are also invited to attend the program's bi-yearly Round Table discussions. The Round Tables are presented by the teacher candidates to showcase and celebrate their professional growth. Round Tables also provide stakeholders with insight into the program's design.

The diversity of the student population of SUHD is reflected in each classroom throughout the district. Examination of program data led to the alignment of the program (including quarterly PD goals) to Universal Design for Learning (UDL) standards. Candidates are required and mentors may choose to attend candidate seminars that foster and prepare candidates to design lessons that meet the needs of the full range of students.

Common Standard 4: Continuous Improvement	Team Finding
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.	**Consistently**
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.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	**Consistently**

Common Standard 4: Continuous Improvement	Team Finding
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.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard
The Sweetwater UHSD Teacher Induction program assesses program effectiveness and candidate growth through a variety of formal and informal measures. Candidates are assessed on both a content scorecard developed by SUHSD (specifically listing the ELD/CCSS standards addressed) and on the Continuum of Teaching Practice. Assignments are reviewed and revised and resubmitted as necessary to earn a total rubric score of at least 8.

Responses from candidate and mentor surveys, the Commission completer surveys, and a mentor self-rating rubric are collected, analyzed, and used to determine changes designed to improve program services. Candidates and mentors complete workshop and orientation evaluations to provide feedback to the program. Each semester culminates in a semester Round Table discussion which includes an evaluation completed by the candidate.

A recent example of the district identifying and implementing a program change was in response to the analysis of candidate data showing a need for candidate support in working with students with disabilities. The program decided to link ILP-related assignments and professional development choices to Universal Design for Learning (UDL). Documentation of this program modification was provided. Secondly, feedback from the 2017-18 Education Specialist Induction candidates identified major challenges for them (time management, caseload management, and paraprofessional management). Program leadership discussed possible solutions, for example: optional monthly workshops focused on more technical aspects of the Education Specialist role. As a result of analysis of data, the program ultimately determined to address supporting students with special needs in every mentor and candidate seminar and in the candidate course work.

According to information gathered from interviews with program leadership, modification in mentor/candidate training and mentor support has been made as a result of program data analysis. One example of program modification of mentoring design was to shift to using the Continuum of Teaching Practice in order to provide a common language to discuss practices.

In addition to using survey data to inform program effectiveness, the program manager also meets individually with each mentor to address three common questions: What was one success this year? What was one challenge? In what ways might our program have helped you or your candidate to better achieve program goals? Information gained from these meetings is used to inform program effectiveness.

As a result of analysis of data derived from the mentor transformational coaching rubric, candidate surveys, and monthly mentor-candidate contact log notes, a mentor formative assessment plan is designed to identify aspects of mentor effectiveness and areas for growth. Twice a year mentors complete a "Transformational Coaching" self-rating, based on the work of Elena Aguilar. Multiple years of mentor and candidate data was provided, as well as program leadership agendas and tables noting when the data was reviewed by leadership, confirming that the SUHSD uses multiple measures to evaluate its program.

Common Standard 5: Program Impact	Team Finding
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.	**Consistently**
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.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard
The Sweetwater UHSD Induction Program strives to ensure that their teacher induction program equips their candidates to make a positive impact on the education community. To this end, they provided the following evidence, demonstrating the variety of ways in which they provide influence on the local education community:

- Reduced teacher turnover and increased teacher retention linked to their induction program.

- Leaders at the highest levels in SUHSD recognize the value of Sweetwater's induction program and publicly celebrate its achievements.

- Induction mentors and candidates have presented at a variety of district events/PD and they also collaborate with SUHSD departments and IHEs.

- Materials like the CSTP and Continuum of Teaching Practice are being used to facilitate conversations among teachers and administration.

- An Individual Learning Plan template is often included in SUHSD formal evaluation.

- Induction completers occupy a variety of leadership roles.

- The Sweetwater Union High School District is preparing to launch their SUHSD Residency Program for Transformation in STEM. The program will be partnering with San Diego State University's Department of Dual Language and English Learner Education (SDSU DLE) and the University of California, San Diego's Department of Education Studies (UCSD EDS) to strengthen teacher pipeline efforts in science, technology, engineering and math (STEM).

INSTITUTION SUMMARY

The Sweetwater Union High School District provides a quality teacher induction program, built around implementation of the CSTP. The district's induction model supports the learning of effective teaching strategies and strengthens professional practice of their new teachers at no cost to the beginning teacher through a two-year program of mentoring and professional learning.

Employing a mixture of full-time release, part-time release, and classroom-based mentors, the program welcomes candidates into the program upon their hiring by the district, regardless of when that occurs. Mentors have been trained to support candidates whose completion dates differ tremendously. Once enrolled in the program, candidates complete four cycles of teaching activities, called "inquiries" (incorporating stand-alone assignments as well as the work of the ILP) in both the first and second year of participation. Assignments are posted on the SUHSD timeline and include documentation of the teaching artifacts candidates are required to generate and submit. In the first year, the ILP is a part of these teaching assignments, introduced in the first cycle of activities, monitored in the middle two sets, and deeply addressed in the fourth set of teaching activities. In the second year, candidates complete and submit four inquiries aligned with ILP goals.

Full-time release mentors provide the program's professional learning through four mandatory quarterly learning seminars. Generalized topics and specific CSTP elements are chosen for each session and the goal is to help candidates show competency in a series of assignments (each attached to an "inquiry") that apply to a specific CSTP element. Candidate submissions, assessed by their mentor, are required to earn a minimum score in order for the candidate to meet required competency levels.

Interviews with candidates, mentors, and site administrators confirm that they view the Induction program as both relevant and supportive of quality daily instruction and growth in the CSTP. While the candidates value the professional development provided, and apply the newly learned strategies in their teaching practice, they also reported that the amount of work is overwhelming and difficult to accomplish in their first years of teaching. The team found that the work required by the program, while benefitting the participants, was over and above what is required by the induction program standards. Identifying the work aligned to the teacher induction standards from the additional work developed by the district (which could be required outside the induction program) would better align the program with the current efforts at streamlining the teacher induction program.

The teacher induction program is just one of the many programs offered by the SUHSD that illustrates the interconnectedness of the work being done at the district level and the preparatory work being done at local colleges and universities. SUHSD partners with numerous institutions of higher education through a variety of programs to prepare today's teachers as well as future teachers. SUSHD plays an important role in identifying, training, and supporting today's educators.