

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Merced Union High School District**

**Professional Services Division
March 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Merced 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	6	0	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: Merced Union High School District

Dates of Visit: February 10-12, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 2011	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All General and Program Preconditions are aligned.

Program Standards

The program standards for the Merced Union High School District's Teacher Induction Program are **Met**.

Common Standards

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

Overall Recommendation

Based on the fact that the team found that the preconditions were aligned, all standards for the Teacher Induction program were met and that all Common Standards were met, 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 institutions response to the preconditions be accepted.
- Merced Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Merced 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:

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Program Reviewer:

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Common Standards:

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Staff to the Visit:

Sarah Solari Colombini
Commission on Teacher Credentialing

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Mentor Resumes

Candidate Files
Assessment Materials
Candidate Handbooks
Collaborative Conversation Records
Survey Results
Mentor Logs
Precondition Responses
Individual Learning Plans

Interviews Conducted

Stakeholders	TOTAL
Candidates	30
Completers	11
Employers	8
Institutional Administration	7
Program Coordinators	2
Support Providers	4
Credential Analysts and Staff	1
Advisory Board Members	11
IHE Representatives	2
TOTAL	76

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 Merced Union High School District (MUHSD) serves students from the communities of Atwater, Livingston, Merced and the surrounding rural areas. It is located in the heart of the San Joaquin Valley between the coastal ranges and Yosemite National Park. Merced County is one of the world's most abundant agricultural areas producing, among other items, milk, poultry, almonds, cattle, tomatoes, and sweet potatoes. Agricultural-related industries are a major source of employment, along with food processing, retailing, and light manufacturing. The county is ethnically diverse and was significantly impacted by the downturn in the economy over the last several years, but is gradually recovering. In 1995, Merced was selected as the home of the tenth University of California campus. UC Merced is now in its 13th year and a frequent choice for graduates of this district.

The Merced Union High School District has six traditional high schools and three alternative high schools. In the 2017-18 school year, the MUSHD served 10,969 students of which 75% are socio-economically disadvantaged. The diversity represented in the community is reflected in MUHSD's schools with 68.9% of the population identified as Hispanic/Latino, 15.6% White, 8.5% Asian, 3.8% African American, 1% Two or More Races; and American Indian/Alaska Native, Filipino, Pacific Islander and Not Reported, each comprising less than 1%. English learners are 8.8% of the total population, while foster youth are .8%. The high school graduation rate for students in the MUHSD is 94.2%. MUHSD recognizes the importance of recruiting a diverse staff and employs 483 teachers. Currently, 65% of staff are White, 25% are Hispanic/Latino, 3.1 % are Asian, 2% are Two or More Races, 2% are African American, and the remaining 3% are American Indian/Alaska Native, Filipino, or Declined to State.

Education Unit

The Merced Union High School District Teacher Induction program started in 2005. The program is the sole Commission approved credentialing program in the MUHSD and has 36 teachers enrolled in the program for the 2019-20 year with 6 of them being early completion option candidates. The program operates in the Educational Services Division under the direction of the Director of Interventions, Innovation, and Instruction. The program uses a full-time release mentor model, employing four teachers on special assignment, one of whom also serves as the coordinator of the program, serving as mentors for the participating teachers. In the past year, the program recommended 25 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	25	36

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

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 Merced Union High School District Teacher Induction Program is accredited to clear General Education and Education Specialist Preliminary Teaching Credentials. The program is designed to increase each teacher's pedagogical knowledge and abilities and student achievement as measured by the California Standards for the Teaching Profession, state-adopted academic content standards, and student performance levels. The program is under the collaborative guidance of the MUHSD Induction Governance Board, in addition to the Director of Interventions, Innovation, and Instruction and the Induction Coordinator. This group collaboratively provides oversight of the program. Documentation and interviews with both participating teachers and mentors show that the program assesses the quality of its services in a variety of ways and uses the information and feedback gathered to modify the program

The Induction Coordinator leads a team of three full-time release mentors, while also serving as a mentor, and has two support staff, titled program assistants, to carry out day-to-day operations. Interviews with program personnel confirmed that mentors are selected based on program need, qualifications and expertise, and on their ability to communicate effectively and collaborate with participating teachers. Mentors meet weekly with their participating teachers during prep periods to work on "just in time support" as well as long term individual learning plan (ILP) goals. Mentors report that their participating teachers are also being provided support through both observations with feedback and an informal debrief meeting.

Mentors stated during interviews that they are a very cohesive team that supports one another in meeting the needs of participating teachers. Mentors also reported during interviews that they have developed a system of support for themselves called mentor forum meetings. It is in this setting that they problem-solve and create professional development for needs based in response to what was observed during walkthroughs from administrators and during school/classroom mentor visits. They also use this time to discuss how to best support participating teachers.

The program makes an effort to match participating teachers with induction mentors with the same or similar credentials; however, when that is not possible, the program matches participating teachers with mentors who have developed the mentoring skills that would best benefit their growth. During interviews, mentors stated that they have "built their program to

empower teachers with a toolbox of success”, and that mentors allow participating teachers to “see the hope inside of themselves.”

Participating teachers stated in interviews that the support they receive from the induction mentors has not only allowed them to be more successful in the classroom, but has made the Merced Union High School District a desirable school district for its system of support for new teachers.

MUHSD uses multiple means of collecting feedback from stakeholders, with surveys serving as the main method. They also utilize the completer survey results from the Commission on Teacher Credentialing. Mid-year, end of year, and end of program surveys are used to collect data to determine the areas in which participating teachers need additional support. Interviews with mentors and participating teachers confirm that collaborative professional development sessions are then designed around the identified topics and that they are invited to participate if topics are focused on a self-identified area of need on their Individual Learning Plans (ILP). The Governance Board, which meets two to three times a year, also reviews survey data and, as a group, provides feedback during meetings of the team.

Program modifications occurred over the last two years. In 2017-18, the survey data showed that 100% of administrators were not made aware of the program’s evaluation data. The program responded by using data compiled throughout the year and developed a plan to ensure that data would be shared in person and through email to ensure administrators are aware of the impact of the program. Another program modification involved the ways to provide mentors feedback in addition to the survey data collected. The Induction Coordinator shadows mentors and provides verbal and written feedback on their strengths and areas of growth. Mentors are given feedback on their goals through self-reflection, from the Induction Coordinator, and one another. Another program modification is reflected in their offerings of professional development. All professional development is needs-based. This recent modification can be directly correlated to the change from formative assessment to “just in time” support. In addition, the program also switched from using hyperdocs to maintaining a Google Classroom platform for ILP activities.

Survey results also identified a need to provide more support in the area of assessment strategies, classroom management, and using assessment to design instruction. Specific professional development has been offered to participating teachers in these areas. During interviews, both participating teachers and mentors reported that feedback was received by the MUHSD Induction Program and utilized to make changes as needed.

Course of Study (Curriculum and Field Experience)

The Merced Union High School District Induction Program provides job-embedded mentoring and professional development to participating teachers. Participating teachers receive initial and ongoing advice, assistance, and professional support from the program mentors on a variety of topics including, but not limited to problem solving, program completion,

professional development, California core curricular standard implementation, and the measurement of progress toward mastery in the California Standards for the Teaching Profession. The Induction Coordinator uses Google Classroom to deliver and maintain all records of ILP development and mentor tools.

Mentors provide an average of one hour of weekly support to participating teachers. Mentors, instructional coaches, and site administrators coordinate the individualization of the participating teacher's journey. Documentation and interviews with both participating teachers and mentors confirm that the program assesses the quality of its services in a variety of ways and uses the information gathered to modify the program based on feedback.

Beyond self-assessment using the CSTP in the ILP, participating teachers engage in year-long cycles of inquiry that are developed in tandem during their weekly mentor meetings. Priority topics for mentors and participating teachers coaching include a response to observations in the participating teacher's classroom, implementation of new district adoptions or district mandates, and management of the classroom. Professional development in the Merced Union High School District is an organic response to collaborative meetings and conversations and observations. Mentors are able to deepen rigor for participating teachers through the application of strategies, guidance in inquiry research, and through weekly meetings that provide just in time support. Mentors describe the powerful relationship between the instructional coaches and site administration (the Associate Principal of Teaching and Learning) as the cornerstone of success in the district.

Assessment of Candidates

The MUHSD Induction Program collects evidence of participating teacher competence at multiple intervals. Weekly mentor records in the form of Collaborative Conversation Records are housed on Google Classroom and periodically reviewed by the Induction Coordinator. Additionally, the ILP reflects goal setting by participating teachers and progress in achieving the identified goal.

The Program Coordinator and program mentors work in tandem to provide feedback on the first and second year ILP goals for both General Education and Special Education participating teachers.

Program leadership evaluates the following teaching competencies through the development of the Individualized Learning Plan:

- District/Site Identified Focus
- MTSS
- UDL
- Essential Standards and Skills
- Defining student outcomes
- Assessing student understanding

- Differentiating for a wide range of students

Merced Union High School District's survey data, as well as interview data, confirmed that the participating teachers' induction experience has a positive impact on their classroom performance with respect to using effective instructional strategies to teach specific subject matter and skills and to plan instruction for students. In fact, MUHSD'S survey data exceeded the statewide average for teacher retention.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with participating teachers, completers, mentors, employers, and district leadership, the team determined that all program standards are **met** for the Teacher 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:	<i>No response needed</i>
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
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.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Interviews with Merced Union High School District (MUHSD) induction leadership confirm the induction program functions under the district's vision of "Every student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript." The emphasis on weekly support within the school day is key to the district-wide system of support for participating teachers. The program's design supports participating teachers in an individualized, job-embedded, context-specific, induction experience combined with differentiated professional development through a comprehensive mentoring system. This is evidenced through the provision of full-time release mentors who work collaboratively with site-based instructional coaches and site administrators to ensure that district, site and individual participating teacher goals are aligned. District and program leaders are consistently involved in the coordination and decision-making of the program through service on the governance panel, which meets two to three times a year.

Governance panel meeting topics include data analysis for program modifications, sharing professional development topics/resources, reviewing retention data, and ensuring alignment of induction activities with the district's instructional framework.

Mentors are selected through an application and interview process, and new mentors are provided additional support from the program coordinator. Mentors meet weekly during mentor forums to collaborate, share expertise to support candidates, and network around mentoring challenges. Mentor effectiveness is assessed in multiple ways during the weekly mentor forums with peers, when the program coordinator "shadows" mentors during their weekly meetings to provide feedback and promote goal-setting, and through the formal evaluation process conducted by the Director of Intervention, Innovation, and Instruction. Additional feedback is obtained through local and state survey data.

Participating teacher progress is monitored through a mid-year ILP review and use of the ILP database. Additional support to participating teachers is provided as needed and facilitated by the assigned mentor, particularly when the mentor does not hold the same credential as the participating teacher. Site administrators reported that they frequently communicate with the mentors to provide input on areas for participating teacher growth goals as a "norm of practice."

Documentation and interviews confirm that the program is well supported by district and site leadership, and stakeholders report that resources are allocated sufficiently based on evolving program needs.

During governance panel and North Valley Collaborative meetings, collaboration and communication occurs with local IHE’s regarding details of the teacher preparation programs and how induction builds on the pre-service experience.

Both current and program completers report mentors were “invaluable,” and that the feedback received is “high-quality.” Mostly, they value the “compassionate relationships” formed with their mentors and the impact the induction experience has had on their ability to innovate, as they are “not afraid to try something new in the classroom.” Through an exit interview process that includes presentations to board members and other stakeholders, participating teachers share their learning, student learning, and evidence of meeting the program requirements. The induction coordinator submits the online recommendation for the participating teacher’s clear credential upon their completion of the program requirements.

<p>Common Standard 2: Candidate Recruitment and Support Candidates are recruited and supported in all educator preparation programs to ensure their success.</p>	<p>Team Finding</p>
<p>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p>	<p>Consistently</p>
<p>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.</p>	<p>Consistently</p>
<p>Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.</p>	<p>Consistently</p>
<p>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.</p>	<p>Consistently</p>

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Interviews with Merced Union High School District (MUHSD) Induction leadership members and site administrators confirm the induction program is designed so that participating teachers are recruited and supported to ensure successful entry into the profession. MUHSD Human Resources (HR) team members along with mentors attend and present at job fairs and “meet the district” events to connect with teacher candidates at local universities. As a result, MUHSD recruits and admits a diverse pool of teachers who reflect the background of the students they

serve. The district also encourages the development of high school seniors and school paraprofessionals who could become teachers.

New hires are directed to the MUHSD Induction webpage where they can fill out the Induction Admission Form to show their interest in enrolling in the program. These teachers - as well as others who have been identified by the Human Resources department as ready to begin induction based on their credential status - are invited to the Induction Orientation at the beginning of the school year. Participating teachers are also provided with the Induction Handbook and program logistics. Mentors are then assigned in a timely manner.

Continual and varied advice and assistance is offered to all participating teachers. Mentors are trained to provide this assistance and advice throughout the year and then, in turn, supply all-inclusive and individualized support to the participating teachers to whom they are assigned. Once enrolled, the induction coordinator monitors participating teacher progress towards attaining program requirements. Participating teachers are traditionally enrolled in the program for two years, unless they are approved for the Early Completion Option (ECO).

Participating teachers, program completers, and school site administrators report that mentors provide just-in-time support implementing strategies from the previous week's professional development, debriefing a lesson observation, regularly reflecting, revising and focusing on the participating teacher's ILP goals. They greatly appreciate the teacher-friendly scheduling of these weekly meetings with their mentor, (and sometimes more frequently depending on need), during the prep period. The participating teachers and mentors feel that these processes are very "customized" and "supportive" of their individual growth. District leadership, human resource personnel, and site administrators report that the reputation of a highly supportive induction program positively affects recruitment and retention of teachers. One comment heard across stakeholder interviews, "teachers don't leave Merced." as evidenced by MUHSD's current teacher retention rate of 95%.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 MUHSD Induction Program provides individualized support that results in the participating teacher’s progression toward mastery of the CSTP. Essential to this work, MUHSD provides their participating teachers with a highly effective full-time release mentor support system. Advertisement for induction mentor openings occurs as needed. Mentors are selected through an application and interview process using multiple criteria: grade level, subject-matter emphasis, leadership experience, participation in and leading of current professional development, etc. Once selected, mentors receive initial and ongoing rigorous training in mentoring, coaching, and cutting-edge tools to support their work. They participate in weekly professional growth activities called Mentor Forums where they share best practices, provide peer feedback, analyze their mentees’ Collaborative Conversation Records and conduct book studies. Additional opportunities for self-selected and differentiated professional development are provided. As a result, the mentors are fluent in current educational research, effective instructional strategies, and the newest technologies to support student success. Mentors also engage in and sometimes lead both district and site-based professional development that aligns

with participating teachers' ILP goals and support with district initiatives. Ongoing collaboration between school-based administrators and instructional coaches, mentors and the program coordinator ensures that participating teacher needs are being met and resources to support ILP growth goals are being provided. The induction director and coordinator regularly shadow and observe their mentors to evaluate their effectiveness and provide feedback accordingly. Mentors, including the program coordinator, observe participating teachers regularly and meet weekly with them to provide evidence-based targeted feedback on the implementation of district-focused current research-based strategies relative to ILP goals. Mentors guide their participating teachers in the completion of evidence-based ILP that include cycles of inquiry, reflective growth reflections, descriptions of overall impact of their action plans, progress they have made towards meeting growth goals, and next steps in developing practice in relation to the CSTP. Mentors capture notes of these weekly discussions using the Collaborative Conversation Record and other protocols. The mentors effectively keep their mentees abreast of upcoming district, county, and school site induction sponsored PD opportunities. It should be noted that often these professional development opportunities are attended by both the mentors and participating teachers. Participating teachers and program completers shared that the mentoring support they received was essential to their success in the classroom and that it contributed to "me being able to reach my students." In addition, the support helped them establish and refine individualized professional goals based on the CSTP and aligned with district and site initiatives. As a result, participants also reported being very well prepared for their district's evaluations. Governance Board members stated that participating teachers are supervised and supported very effectively throughout the program and that the program mentors and coordinator "know each individual participating teacher very well."

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
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

There is sufficient evidence confirming that the Merced Union High School District (MUHSD) induction program implements a continuous improvement process and makes adjustments based on frequent data analysis. Documentation of such data collection and analysis appears on the governance panel and mentor forum meeting agendas/minutes. In addition, feedback from professional development sessions is gathered to inform future offerings from both internal and external professional development providers. Site administrators, particularly the Associate Principals of Teaching and Learning, communicate regularly with mentors to streamline support, assess progress, and inform the participating teachers’ ILPs.

Mentors and participating teachers report support is provided at all levels, from their assigned mentor, the other induction mentors, site instructional coaches, the program coordinator, and site administrators. The Director of Intervention, Innovation, and Instruction acts as the direct liaison between district leaders (cabinet) and the induction program staff to ensure the district’s instructional framework remains at the forefront of induction work between the mentors and participating teachers.

The program collects and analyzes multiple sources of data including local, state, and anecdotal notes from the field to assess the effectiveness of the program and to make modifications. Participating teachers’ progress through the program is monitored through a database and through the mid-year Individual Learning Plan reviews. In addition, site administrators frequently conduct classroom walk-throughs to assess what is/is not happening in classrooms. As a result, there is a “culture of learning” among all stakeholders invested in the induction program.

The impact of both participating teacher and student learning is demonstrated to district leaders and board members through an exit interview process that culminates in a “pride presentation” at the end of the induction experience. Each participating teacher receives feedback on their presentation following the exit interview, both commendations and recommendations, as participant learning is expected to continue beyond the completion of the induction program. Indeed, program completers report that the induction program experience has helped them stay “plugged-in” to innovation, best practices, and leadership positions in the school system.

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

Common Standard 5: Program Impact	Team Finding
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

Multiple stakeholders report that the Merced Union High School District (MUHSD) Induction Program has a positive impact on participating teacher learning, competence, and student outcomes in their schools. Interviews with site administrators, mentors, and district leaders confirm that participating teachers are able to demonstrate the skills necessary to effectively educate their students as a result of their participation in the induction program. In particular, the consistent, weekly support and feedback provided by the mentor results in the participating teachers’ ability to innovate, utilize “cutting-edge” instructional practices, and actively engage in professional development that leads to positive changes in the classroom.

Mentors and site administrators describe examples of participating teachers improving instruction and student achievement and/or engagement – as evident during weekly mentor observations and instructional walk-throughs at the site. An example was provided by a site administrator regarding a struggling teacher making “marked improvement” as a result of the additional, “routine in a positive way” support and feedback provided by the mentor. Internal and external professional development providers describe the “innovative platform” of professional development opportunities provided to participating teachers, and that most exceed the eighteen hours encouraged by the district and induction program.

Mentors, with input from site administrators who may/may not be the participating teacher’s evaluator(s), guide participating teachers through the development of an Individual Learning Plan utilizing the ILP Planning Guide based on the California Standards for the Teaching Profession (CSTP). Progress toward goals-setting is analyzed again through the Continuum of Teaching Practice (CTP) Co-Assessment and the mid-year ILP review, where goals may be revised to address current participating teacher needs.

Participating teachers describe their mentors as being compassionate, hands-on, and invaluable. Program completers remarked that the induction program “wasn’t long enough” and that they maintained relationships with their mentor beyond program completion. District leadership and human resources representatives report the induction program is utilized as a recruitment incentive at job fairs. The impact the program has had on teacher retention is evident, as the program currently has a 95% retention rate.

Site administrators comment that teachers who are not yet eligible for induction often ask, “when do I get to do that (induction)?” There is a strong sense of community and support for

participating teachers, mentors and professional development providers. As participating teachers exit the program, “pride” presentations are shared with district leaders and board members to highlight the program’s impact on teaching and learning in MUHSD. A governance panel member remarked that the induction program “gives me hope for our district.”