

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

Professional Services Division

May 2020

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Alhambra Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

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: Alhambra Unified School District

Dates of Visit: February 24-26, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Report	Accreditation Status
<u>March 2011</u>	<u>Accreditation</u>

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

All program standards for the Alhambra Unified School District's Teacher Induction program are Met.

Common Standards

All Common Standards for the Alhambra Unified School District are Met.

Overall Recommendation

Based upon the Preconditions and Common Standards which are Met and the Program Standards which are 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 institution's response to the Preconditions be accepted.
- Alhambra Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Alhambra Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Barbara Howard, retired
Riverside County Office of Education

Programs Reviewer:

Jessica Brown
Vallejo Unified School District

Common Standards:

Karen Rock
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Staff to the Visit:

Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

AUSD's Accreditation Website
Candidate Advisement Materials
Candidate Portfolios
Common Standards Addendum
Common Standards Submission
Completer Survey Results
CTC Response to Common Standards
CTC Response to Program Standards
CTC Response to Preconditions
Individual Learning Plan template
Mentor Logs
Program Review Addendum
Program Review Submission
Precondition Responses

Interviews Conducted

Stakeholders	TOTAL
Candidates	30
Completers	12
Site Administrators	10
Institutional Administration	4
Program Coordinators	4
Professional Development	4
Classroom-based Content Mentors	11
Administrative Assistant and Staff	2
Credential Analyst	1
Advisory Board Members	21
IHE representatives	3
TOTAL	102

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

Alhambra Unified School District (AUSD) serves approximately 16,500 students in the city of Alhambra, and parts of the cities of Monterey Park, San Gabriel and Rosemead. The district is comprised of thirteen K-8 schools, three comprehensive high schools, 1 alternative/independent high school, and 2 special education sites. The Garvey School District (K-8), located in the city of Rosemead, also feeds into the Alhambra Unified School District at the high school level.

Education Unit

The Alhambra Unified School District sponsors a single teacher preparation program, a teacher induction program. Oversight is provided equally by the Curriculum and Instruction department and the Human Resources department. Day-to-day implementation for the program is provided by four instructional specialists (full-time released teachers) who serve both as program coordinators and full-time mentors, each having 9-10 assigned induction candidates.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	20	37

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 Alhambra Unified School District (AUSD) organizational chart shows that their teacher induction program is under the authority of both the Human Resources and the Educational Services departments. The program is led by the Induction Leadership Team (ILT), comprised of two administrators and four full-time mentors. The administrators who oversee the program are the Director of Human Resources and the Assistant Superintendent of Educational Services. The four full time induction mentors are instructional specialists who jointly facilitate the program's day-to-day operations.

As confirmed through multiple interviews, the ILT is collaborative and seeks input from the Advisory Board, past participants, and other departments throughout the district. The Advisory Board is a group of select members from the site and district community who advise and provide feedback about the induction program. The ILT brings different items to discuss during their four meetings a year to receive feedback on program issues.

It was verified through interviews that the induction mentors meet as a group at their weekly ILT meetings, joined by the administrators when possible. It was also further confirmed that they are available to meet on an as-needed basis with program personnel--the mentors, Human Resource director, and assistant superintendent of Educational Services.

AUSD offers each candidate two mentors, an Induction mentor and a content mentor. Interviews and review of program documents show that the candidates meet weekly with one of their mentors--three weeks of the month they meet with their induction mentor, receiving

just in time support and spending time working on their Individual Learning Plan (ILP) while the fourth week of the month they meet with their content mentor in a group setting, to receive support in their content area. Candidates expressed their strong feelings of support by the program personnel, stating they feel the benefits of working with both mentors. One candidate commented that her induction mentor teaches how to think things through and the content mentor offers great strategies to use. One content mentor reported that the meetings have evolved as they are more streamlined; more work is done on curriculum and cognitive development in adults to achieve success instead of paperwork.

Program documentation confirms the induction mentors meet monthly in mentor forums. The forum begins with an emphasis and discussion related to a professional learning text, followed by an opportunity to discuss what's been working and areas of concern/questions in their mentoring practice. In this way, the induction mentors continue their own professional learning. However, systematic formative feedback from the two administrators was not evidenced.

The induction mentors are selected by the assistant superintendent of Educational Services and/or the Director of Human Resources. Several of the current mentors served as instructional specialists in other areas and transferred over to induction while others were selected as induction mentors initially.

Induction mentors provide quarterly meetings for the content mentors. During interviews, the content mentors expressed appreciation for the quarterly meetings and the structure of their monthly meetings with the candidates. The content mentors are selected by their principals or by the administration overseeing induction.

Interviews indicated program leadership uses formal and informal feedback from their stakeholders to make changes to the program. A variety of surveys allows stakeholders to bring concerns or changes to the Advisory Board for feedback and possible changes. Program leadership confirmed that candidate survey data is shared with both the induction and content mentors in order to improve program services and mentoring support.

To help guide the content mentor's support, the candidates fill out a needs assessment survey on their current teaching assignment. The content mentors explained that they address these identified needs in their partnership meetings and regularly monitor their coverage of the topics to best support their candidates.

Interviews with various stakeholder groups highlighted the many changes the program has made over the last couple years. For example, they now gather both informal and formal feedback from stakeholders. Informal feedback includes a candidate needs assessment survey, interactive journal logs between the mentor and candidate, and a focused group of teachers to evaluate the revisions made by the program. Formal feedback is provided through regularly scheduled local surveys, exit interviews, and data collected on the Commission's annual data system.

The process to measure candidates' competency is now done through an exit interview and portfolio review, instead of solely through the portfolio. Candidates reported that during the exit interview, they are asked questions that directly relate to their California Standards for Teaching Practice's (CSTP) focus goals and are evaluated using a shared rubric. The induction mentors reported that candidates are given the exit interview questions and rubric beforehand, to ensure the best opportunity for teachers to showcase their work during the induction program.

Course of Study

The Alhambra Unified School District provides what the superintendent described as a robust program. Candidates enthusiastically reported their appreciation of a multiple-layered system of support through induction mentors providing professional and personal guidance and content mentors who help with their classroom needs. Additionally, individualized professional development brings beginning teachers growth in their professional practice.

Candidates begin induction by attending the New Teacher Orientation followed by the "Advise and Assist" meeting. During these meetings, they are given the expectations of the program, assigned an induction mentor and given a CSTP self-assessment to complete, which they use to select their focus CSTP for their Individual Learning Plan (ILP). Next, they meet with their administrator for additional ILP input around the school and district goals. Year one candidates select 2 SMART goals and year two candidates select 4 SMART goals for their ILP initial goal assessment. The work is catalogued on a candidate's roadmap as part of their ILP.

The candidate and the induction mentor work closely on the candidate's overall growth and reflection on their teaching. They meet three times a month, focusing on the continual growth of the candidate during various stages of the ILP. The mentor is able to help with just in time support when needed. The candidates reported they felt supported and were "super grateful" to have someone to help them in their initial years of teaching. They explained how the AUSD's induction was not a cookie cutter program, but rather individualized and flexible.

Documents and interviews with candidates and mentors showed that AUSD does a "milestone" (inquiry process) that includes candidate goals (a first year participant has 1 goal per milestone while a second year participant has 2 goals per milestone). Within the milestones they select other pieces of evidence that best suits their ILP goal. They also attend professional development around their identified goals. This work is shared in their exit interviews to show their professional growth.

The candidates are asked to do a professional development (PD) for each of their milestone goals. Candidates select PD that will best help them with their goal(s). The PD can be through the induction program, district, site or other means. The induction program offers two professional development opportunities during the year where they offer a menu of options for the candidates and other teachers in the district. There are multiple topics covered, with each session lasting 2 hours. The program does not have a maximum number of professional

development hours, so candidates are free to attend as many sessions as they wish, chronicled on their ILP and monitored by their induction mentor. The topics are generated by the induction program to address the needs of the candidates. The candidates reported how they embraced the menu of options and appreciated the choice in PD.

Assessment of Candidates

At the conclusion of each milestone, candidates revisit the CSTP. A variety of stakeholder groups shared that the milestones give them an opportunity to both reflect upon and show their professional growth and determine next steps. One candidate stated that the process was like an x-ray into her profession and her skills in the teaching profession.

At the end of the year, each candidate participates in an exit interview with the induction mentors and advisory board members. Candidates and mentors explained that previously distributed questions around their work in the classroom are answered by the candidate, while candidates also present evidence of growth in the focus CSTP. This interview is the culminating activity for each year in induction.

The Induction Progress Profile (IPP) is used to track completion of Induction Program requirements, such as the Individualized Learning Plan (ILP), Milestones, and Professional Developments Logs. Support staff reported that they monitor this document throughout the year in order to determine program completion and candidate competence.

Following the completion of the exit interview, candidates who qualify for a clear credential recommendation meet individually with the assistant superintendent of Educational Services to share their experiences. Finally, candidates present required documentation to the Credential Analyst at Human Resources who reported that she formally files for the professional clear credential with the California Commission on Teacher Credentialing after cross checking the list of completers received from the induction specialists.

Results from the Induction Program Completer Survey serve as confirmation of the team's findings from the site visit. The majority of candidates felt well matched with their mentor and ranked their mentor as either skilled or highly skilled. The majority of candidates reported that they felt well prepared across the CSTP after completing the two-year induction program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data (including assessment and survey results), the completion of interviews with stakeholders (such as candidates, completers, mentors, employers, and administrators), 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:	No response needed
<ul style="list-style-type: none"> ● The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks. 	Consistently
<ul style="list-style-type: none"> ● The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	Consistently
<ul style="list-style-type: none"> ● The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	Consistently
<ul style="list-style-type: none"> ● The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences. 	Consistently
<ul style="list-style-type: none"> ● The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	Consistently
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 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:

A review of program evidence and interviews with a variety of stakeholders confirm that the Alhambra Unified School District induction program has the infrastructure in place to operate an educator preparation program characterized by a research-based vision of teaching and learning, with a mentoring relationship as its center. Document review, interviews with program leadership, coaches/mentors, K-12 site administrators, institutional administration, teacher induction candidates and completers confirm the strong commitment the Alhambra Unified School District has to guide and serve future educators. The superintendent commented that a key priority in AUSD is investing in the professional capacity of their employees. She expressed a well-developed vision for the importance of mentoring and developing beginning educators “for the benefit of generations of students.”

These interviews provided significant evidence of the collaborative work at both the unit and program levels to collect, analyze, and implement a strong array of data that engages the candidate in reflective practice across and throughout Alhambra USD.

The program’s advisory board meets four times a year and its membership is representative of a wide range of stakeholders. This group is actively involved in data analysis and decision making. It is apparent during all interviews conducted, Alhambra USD places an emphasis on ongoing data analysis to inform program support of candidates’ learning experiences as well as the unit’s quest for continuous program improvement. One interviewee stated Alhambra Unified School District’s induction promotes a structured, collaborative, and well-organized support system that spans the candidates’ academic experiences.

Interviews with administrators, coaches/mentors, and AUSD induction leadership confirm that individually tailored, research-based professional development guides candidate growth as they develop their practice with the California Standards for the Teaching Profession (CSTP). The district's strong financial commitment to offering a high-quality program has endured in times of both prosperity as well as economic downturn. The assistant superintendent of Educational Services explained that providing an induction program for beginning teachers is included in the district's Local Control Accountability Plan (LCAP). In their commitment to high quality professional learning opportunities, the providers of professional development evidenced the highest caliber of skill and expertise. Candidates confirmed that the program ensures they are able to obtain professional learning opportunities in alignment with their ILP goals.

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
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

Document review and interviews with leadership, coaches/mentors, K-12 site administrators, and completers confirmed the Alhambra Unified School District induction program accepts applicants with clearly defined criteria. Interviews with leadership establish that the district is purposeful in the recruitment of teachers who reflect the demographics of their student population. Interviews with program stakeholders confirm appropriate personnel are available to support each candidate through the two-year induction process and ensure successful entry into the profession.

The human resource technician/credential analyst at the district office has established clear procedures in partnership with the program to ensure that Induction candidates are identified

at point of hire and enrolled in the program within program standard expectations. A system with clear checks and balances allows for the credential recommendation process to proceed efficiently and accurately.

The program has developed a clear and concise handbook for all stakeholders, providing all the necessary information about program requirements. This handbook is distributed online to candidates at their orientation and referenced throughout the year with the induction mentors.

Interviews with a broad base of stakeholder groups provided compelling evidence that program leadership and staff are committed to providing a meaningful, job-embedded induction experience designed to meet each candidate's unique needs. The program design, verified by candidate interviews, ensures that candidates are supported to successful program completion. Mentors and site administrators reported a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. Candidates and program completers consistently shared praise of their induction mentors and the support they received during the induction experience. One recent completer stated his/her mentor was there every step of the way, providing support both personally and professionally.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Inconsistently
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 students 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 AUSD teacher induction program has designed and implemented a planned sequence of coursework and experiences for candidates to further their development of knowledge and skills. Interviews with candidates and program leadership confirmed that the program's coursework, such as the Individual Learning Plan (ILP) and the Milestones (Cycle of Inquiry) are tailored to each candidate's needs. Through the Milestones, candidates engage in focused research, implement new strategies, and reflect on the effectiveness of their practice with support and guidance from their mentor. Sample candidate coursework demonstrated the candidate's professional learning goals as related to their CSTP area(s) of focus.

Mentors are an integral part of the candidate's induction experience and their work is highly regarded by their mentees. Several candidates and completers spoke of the dedication and skill of their mentors, both induction and content mentors, even beyond the induction years. One completer noted that her previous mentor heard she was having a challenging year and stopped by her school to see in what ways she could continue to provide support to the teacher.

Mentors assist candidates in developing their goals, identifying areas of strength and growth, analyzing and using student data to plan instruction, implementing strategies to improve teaching and student learning, and completing program documentation. The program also provided clear evidence that mentors receive ongoing training as well as opportunities to collaborate with other mentors. However, as appreciative as the stakeholders were of the mentors, the team was unable to find ways that the unit evaluated and recognized them in a systematic manner.

Documentation from the program demonstrated that clear criteria is used for the selection of induction and content mentors. This was evidenced by mentor resumes provided and the published experience and qualifications document. Additionally, interviews with the Assistant Superintendent, and Director of Human Resources indicated mentors with specific content/skills were sought out by the program.

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 as well as data reflecting the effectiveness of unit operations to improve programs and their services.	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

The AUSD Induction program has developed and implemented a systematic collection and analysis of candidate and program data to support continuous improvement. The graphic depiction of the Induction Program Annual Assessment Chart outlines surveys conducted with attached evidence of feedback provided. Interviews with candidates confirmed that their input was “valued by the program staff” and that they could see evidence of their input in the changes made by the program. During interviews, program leadership, district leadership, and mentors indicated that data collected from current candidates as well as data collected from the completer survey data were used to improve the program design. Stakeholders indicated one recent program change was regarding the number of milestones required (cycles of inquiry) and how that number was reduced based on feedback received from past candidates. Another example was the program’s change from the use of a portfolio to a candidate participating in an exit interview to highlight their growth along the CSTP during their time in the induction program.

As documented in the Induction Program Annual Assessment Chart, survey data is regularly shared and discussed with the Induction Leadership Team and the Advisory Board. During interviews, advisory board members cited multiple examples of reviewing surveys, discussing program changes, and addressing program concerns followed by actionable steps to improve program effectiveness. The district leadership strives to meet weekly with the induction mentors to discuss program issues and makes informed changes as necessary. Interviews with the candidates, mentors, advisory board members, and site/district administrators verified that data-driven decisions provided systematic improvements to the 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

AUSD ensures that candidates know and demonstrate the knowledge and skills necessary to educate and support students. Interviews with the induction leadership team and district administration demonstrated that the program has had a positive impact on candidate competence in teaching and learning. One site administrator described the program's impact by saying Induction teachers become much more reflective and develop a growth mindset during their participation in the program. Another described noticeable candidate growth from year to year as evidenced in their classroom observations.

Program completer data showed that candidates perceived the program as effective in helping them develop the skills, habits, or tools needed to grow their teaching practice. In addition, the data reflects that their use of the Individual Learning Plan prepared them to engage and support all students for learning. Overall, the completer data showed candidates perceived the AUSD Induction program as positively impacting their preparation as evidenced in their rating of the program, well above the state-wide averages in several areas of the CSTP.

Interviews with candidates and mentors confirmed that the program design is structured to provide opportunities for candidates to develop growth through the Continuum of Teaching Practice through self-assessment, inquiry cycles, and the individual learning plan. AUSD also ensures its candidates are prepared to educate and effectively support all students through their demonstration of growth as evidenced in their milestones (cycle of inquiry) which are collaboratively completed with their mentor. Furthermore, completer surveys, program surveys, formal and informal feedback clearly illustrated the program's impact related to preparing candidates to successfully serve their students' needs.

INSTITUTION SUMMARY

From candidate interviews through discussions with the superintendent, it was consistently expressed to the review team that the Alhambra Unified School District induction program is exemplary and highly valued. Their superintendent's vision for district success includes investing in the professional capacity of all employees. The program is strongly supported by

the district's leadership cadre, both in fiscal resources and in advocacy support. Candidates reported they experience a well-integrated, job-embedded induction program.

Alhambra has a unique model of support with four full-time instructional specialists serving as induction mentors, each supporting approximately 10 candidates; additionally, each candidate is assigned a content mentor. Induction mentors provide candidates with just in time support, and to develop and implement the individual learning plan while the content mentors facilitate professional learning opportunities aligned to the content and/or grade level needs of the candidates.

The induction mentors have received extensive advanced mentoring/coaching training. They meet weekly as the induction leadership team to facilitate the program implementation, and also to discuss the professional reading that they have agreed upon to strengthen their mentoring skills. However, the team was unable to find evidence of a systematic evaluation and formative feedback process for induction mentors or content mentors by unit leadership.

Site-administrators expressed a great appreciation for the program, finding it to be effective in the positive development of the district's new teachers and serving as a key contributor to retaining teachers in the district. The site leaders stated that they valued the triad meetings with the mentors and affirmed their role in guiding the candidates in the development of their ILP goals.

The program is designed to support the needs of the individual candidates. The ILP, which includes mentoring and milestones (cycles of inquiry), provides a balanced approach to teacher inquiry. Candidates expressed appreciation for the mentoring model that promotes their growth without time-intensive documentation requirements.

According to those interviewed, the program is highly responsive to feedback offered by stakeholders and regularly makes adjustments to the program design based on participant feedback. They are supported by an active advisory committee who is continually engaged in program improvement. Representatives from their partnering institutions of higher education provide support and guidance for the program and its personnel through a variety of measures, including the placement of student teachers through the offering of graduate-level units to induction candidates. Guided by the advice of the advisory team the program has made design changes needed to meet the 2016 Teacher Induction standards.

All stakeholders interviewed indicated that the program staff delivers an exemplary program. Candidates are experiencing a well-integrated induction experience. According to those interviewed, the program is highly valued by teachers and leaders in the district and beyond.