

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

**Professional Services Division
May 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Paramount 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	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: Paramount Unified School District

Dates of Visit: March 9-11, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: March 2011 Paramount 2011 Site Visit Report	April 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 precondition standards were **Met** for the Teacher Induction program.

Program Standards

All program standards were **Met** for Teacher Induction, with the exception of Program Standard 6 which is **Met with Concerns**.

Common Standards

All Common Standards were **Met** for the Teacher Induction program.

Overall Recommendation

Based on the fact the team found all program standards were met except one which was met with concerns and 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:

- The institution's response to the preconditions be accepted
- Paramount Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation
- Paramount Unified School District continues 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:

LaVonne Chastain
Kings County Office of Education

Common Standards:

Mary Dolan
Tulare County Office of Education

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course of Study
Candidate Advisement Materials
Accreditation Website
Candidate e-Portfolio samples
Program Organization Chart
Candidate Progress Monitoring Document

Programs Reviewers:

Christina Petriccione
San Bernardino City Unified School District

Staff to the Visit:

Roxann Purdue
Commission on Teacher Credentialing

Assessment Materials
Candidate Handbook
Program Summary
Candidate Survey Results
Performance Expectation Materials
Precondition Responses
Survey Data from local assessments
Prof. Dev. Faculty Job Description

Interviews Conducted

Stakeholders	TOTAL
Candidates	27
Completers	20
Institutional Administration - Superintendent	1
Program Leadership (Assistant Superintendent, Program Director)	3
Mentors (Support Providers)	20
Credential Analysts and Staff	1
Advisory Board Members	10
IHE	1
Other (District Partners)	2
TOTAL	85

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 Paramount Unified School District (PUSD) is a diverse community nestled in the Long Beach area, in Los Angeles County serving over 14,500 students. The district serves students in preschool through adult in eleven elementary schools, four middle schools, one comprehensive high school located on two sites, a continuation high school, a STEM themed high school, a community day school and an adult school. The student community is 93% unduplicated students, with over 30% of students identified as English Language Learners and has over 800 teachers.

Education Unit

The PUSD Teacher Induction program is a single district induction program. The program provides new teachers who hold a preliminary multiple and single subject and/or Education Specialist teaching credential the opportunity to clear their credential.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	35	54

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 Paramount Unified School District's (PUSD) Teacher Induction program resides within the Human Resources Division of the district and is under the oversight of the Assistant Superintendent of Human Resources as the Program Director. The leadership of the induction program includes the Assistant Superintendent of Human Resources as the Program Director, who works with the Teacher Support Curriculum Specialist in daily implementation of the program.

The program includes 19 mentors that are in the classroom full time; 22 out of the classroom mentors who also serve as Instructional Coaches, Academic Coaches, or Teachers on Special Assignment (TOSAs). The PUSD Teacher Induction program utilizes a Leadership Team (Advisory Board) composed of 13 members that meets twice per year.

The Program Director, Teacher Support Curriculum Specialist, and the Credentials Analyst coordinate identification, eligibility, and guidance for participation in and completion of the program. The Program Director is responsible for communication of program, goals, and updates to the site and district administrators. The Program Director is also responsible for providing updates as needed to the PUSD school board. The Teacher Support Curriculum Specialist works with the district curriculum specialists to align priorities for professional development within the Induction program. The Leadership Team Advisory Board includes 1 institution of higher education representative, district and site administrators, mentors, and other district personnel. This team meets twice per year to review program updates, analyze program data, and make recommendations for program improvement.

Evidence from documents as well as interviews of candidates and mentors indicate the program is supported with necessary resources for candidates to accomplish their ILP and other program related requirements. One candidate stated, "I feel like our program is a priority to the district, we feel really important. All of the mentors, the administration, the assistant superintendent makes us feel so loved and supported...also not having to pay for it is a strength".

The program mentors within the Induction program are comprised of 19 mentors who are classroom teachers (46%) and 22 out of the classroom mentors (54%) also serving as Academic Coaches (7), instructional Coaches (13), or TOSAs (2) for a total of 41 mentors. The program has been active for 15 years with a strong current pool of program mentors representing a variety of grade levels and teaching assignments. Evidence for mentor qualifications and selection process include an information sheet with application instructions and qualifications. When recruiting new mentors, an information sheet is posted with the following qualifications: "Knowledge of the context and the content area of the Participating Teacher's teaching assignment, demonstrated commitment to professional learning and collaboration, possession of a Clear Teaching Credential, the ability, willingness, and flexibility to meet Participating Teacher needs for support and minimum of three years of effective teaching experience."

Mentors are offered several professional development opportunities to improve their skill set to become an effective mentor. Mentor orientation is held in August and September as evidenced by power point presentations that include information about the roles of a mentor along with information on Teacher Induction Standards. Mentor trainings are offered twice per year after school over 6-8 weeks that include the topics: Coaching and Mentoring, Goal Setting, Use of Appropriate Mentoring Instruments, Best Practices in Adult Learning Theory, Support for Individual Mentoring Challenges, Reflection on Mentoring Practice, Opportunities to Engage with Mentoring Peers, Program Processes Designs to Support Candidate Growth and Effectiveness. Evidence for these include calendars, session agendas, presentations, and is substantiated through mentor interviews.

The Leadership Team Advisory Board consists of 13 members including 6 support providers, 3 site administrators, 2 program leaders, 1 credential analyst, and 1 institution of higher education representative. The team meets twice per year to review program updates, analyze program data and make recommendations for program improvement. Evidence of communication and stakeholder input for program improvement includes meeting notes from Leadership Meetings, mid-year survey results, end of year survey results, and feedback from candidates and site administrators. Evidence includes documentation of meeting agendas, data analyzed, and through interviews of the Leadership Team (Advisory Board).

The program assesses the quality of services of mentors by using two surveys administered to teacher candidates: a Mid-year Survey, and an End of Year Survey. This was substantiated through interviews of teacher candidates who took the surveys. According to question 2 on the Mid-Year Survey for Year 1 candidates, "On a scale from 1-5 (5 being the highest) please rate the strength of your relationship with your support provider," 83.3% of candidates rated a 5, 12.5% rated a 4, and 4.2% rated a 3. According to question 3 on the Mid-Year Survey for Year 1 candidates, "How often do you meet with your support provider," 75% of Participating Teachers stated they meet with their Support Provider once a week, 16.7% stated they meet twice a month, and 8.3% stated they meet once a month. According to question 4 on the Mid-Year Survey for Year 1 candidates, "When I meet with my support provider, the topics discussed are personalized to my needs or interests," 87%.5 indicated that they strongly agree. Teacher candidate interviews for both year 1 and year 2 candidates indicated their mentors were responsive to their immediate just in time support needs. Statements were made to suggest sometimes program processes were put on hold for "just in time" issues that came up and needed to be discussed. One teacher candidate stated, ""My support provider has been a great support to me....with her help and guidance it has supported me a lot and helped to build my confidence as a teacher with her continuous guidance and support."

According to question 2 on the Mid-Year Survey for Year 2 teacher candidates, "On a scale from 1-5 (5 being the highest) please rate the strength of your relationship with your support provider," 75% of teacher candidates rated a 5, 10.7% rated a 4, and 14.3% rated a 3. According to question 3 on the Mid-Year Survey for Year 2 teacher candidates, "How often do you meet with your support provider," 67.9% of teacher candidates stated they meet with their Support Provider once a week, 25% stated they meet twice a month, and 7.1% stated they meet once a month. According to question 4 on the Mid-Year Survey for Year 2 teacher candidates, "When I meet with my support provider, the topics discussed are personalized to my needs or interests," 71.4% indicated that they strongly agree and 21.4% Agree.

When looking at the End of Year Survey the teacher candidates are asked to rate the overall effectiveness of their mentors. With 46 responses, 76.1% (35) rated a 4, 17.4% (8)rated a 3, 6.5% (3) rated a 2 and 0% rated a 1.

Course of Study (Curriculum and Field Experience)

Teachers employed by PUSD and who hold a Multiple Subject, Single Subject or Education Specialist preliminary credential are eligible to participate in the district's Teacher Induction Program. After eligibility is determined by the Credential Analyst and confirmed by the Teacher Support Curriculum Specialist the teacher candidates attend a program orientation where the Early Completion Option (ECO) option is discussed and made available. Teacher candidates sign a letter of commitment agreeing to the expectations of one hour per week of support, along with other program requirements. Documentation shows the Teacher Induction Program collaborates with site administrators in selecting mentors that are the best match for each teacher candidate; site administrators sign a Letter of Commitment outlining support. The criteria of looking at credentials held, grade level/subject area and school site are considered when matching teacher candidates with mentors. Review of documents shows teacher candidates are notified of their assigned mentor no later than 30 days of enrollment with the date recorded on the Letter of Commitment.

Program components include weekly individualized support from a support provider, Individualized Learning Plan, a Professional Development Reflection Log, Cycle of Inquiry and Monthly Talking Points. According to documentation illustrating the suggested year 1 journey for Participating Year 1 Teachers, they start the program by attending a program orientation and receive their support provider match. Over the course of the school year they will attend and participate in all district training specific to their current teaching assignment. Documentation also shows a suggested Early Completion Option Journey with suggested California Standards for the Teaching Profession (CSTP). The Individual Learning Plan is developed within the first 60 days of the Participating Teacher's enrollment in the program with growth goals related to the CSTPs. Suggested CSTP Standards and Elements are displayed for Year 1 and Year 2 Participating Teachers on the Teacher Induction Participating Teacher Journey document. Within this document two Individual Learning Plans (ILPs) per year are developed with assistance from the support provider. Documents show ILP templates available with all California Standards for the Teaching Profession (CSTPs) and elements. A Cycle of Inquiry using Plan, Teach, Reflect Apply is apparent according to documentation. Collaborative logs are completed weekly showing topics, discussions, CSTP standards addressed and next steps. Participating teachers reflect on progress made towards their goals throughout the year and have opportunities to revise their goals. Documentation notes that the ILP is, "designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes. Support providers and site administrators are made aware of the confidential nature of the Teacher Induction Program."

ILP templates for each of the CSTPs 1-6 and CSTP elements are available for teacher candidates and mentors. Within the ILP there is a section showing each level of the CSTP element separating teacher and student components. There is also an area designating the initial level, midyear level and end of year level with a space for the date recorded. The ILP also has areas for evidence, strengths, and areas for growth. Directions have the mentor and teacher candidate collaboratively set goals, decide on next steps, describe the support desired to meet the set goals, and include possible additional goals based on the teacher candidate's professional interests. Sample inquiry questions are listed at the bottom of the ILP.

Within the Professional Development Reflection Log, evidence shows that teacher candidates will choose at least 2 activities/experiences of professional development per ILP making sure of a direct alignment with the recognized areas of growth in the ILP and chosen professional development activity. After the chosen professional development activity teacher candidates reflect answering general questions such as, "What was valuable about this activity? What did you learn? What questions do you

still have? What next steps might you take? How can your mentor assist you with your next steps?" Collaborative logs are completed weekly and inform the Program, mentor and teacher candidate about weekly topics discussed along with support activities.

Assessment of Candidates

The Record of Program Participation is a document used to track the completion of Induction achievements, such as the development of an ILP, the use of the Professional Development Reflection Log, a Cycle of Inquiry, and the completion of collaborative logs. Documentation also shows an Induction Program Submission of Evidence Rubric used to assess candidates for competency and completion of the program. Exit Interviews are conducted for Year 2 teacher candidates in duos and trios. In this session mentors reflect on their work and relationship with their assigned teacher candidate. Documentation shows an Exit Interview and Evidence Verification Rubric used in the interview. Re-submission criteria is also included on the rubric allowing teacher candidates to rewrite, expand reflections, revisit content, and illustrate a better understanding of context and/or next steps.

The program recommends the candidate for the clear credential once the candidate has demonstrated meeting competency requirements illustrated within the rubrics. The credentials analyst is notified and meets with each candidate to complete the online application for the clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, and supervising practitioners, the team determined that all program standards are met for the Paramount Unified School District except for the following:

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

Interviews and review of documents showed a lack of evidence for the program regularly assessing the quality of services provided by mentors to candidates. In addition, there was a lack of evidence for program leaders providing formative feedback to mentors on their work.

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
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

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

Sufficient resources are allocated for the effective operation of the program. Interviews with program and district leaders confirm the district provides the fiscal support to successfully provide new teachers with an induction experience targeting their professional learning through mentor support and professional development to allow them to complete program requirements and earn a clear credential. The Assistant Superintendent of Human Resources stated building the capacity of their teachers is a district priority. Through interviews, it was evident both the Assistant Superintendent and program director are skilled and proactive in their support, seemingly always available, and receptive to ideas on improving the induction experience.

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, mentors, site administrators, and completers confirmed that Paramount Unified School District induction program accepts applicants with clear criteria including multiple measures of candidate qualifications. Human resources leadership confirmed that hiring practices and policies lead to the purposeful recruitment of employees to diversify the work pool. 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. Interviews with a broad base of stakeholder groups, provided evidence that program leadership provides a purposeful, job-embedded induction experience designed to meet each candidate’s unique needs. Mentors and program 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 unanimously attested to the skill and commitment of induction program mentors. In many cases, academic coaches and instructional coaches serve in dual roles as mentors and coaches. Candidates frequently mentioned that this resulted in a very consistent, coherent level of support and a high level of access to the mentor.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 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

Induction candidates consistently commented positively about the high quality of mentor support provided by the Paramount Unified School District Teacher Induction Program. There was consistent, clear evidence that mentors were skilled, experienced, and brought a huge amount of commitment to the role of being a mentor. The program showed evidence of modifications that have resulted in a very user-friendly platform that facilitates clear expectations regarding program requirements and ease of use when completing tasks.

The mentor pool includes veteran mentors who have many years of experience and some more recent recruits. All have clearly been trained and oriented to mentor roles. However, reviewers failed to find evidence that mentors are evaluated and recognized in a systematic manner. A survey related to mentor satisfaction is completed by induction candidates. But there was an absence of established protocol for sharing candidate perceptions and feedback. There was no evidence of mentors being evaluated by program staff from program administration. Lead mentors give feedback regarding tools used in the induction process, but there is an absence of holistic evaluation.

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.	Inconsistently
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 completion 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

Paramount Unified School District Teacher Induction Program provided evidence that approximately 9 survey instruments are used to source data and feedback from key stakeholders. This included the Site Administrator Survey, Mid-Year Survey, Program Completer Exit Survey and State Completer Survey. Reviewers were unable to confirm that the survey instruments were consistently used to develop and implement a comprehensive continuous improvement process that identifies program effectiveness and makes appropriate modifications based on findings. There was evidence that the Leadership Team reviewed results from a limited number of surveys at biannual meetings. Minutes from meetings indicated findings and recommendations related to the survey reviewed. However, there was no evidence of any follow up review to check on actual implementation of proposed changes and actual effects, if any. There was a clear calendar of surveys targeting mentor and candidate feedback, but there was an absence of evidence indicating that the data is reviewed in a systematic manner, tracking trends and using data to facilitate continuous improvement. Agendas reviewed indicated that just one survey was examined at each biannual meeting. This siloed approach inhibits triangulation of data sources and consequently limits the program’s continuous improvement focus.

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 Paramount Unified School District Teacher Induction Program is a strategic component of district infrastructure that serves a number of purposes. It provides a valid route for preliminary credential holders to clear teaching credentials. The program design and delivery has also had a very positive impact on teacher retention in the district. More than 80% of teachers chose to stay in the district. Data indicates that a significant number of Induction Program candidates and mentors (support providers) move to leadership roles in the district such as instructional and academic coaches, curriculum specialists and administrators. Administrators, mentors (support providers) and principals indicated that the support provided to new teachers via the Teacher Induction Program improves the quality of instruction and positively impacts student success. It was noted that often new teachers are very overwhelmed and struggle with the

responsibility of their new role. Induction candidates grow in confidence, develop reflective practices and move forward as strong, evolving professionals.

INSTITUTION SUMMARY

The PUSD Induction Program is dedicated to providing a local system of support available to all teachers who hold a preliminary credential while meeting the needs of the district but also an individualized program that meets the unique needs of each candidate. The induction program has a foundation of site based mentoring, an Individualized Learning Plan including cycles of inquiry and candidate self-assessment on the CSTP. Through the ILP and cycles of inquiry, all candidates establish professional goals, develop reflective habits of mind and improve professional practice with a continuum of support by their mentor and the program.

Candidates, mentors, and administrator interviews revealed a positive attitude for the induction program, its leaders and mentors, and gave extremely high praise for the level of commitment to the support and growth of new candidates in their district. Candidates view the induction program as supportive of their daily work in the classroom and value the on-site support and the accessibility of their mentor. This was evidenced by the superintendent's interview as she emphasized the high level of importance placed on the support of new teachers within their district. She also indicated the district culture is one of commitment to ALL its teachers, from district administration, to mentors, to site leaders and has an embedded culture of collaboration and growth. It was clear through candidate interviews, mentorship is at the heart of the PUSD Induction program. One candidate shared, "The experience has been amazing. I have shown growth in general, and am so thankful I have the program and my support provider."

An area of growth for the PUSD Teacher Induction program which minimally impacts the quality of the program candidates receive, would be developing a systematic sharing of data collection with all stakeholders of the induction program, along with a systematic approach to sharing key program personnel institutional knowledge.