

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

**Professional Services Division
May 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **El Rancho 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		

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: El Rancho Unified School District

Dates of Visit: March 16-18, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 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, mentors, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All General and Program Preconditions are aligned.

Program Standards

The program standards for the El Rancho Unified School District's Teacher Induction Program are Met.

Common Standards

The Common Standards for the El Rancho Unified 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 institution's response to the preconditions be accepted.
- El Rancho Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- El Rancho 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

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Program Reviewer:

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Common Standards:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Teacher Support Webpage
Organization Chart
Accreditation Website
Induction Mentor Application
Candidate File
Assessment Materials
Mentor MOU
Induction Handbook
BP 4030 (Nondiscrimination in
Employment)

BP 0410 (Nondiscrimination in District
Programs and Activities)
Recruitment Efforts by El Rancho District
folder
Mentor Academy Training Skills folder
Mentor Collaborative Meetings folder
Induction Mentor Caseloads chart
Participating Teacher Journey graphic
Survey Results
Vision Statement and Description
Precondition Responses
2018-19 Induction Calendar

Interviews Conducted

Stakeholders	TOTAL
Candidates	26
Completers	6
Employers	11
Institutional Administration	4
Program Coordinators	1
Mentors	19
IHE Representatives	2
Credential Analysts and Staff	1
PAR Panel	3
Advisory Board	4
TOTAL	77

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

El Rancho Unified School District (ERUSD) is located in the city of Pico Rivera and serves approximately 8,500 TK-12 students, 334 students in state preschool, and 738 enrollees in the Adult School program. The district has a total of 14 schools comprised of 8 elementary schools, 3 middle schools, 2 high schools, and 1 alternative high school. The student population of El Rancho Unified School District consists of approximately 18% English learners, with the majority speaking Spanish. The student population identifies with the following ethnic groups: 97.54% Hispanic/Latino, .94% White, .5% Asian, .42% Filipino, .3% African-American, and .2% Two or more races. Approximately 76.03% of El Rancho Unified School District’s students are classified as low income.

Education Unit

The El Rancho Unified School District Induction program operates under the direction of a Teacher Support and Induction Director. Staff includes a credential analyst and induction mentors. There are 23 induction mentors serving 32 candidates this year. There were 9 completers in the 2017-18 year and 4 in the 2018-19 year.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	4	32

The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception that this visit was conducted remotely using video technology to conduct all interviews and team meetings. An electronic platform was used by the team to write the report.

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 El Rancho Unified School District (ERUSD), as the sole sponsor of the induction program, has in place an administrative structure that establishes clear direction and monitoring of the program. This foresight demonstrates a long-range and progressive commitment to the work of new teacher induction and teacher support and assessment. The ERUSD provides the authority and support for induction program leadership to create strategies that achieve the goals of the program while representing the interests of all stakeholders. Support is provided through personnel and services. These include, but are not limited to: an Assistant Superintendent of Human Resources who provides oversight of all teacher preparation programs; a Teacher Support and Induction Coordinator; a Program Specialist of Special Education; a credential analyst; and induction mentors.

The ERUSD's teacher induction program leads the induction candidate through a two-year journey of teaching and reflection. The cornerstone of the program is the weekly, one-on-one guidance and collaboration from an experienced mentor trained in foundational mentoring skills. Mentors reported receiving comprehensive training for their role. One long time mentor stated, "We have had full day trainings where we model the type of interactions we should be having with our mentees. We have monthly meetings to review the teachers' ILPs, the standards, and how to be reflective with our induction candidates." Mentors are selected through a recruitment and application process and are assigned based on each candidate's placement to ensure an appropriate match. Candidates work with mentors with like credentials and teaching assignments to the extent possible. Candidates are assigned to mentors within 30 days of program enrollment.

Mentors are required to attend monthly peer to peer mentor meetings to engage with other mentors in providing candidate support. Mentors value these monthly meetings; as identified by one mentor, "All mentors work together. We have partner relationships between new mentors and veteran mentors." In addition, mentors are provided with four observation/support release days throughout the school year to observe candidates and provide additional support. Mentors carry a maximum load of 3 candidates per year. Mentors assist their teachers in inquiry-based learning, collecting evidence of their teaching practice, reflecting on that evidence, and completing documented self-reflection of that process on an online submission, which is reviewed regularly by mentors and program leadership throughout the induction experience.

The program seeks input from various stakeholders to guide improvements made to the program at various times throughout the year by reviewing induction standards, formative feedback documentation provided by all participants of the program, and analysis of data collected by program leaders via interaction logs, feedback forms, surveys, program assessments, or evaluation documents.

The ERUSD induction program assesses the quality of service it provides by ensuring that mentor qualifications meet program standards, and requires mentors to set goals and self-assess on quality of support they provide to candidates. Interaction logs between teacher and mentor are assessed by the program to gauge teacher support and progress in addition to the ILPs which are reviewed to assess the quality of service provided.

Course of Study (Curriculum and Field Experience)

The rationale and overall design of the El Rancho Unified School District (ERUSD) Induction program is based on sound theory, research, and practice. The program uses the New Teacher Center as its research foundation for professional development and corresponding documents. The delivery of services to candidates is planned and implemented in ways that are consistent with the holistic, developmental view of teaching reflected in the California Standards for the Teaching Profession. This collaborative model utilizing full-time classroom teachers as induction mentors focuses on improving classroom practice and on developing teachers who reflect on their practice while being responsive to the diverse cultural, social, and linguistic backgrounds of all students.

Each candidate develops goals based on the California Standards for the Teaching Profession (CSTP) within the context of their Individual Learning Plan (ILP) within 60 days of their enrollment in the program. This development process begins during the candidate's first one-on-one meeting with his/her induction mentor. Each candidate works with his/her mentor to co-assess on CSTP elements, reflect on his/her current level of mastery with CSTP elements, and develop a professional goal for their ILP for the year.

Candidates and mentors co-develop a road-map for their work together during an initial co-assessment of teaching practice in their professional standards, linking teaching and learning outcomes from the outset. Co-assessing teaching practice supports a process in which the mentor and the candidate enter into a collaborative assessment of teaching practice based on prior experience (including the transition plan from their preliminary preparation program), standards, criteria, and evidence. This co-assessment results in professional goal setting and action planning. The co-assessment summary captures the thinking that surfaces in the reflective conversations, and tracks the candidate's growth related to professional teaching standards.

Mentors then support candidates in planning their professional goals and developing the Individual Learning Plan (ILP). The ILP is developed using the candidate's transition plan from the preliminary program as well as the current context for teaching. The ILP is broken into two

parts for each induction year. Candidates are asked to identify a particular CSTP element as a focus and set a goal to make progress towards mastery on that element. Candidates complete a series of action steps and professional development activities that support making progress on the Continuum of Teaching Practice for the identified element. At mid-year and at the end of the year, candidates and mentors co-assess teaching practice, reviewing evidence of teaching and learning. Together they refine professional goals and plan next steps based on analysis of student growth on a chosen student assessment. The co-assessment process helps candidates to continually seek evidence of the impact of instruction on student learning and to use that data to inform improvements in teaching and advancements in professional practice via the Individualized Learning Plan.

Through collaborating on the process and completing the co-assessment summary, the candidate and mentor work collaboratively to identify a goal that will:

- Articulate evidence of practice related to professional teaching standards or core capabilities;
- Connect student learning to teaching practice;
- Increase the beginning teacher's ability to analyze data of practice and draw conclusions;
- Identify strengths and areas for growth; and,
- Choose an area or areas of focus for improvement and develop professional goals and action plans.

With consistent guidance and collaboration from the induction mentor, the candidate chooses CSTP elements and specific professional development activities which are job embedded and will be the focus for the semester and/or school year. In addition, the induction mentor provides support and professional learning weekly to best meet the immediate and individual needs of the candidate and his/her students. This is evidenced through the weekly collaboration logs that detail the work mentors and candidates do together.

To guide their professional development, candidates are given individualized support and assessment in the application of the CSTP and state-adopted academic content standards and curriculum materials; training that promotes reflection, self-assessment, and analysis of student work; and, newly-acquired knowledge from seminars and individually chosen professional development activities that advance classroom teaching practice related to the ILP goal.

Professional development for induction candidates also includes participation in subject- or grade-level collaborative meetings, observations of exemplary teachers, and analysis of student work. Additional professional training received at sites and subsequent implementation of teaching strategies are also essential components of professional development. After completing an ILP, induction candidates choose the most effective professional development from the offered resources for their particular teaching context and

submit evidence of these experiences or activities to demonstrate professional growth during their participation in the Induction program.

In addition to supporting self-assessment and initial ILP development, mentors play a vital role in supporting candidates by reviewing and approving each program document that is uploaded and submitted for online review by program leaders. Mentor approval of induction documents is an important type of support and guidance for candidates when demonstrating competency in each standard area / focus. Mentors are able to provide feedback and guidance to candidates as they revise documents that supports candidates in strengthening their reflective practice and improving instruction.

Assessment of Candidates

A clear recommendation process implemented by the ERUSD Induction program ensures candidates have met all California clear credential requirements. At the time of hire and at orientation, candidates are informed of their responsibility for accumulating evidence of professional growth in relation to the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards, and performance levels for students; demonstrating professional growth on set goals on the ILP; and, documentation of completion of all clear credential requirements.

While candidates receive weekly advice and assistance from induction mentors regarding the collection of evidence for completion, it is the Teacher Support and Induction Coordinator's responsibility to monitor progress and completion. This monitoring takes place continually throughout the two years of the induction program.

The Teacher Support and Induction Coordinator maintains an electronic file of completed ILPs. Formative feedback about the candidates' progress toward completion of the program and a recommendation for the clear teaching credential is provided at monthly candidate seminars, through electronic feedback to individual candidates, and informally through communications between the candidate and the induction mentor. A first-year induction candidate noted, "There is a lot of self-reflecting, checking in with your mentor, setting goals and evaluating yourself against the standards for teaching."

The goal of the induction program is for each induction candidate to clearly demonstrate competency in each CSTP based on the professional growth gained from the accomplishment of each ILP goal set at the beginning of the year. To accomplish this, the induction program requires the candidate in conjunction with support from his/her mentor be responsible for organizing all professional online submissions of evidence, uploaded to a Google shared drive, where all evidence and documentation is reviewed by trained induction reviewers.

Reviewers will determine if uploaded evidence meets the expectations of induction competency and completion requirements. Select mentors serve as specially trained induction reviewers who are given access to the online Google submissions of evidence several times throughout the school year to review each individual ILP activity uploaded. Only induction

reviewers and program leaders are authorized to enter the "Reviewer Score" and "Reviewer Comments." They may also use "Google comments" to send individual feedback to candidates and mentors to help facilitate the review process. Each piece of evidence or document submitted for review is measured for competency and completion using the approved Induction Program Submission of Evidence Rubric in either one or more of the following elements: teacher created or New Teacher Center (NTC) tool components, connection between instructional practice and student needs, and/or application of next steps. Candidates scoring in the first two areas of the rubric do not demonstrate competency and have the opportunity to resubmit. Candidates scoring in the last two areas of the rubric are deemed to have achieved competency in that particular area.

The Teacher Support and Induction Coordinator and induction reviewers make the final determination that the evidence submitted by the candidate demonstrates overall professional growth (i.e. competency) throughout the two-year induction program and confirms completion of all program requirements. The candidate then receives a Verification of Completion of the induction program form that officially recommends the candidate for a clear teaching credential.

The credential analyst and Teacher Support and Induction Coordinator provide advisement to candidates at the beginning of the induction experience on any additional renewal requirements that may be needed to be completed before recommendation for the clear credential. If additional requirements exist, the credential analyst provides information to candidates on options for meeting those requirements. Once all requirements are met, the candidates' required documentation is submitted to the California Commission on Teacher Credentialing.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, 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

The El Rancho Unified School District (ERUSD) Induction Program has an infrastructure which supports all aspects of the program and the needs of its stakeholder groups. Based on the California Standards for the Teaching Profession (CSTP) and the work of the New Teacher Center (NTC), the program bases its practice on research and has a vision of supporting all candidates in their professional growth. Implementing a collaborative model with full-time classroom teachers supporting candidates as induction mentors, the program focuses on improving classroom practice and developing teachers who reflect on their practice while being responsive to the needs of their students. Through ongoing, regular support from qualified mentors, candidates are further supported in developing their practice as classroom teachers and the use of state adopted standards and curricular frameworks.

The Teacher Support and Induction Coordinator works to ensure that all voices are heard in regard to decisions which have to be made to improve the program and has created a Leadership Advisory Group for this purpose. From district level administration to coordinators and program specialists, union representation, site administrators, mentors, induction candidates, and institutions of higher education representatives, this group encompasses members from all aspects of the district as well as those at the college level. The Leadership Advisory Group also includes nearby induction programs so that support can be provided by others doing the same work. Meeting twice a year, the group offers guidance and support around various aspects of the program such as reviewing data and making changes based on that data, including updating the mentor application process, ensuring Individual Learning Plans (ILP) have clear goals for both students and professional practice, and gathering resources for those in the program.

Throughout the year, the mentors meet regularly to assess their work and provide feedback to the program, including best practices to meet candidates' needs. Many stakeholders attested to completing their "feedback form[s], [they] always fill in at every meeting, [they] provide what worked for you, etc." Candidates are also asked to provide feedback at on-going meetings so that their voices are heard in regards to what is working for them in the program.

The program is provided with resources, including a full-time Teacher Support and Induction Coordinator who oversees the running of the program. Working with the credential analyst and qualified, trained mentors who receive compensation, the program works to ensure clear coordination, advisement, and support throughout candidates' experiences. Building off of past connections with the NTC, the program structures a 1:1 match between mentors and candidates, and provides ongoing professional development for both roles. However, given the surge in hiring this past year, some mentors had caseloads of 3:1. The Induction Mentor Caseloads document maintains a record of all that is happening in the program, who is doing what, and steps that have been taken towards completion. Candidates report that they, "really

see how practical the induction work was and [how it] strengthened [them] as [educators] for the first year at [their] school sites.”

Additionally, resources are provided in the form of release time for mentors and candidates to work together to conduct observations and reflect on teaching practice. Candidates report that being able “to see what each teacher was doing...was pretty useful to support us.” The release time resources also provide time for candidates and mentors to get together and “analyze [the candidates’] students and the work progress that they have made based on lessons [candidates have created].”

Although the Teacher Support and Induction Coordinator leads the program, “the Leadership Advisory is a strong guiding needle.” If members are unable to attend a leadership advisory meeting, the coordinator goes to them to “help share the load” of decision making for the “betterment of the program.” With the mentors as the “pillars of the program,” their input and feedback regularly guides the direction of the program and how it addresses issues to meet needs as they arise. For example, mentors played a strong role in how the ILP has developed over recent time in the program, with some of their own monitoring practices being adopted for all.

The induction program admits all who qualify, welcoming teachers who the district has recruited. Program enrollment information is available to all interested parties on the district’s teacher support page. Using data from the Commission on Teacher Credentialing about local candidate diversity at colleges and universities, the district works to hire a diverse staff, and the induction program then works to support new teachers in their roles and development.

With an application process including administrative recommendations, an application, and observation of teaching to vet qualified personnel to serve as mentors, once selected, regular and on-going quality checks of the mentors’ work are part of the induction program. Mentors complete self-assessments of their work, set goals, and maintain logs of their interactions with candidates to support their work. Mentors are also trained to review ILPs, and regularly evaluate the work of each other to provide feedback on the quality of services being provided. Setting aside time monthly to get together, mentors have an opportunity to reflect on their own practice and work with a partner-mentor, paralleling the experience of induction candidates. These meetings help mentors develop their skills further. In addition, the coordinator reviews the logs and comments made to ensure the quality of support being provided.

The Teacher Support and Induction Coordinator and credential analyst work together to ensure a smooth process for recommending candidates for clear credentials. Once candidates have completed their participation in the induction program, they receive support from the credential analyst in applying for their clear credential.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>no response needed</i>
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

The ERUSD Induction Program works to support all educators and help them be successful in their chosen profession. Building off of the efforts of the district to recruit a diversified teaching pool, the program accepts all candidates who meet the requirements of holding a preliminary credential and are a teacher of record, whether part-time or full-time.

To reach a diversified teaching staff, ERUSD reviews demographic data from the Commission on Teacher Credentialing’s data dashboards to identify and connect with local institutions of higher education with a high percentage of Hispanic/Latino candidates in their preliminary credential programs. In this way, the district works to recruit teachers who reflect the student population of the district. The Assistant Superintendent and Teacher Support and Induction coordinator review staffing needs and connect with recruitment fairs at universities to attract teachers who are a good fit for the districts’ student population.

Candidates are supported from their moment of hire and entry into the induction program. The credential analyst connects new hires to the Teacher Support and Induction Coordinator, who then informs them about induction. Candidates report that after being notified about induction they are matched with a mentor to begin their induction experience. Information about induction is also found on the district’s website, under Human Resources, on the Teacher Support page. After connecting new hires with mentors within 30 days, the Teacher Support and Induction Coordinator also ensures that goals are set within 60 days of candidates entering the program. Throughout the candidates’ participation in induction, the coordinator

monitors progression and improvement to ensure retention in the teaching profession. Regular, ongoing checks of the candidates’ ILPs provides a way for this monitoring and support to occur.

Meeting regularly, mentors are able to model lessons and provide feedback to induction candidates while assisting them with reflective practices, analyzing student work, and connecting with resources. Mentors in the program are viewed as the candidates’ “number one supporters.” They provide the knowledge and support that “they didn’t really teach us in college.” Through their work with mentors, candidates have “made life-long friends” who help and support them. In their work with candidates, mentors let the candidates know that “[they] have that support so [the candidates] don’t feel like [they are] struggling.” Mentors are also “extremely helpful in making sure that [candidates are] on-track, to make sure [they are] learning new things, remind [candidates] of things learned in college, and that [they] know [their] rights within school - what’s ok and what’s not ok as a new teacher.”

Beyond direct support between mentors and candidates, during monthly gatherings, mentors work together to review ILPs and provide quality checks on work being done. In this way, they are able to provide feedback to candidates throughout the year on their progress. This also provides opportunities to see what candidates’ needs are and whether or not additional supports are needed to help the candidates’ success in their practice. Other stakeholder groups, from the credential analyst working with candidates both at their time of hiring and filing for clear credentials, to the Leadership Advisory Group meeting to review data and evaluate the effectiveness of the induction program’s different activities, all are involved and focused on the success of the candidates. Site administrators report that they attend an Advisory Academy to learn about the program and how to support their new teachers. They provide input around mentor-candidate matches and meet with candidates to let them know what supports are available at the site to assist with ILP goals. With all stakeholder groups signing MOU’s, everyone is aware of their responsibilities in supporting candidates.

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

ERUSD’s Induction Program provides mentors for each candidate as evidenced by mentor and candidate interviews, as well as documents provided for review. Mentors provide induction candidates with one-on-one guidance and collaboration. Interested teachers, who meet the district criteria for becoming a mentor, apply and submit a letter of recommendation from a site administrator and peer teacher. Interviews with the Peer Assistance and Review (PAR) Panel Member Selection Committee confirmed that they have an active role in selecting qualified teachers to serve as mentors. Mentors participate in an initial training prior to beginning work with the candidates with follow-up training throughout the year to develop and refine their techniques for coaching and mentoring. After self-assessing on the Mentor Continuum, mentors set professional growth goals they wish to develop and improve throughout the year. Feedback is provided to mentors from the Teacher Support and Induction Coordinator, who collects feedback on the mentors from the candidates. The Teacher Support and Induction Coordinator also provides feedback to the mentors on their candidates’ progress through the ILP.

Mentors work with candidates over two years, assisting candidates in inquiry-based learning, collecting evidence of their teaching practice, reflecting on that evidence, and completing documented self-reflection of that process in an online submission with the use of a Google Sheet. One mentor reported “I don’t know how the coordinator does it, but the ILP sheet has a hyperlink for just about everything. We can see samples.” The Google sheet is the structure used by the candidate and the mentor to develop the ILP. In conjunction with their mentor, candidates co-assess on CSTP elements, reflect on their current level of mastery with CSTP elements, and develop a professional goal for their ILP for the year. These goals are job embedded and include specific professional development activities that are the focus for the semester and/or school year. When asked about their mentors, candidates stated that mentors provided support not only in completing program requirements, but also in the form of feedback on candidates’ teaching strategies and development of lessons to support all learners. A candidate reported “I received and continue to receive endless support from my mentor. She helped me understand the school culture and climate and was open to me coming in and observing her in the classroom.” Candidates also commented that additional support was received from the Teacher Support and Induction Coordinator as, “she observed me teaching and provided feedback on strategies that I still use today” and “she was always there to offer assistance and insight.”

Mentor training days are scheduled throughout the year to provide mentors with support in helping them meet the “just in time” needs of their candidate teachers. Mentors shared, “we meet with our candidates weekly, go over glows and grows and troubleshoot anything they are struggling with and what could be a struggle in the future,” and “we are on the same sites so the communication is constant and we develop a bond of trust and they come to us and ask us questions.”

Site administrators who have new teachers on their sites provide input on mentor matches with candidates based on candidate and site-based needs.

In collaboration, mentors and candidates select how and when to participate in and complete a certain number of professional learning and support opportunities to help candidates practice and refine effective best practices for all students. Mentors and candidates select how and when to provide evidence of this professional learning and growth. Induction reviewers and the Teacher Support and Induction Coordinator determine that the evidence demonstrates overall professional growth (i.e. competency) of the candidate throughout the year and provide feedback to individual candidates through Google comments and mentors help facilitate the review process.

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

Common Standard 4: Continuous Improvement	Team Finding
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

Documents reviewed indicated that the ERUSD Induction Program consistently collects feedback from mentors and candidates. Mentors and candidates provide program feedback at each monthly meeting. Candidates also provide feedback through mid-year and end-of-year surveys on mentor support, as well as on the program services. Mentors stated that they have open communication with the Teacher Support and Induction Coordinator who makes herself available to mentors and candidates. Additionally, review of documentation indicates that the Teacher Support and Induction Coordinator uses the Commission on Teacher Credentialing’s state completer survey data to reflect on the effectiveness of the program and is responsive to the needs of participants in the program.

Interviews with mentors indicated that recent changes have been made to the ILP to be much more candidate driven than in the past. As one mentor stated, “This program we have in place now is designed to help individual candidates and they have more flexibility in how to achieve their goals.”

Leadership Advisory Group interviews indicated that they meet during the school year and that the Teacher Support and Induction Coordinator communicates with the members throughout the year via email and in person one-on-one meetings to discuss the program. One interviewee stated “Due to the small nature of our district, it is easy to give her feedback through a phone call, email, or an impromptu meeting.”

The Assistant Superintendent of Human Resources and the Teacher Support and Induction Coordinator meet often to discuss the direction of the program. The Assistant Superintendent also plays an active role in attending meetings to meet with mentors and candidates. Site administrators are able to provide feedback to the program through constant communication with the program and candidates. Site administrators also stated that forms are provided after every meeting to provide feedback to the program. The Teacher Support and Induction Coordinator “also models the pedagogy that teachers are expected to use.” A site

administrator stated that “Nearpod is used to collect formative and summative feedback at our meetings.”

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 ERUSD Induction Program ensures its candidates are prepared to effectively support all students in meeting the state adopted academic standards through their successful completion of a carefully articulated formative assessment experience and its associated obligations. The program design, including collaboration with well-trained mentors, helps candidates develop and demonstrate knowledge and skills to support the full range of learners. District leaders and site administrators reported that evidence from observations indicate that candidates have become very cognizant of student data. “Working with the new teachers at my site, it feels more like a conversation, they feel more confident and are willing to try new things,” stated a site administrator in an interview, affirming the impact induction experiences have on helping candidates support students in meeting adopted standards. Other site administrators spoke to the growth that the candidates have made over the course of the year through their work with mentors and being able to observe other teachers.

Both current candidates and program completers stated that analyzing student data was particularly powerful in helping them to reflect on what was implemented in the classroom. “I was able to really see how practical the induction work was and being able to use different forms of assessment data strengthened me as an educator for the first year at my school site.” Candidates felt that the ILP process and support from their mentors helped them grow in their ability to meet the needs of diverse students, especially English learners (EL) and students with special needs. When asked about their experiences in supporting the needs of diverse students, mentors said, “There will be questions in the ILP that ask us to provide proof or justification or reasoning about how you met that standard,” and “focusing on EL strategies to help them learn math as well as the English language was impactful. I was able to see through the formative assessments that my ELs were making progress.”

The ERUSD Induction program is built on the philosophy of “candidate professional growth” for which the candidates are asked to co-assess on the CSTP with their mentor, using

observational input as well as professional guidance at the beginning, middle, and end of their first and second years of teaching. The induction program ensures that candidates demonstrate competency through the ILP professional activities chosen by the candidate which are reviewed by the mentor and induction reviewer and analyzed to determine candidate competency, as well as provide individualized feedback to each professional action completed for continued growth.