

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

Fremont Unified School District

Professional Services Division

June 2020

Overview of this Report

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

Dates of Visit: June 1-3, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
January 2011 Fremont Unified School District Site Visit Report	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 Preconditions have been determined to be aligned.

Program Standards

All Program Standards were Met.

Common Standards

All Common Standards were Met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction programs were met and that all Common Standards were met, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Fremont Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Fremont 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:

Darby Williams
Retired

Programs Reviewers:

Kimberly Campbell
San Bernardino City Unified School District

Common Standards:

Julie Sheldon
Walnut Valley Unified School District

Staff to the Visit:

Bob Loux
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Mentor Training Material
Agendas and Minutes

Collaborative Logs
Individual Learning Plan (ILP)
Assessment Materials
Candidate Handbooks
Survey Results
Precondition Responses

Interviews Conducted

Stakeholders	TOTAL
Candidates	34
Completers	8
Site Administrators	7
Institutional Administration	2
Program Coordinators	2
Teachers On Special Assignment (Professional Development)	9
Professional Learning Communities	4
Mentors	21
Credential Analysts and Staff	3
Advisory Board Members	10
TOTAL	100

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

Fremont Unified School District is located in Fremont, California, which can be found on the southeast side of the San Francisco Bay.

The district provides educational opportunities to approximately 35,000 students in grades K-12, in 42 schools. The district is rich in diversity, and boasts about its thriving international community. The largest ethnic groups are represented as follows: Asian, 49%; White, 32%; Hispanic, 15%; and African-American, 4%.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Induction	89	152

The Visit

The visit proceeded in accordance with all normal accreditation protocols, and was conducted entirely via technology due to the COVID-19 pandemic.

PROGRAM REPORT

Induction

Program Design

The Fremont Unified School District (FUSD) Teacher Induction Program is a two-year job-embedded, mentor-guided program which operates within the Federal and State Programs Department. Two Induction Specialists, who are Teachers on Special Assignment (TOSA), are responsible for the daily operation of the program. The Induction Specialists report to the Director of Federal and State Programs, with oversight from the FUSD Superintendent who is the Unit Head.

Interviews and review of documents confirmed that the program communicates with stakeholders through multiple means. The Induction Director and Induction Specialists (IS) meet a minimum of once per month, and on an as needed basis with the Advisory Board and Superintendent. The Advisory Board is made up of a variety of stakeholders, including completers, mentors, principals, district coaches, institution of higher education representatives, and induction staff. The IS communicate regularly with stakeholders through email, monthly newsletters, mentor network meetings, principal meetings and monthly coaches' meetings. Participating teachers, mentors, and principals stated in interviews that the IS are very responsive and consistently communicate with them. The Induction website is also updated with pertinent information. The IS are also actively involved in Professional Learning Communities that meet to discuss best practices and program adherence to Commission standards. These PLCs include representatives from local universities and IHEs, as well as Induction representatives from other programs.

Documentation shows that the program is designed to improve teacher practice as measured by the California Standards for the Teaching Profession (CSTP). Mentors meet an average of one hour per week with candidates to collaborate on the development of the Individual Learning Plan (ILP), as well as offer "just in time support". Mentors complete at least three observation cycles of the candidate including a pre-observation conference to discuss logistics and the lesson to be observed, observation notes, and a post-observation conference to allow teachers to reflect on the lesson based on the observation data. In addition, mentors coordinate learning opportunities for their candidates and review the collaborative activity logs that are submitted.

Interviews confirmed that program leadership works closely with site administration to identify potential mentors. Individuals must submit a Mentor Application and Principal Nomination Form to be considered for a mentoring position. Each of these documents includes criteria including knowledge of content standards, CSTP, teacher development and adult learning theory. Interested mentor candidates should also show a willingness to participate in professional development, work collaboratively and share resources with participating teachers, engage in non-evaluative learning focused conversations with candidates, and demonstrate a commitment to personal professional growth and learning. In addition, mentors must have at least 3 years of teaching experience and possess a Clear Credential.

Training of mentors happens both in person and online. Mentors are trained on program elements and processes through a series of 3 to 4 video segments, depending on the assigned candidate's induction year. Mentors are also required to attend two mentor networking meetings during the year. At these meetings mentors are exposed to research-based articles, data from mentor and candidate surveys,

sample scenario videos, and various mentoring tools. Mentors collaborate within focus groups to support each other in specific areas of concern or interest. They receive monthly newsletters from the Induction staff and have access to support videos on the Induction website. Interviews demonstrated that mentors receive consistent support from program leadership and that the program is continuously using data and feedback to improve the process.

Stakeholders share feedback with the Induction staff throughout the year in a variety of ways. The program utilizes a variety of surveys to elicit feedback. In addition, focus groups are created for the development of, improvement of, and/or revision of program processes and structures. Interviews confirmed that mentors collaborate with Induction staff on a regular basis and provide input regarding program processes, as well as tools. Candidates shared that they provide feedback to IS weekly through the Collaborative Log. Finally, Induction Advisory Board members attend meetings and provide feedback and input for the ongoing streamlining of the program.

The FUSD Induction program utilizes a variety of surveys throughout the year to assess the effectiveness of the program. Mentors complete a self-assessment of mentoring skills for goal setting and professional growth, as well as a mid-year and end of year survey. Candidates complete a mid-year survey and a Candidate Feedback of Mentor Training and Effectiveness survey at the end of the year. Site administrators with candidates assigned at their sites also complete a survey. All survey results are reviewed by the Induction Specialists and used to plan Mentor Network meetings, monthly newsletters, and appropriate mentor/candidate pairings, as well as to make program improvements. In addition to survey data, observations of mentors by Induction Specialists occur, as needed, throughout the year.

Candidates also shared that they provide feedback on a weekly basis on their collaborative activity logs. In recent years, with input from the Advisory Board and focus groups, a number of changes were made to improve the Induction Program. The Mission and Vision statements were revised, focus groups were formed to assist the Induction Specialists in modifying processes to better align to the current Induction standards, and quarterly Collaboration Days were created in response to candidate feedback. In June 2018, a focus group continued to study the ILP and program design, resulting in further improvements and reformatting of the ILP. Based on survey feedback and mentor testimony, the annual Colloquium was also eliminated. To better serve the professional development needs of candidates, the IS strengthened partnerships with district coaches and program specialists. In addition, mentor network meetings were revised to include more ILP training. During interviews, a mentor stated that he appreciates the fact that data is used for continuous improvement and another shared that it is a “win-win” for all involved.

Course of Study (Curriculum and Field Experience)

The site review team thoroughly reviewed the program submission, FUSD Induction website, Induction Handbook, examples of ILPs and collaborative logs, and interviewed members from all stakeholder groups to understand the course of study the candidates experience while working through the Induction program. All evidence collected supports the following summary of the pathway candidates take in the Teacher Induction Program. The candidate begins with a self-assessment of their level of proficiency related to the California Standards for the Teaching Profession (CSTP) using the Continuum of Teaching Practice booklet. This self-assessment is guided by a collaborative discussion between the candidate and the mentor, with the mentor prompting the candidate to make informed, evidenced-based decisions on their placements. The candidate is also urged to consider their Individual

Development Plan during this self-assessment process. After the candidate has completed the self-assessment of all CSTP elements, they choose three focus elements to include on their ILP. Each focus element is based on an identified essential question/goal and proposed measurable outcomes. Program staff, the mentor, and site administration assist the candidate in identifying available professional development opportunities which are documented in the Action Plan section of the ILP. Candidates identify evidence to collect related to each Action Plan item listed. Mentors complete a minimum of three observation cycles with their candidate which include pre and post observation conferences. Candidates regularly reflect with their mentor on progress made toward meeting ILP goals. Mentors and candidates confirmed that the ILP is a living document which can be modified throughout the year as appropriate to the candidates' goals.

Candidates, mentors and TOSAs confirmed that many learning opportunities are available to candidates. These opportunities are communicated through the Induction newsletters, as well as through conversations with site administrators, district coaches, mentors and IS. The ILP goals are considered when recommending appropriate professional development for the candidate. Some of the professional development opportunities include online training segments, observations of veteran teachers, induction collaboration meetings, site professional development, and district trainings. Mentors confirmed that they work closely with program staff, colleagues, and administration when seeking out appropriate support aligned to their candidate's goals.

The candidate and mentor meet an average of one hour per week and document this support on the Collaborative Activity Log. The logs are collected by the IS to verify that the candidate is receiving ongoing support while enrolled in the Induction Program. Mentors stated in interviews that their role in supporting the candidate with their ILP is individualized based upon the candidate's identified needs and goals. Many mentors mentioned that they support their candidate in identifying professional learning opportunities and facilitating regular reflection. Others stated their role in observations and collecting evidence for the candidate during the observation. Mentors and candidates also stated in interviews that their time spent together focused on not only the ILP, but also on issues presented at any given time.

Assessment of Candidates

The FUSD Induction Program uses multiple measures to gather information prior to making a recommendation of a Clear Credential. The program uses checklists to verify that all requirements are met according to the candidate's year in the program. Candidates submit monthly Collaborative Logs documenting meetings with mentors and activities completed. Candidate ILPs are reviewed by IS at least three times per year and feedback is provided at that time. The ILP is also reviewed by the candidate's mentor throughout the year and during the exit interview process for Year 2 candidates. In addition, candidates use the CSTP to self-rank themselves on all elements at least twice during the year. Mentors confirmed that they facilitate reflective conversations with their candidate regarding these rankings and progress made towards mastery of the CSTPs. Year 2 and Early Completion Option (ECO) candidates attend an exit interview to share insights about their professional growth, evidence of shifts in teacher practice and effects on student achievement, based on their ILP goals. Interviews confirmed that following verified completion of all induction requirements, credential analysts are notified. Prior to making a clear credential recommendation, the credential analyst checks that any additional requirements or renewals are met.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are met for the Fremont Unified School District 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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Fremont Unified School District (FUSD) Teacher Induction Program is a single district Induction Program serving TK-12th grade teachers in both general education and special education. The program also supports TK-12th grade teachers from local private schools who request enrollment. The Induction program has infused its vision of improving teacher performance, increasing teacher retention, and enhancing student achievement into its delivery services. With the support of qualified and trained mentors, candidates participate in research-based cycles of inquiry aligned with the *California Standards for the Teaching Profession*. The program is housed within the Instructional Services Division. The induction specialists are Teachers on Special Assignment who coordinate the program and report directly to the Director of Federal and State Programs as well as the Superintendent who serves as the program unit head. Interviews with the Superintendent and Director confirm that the induction specialists are active members of the educational unit, and are well supported and resourced. Additionally, documents and interviews confirm that the Fremont Unified Teacher Induction Program has a clearly stated vision that is understood and supported within the educational unit, “...to promote new teacher well-being and ample support through strong mentoring to encourage teachers along in the progression towards mastery of the CSTPs.”

By clearly identifying stakeholders throughout the organization and defining their roles, the program ensures that decisions are made collaboratively and broadly. The program remains current and provides leadership through networking with the *Collaboration of Institutes of Higher Learning and Teacher Induction* (CITI), Cluster 2 colleagues, PLCs with neighboring induction programs and like-cohorts in the accreditation cycle.

Interviews confirm that the advisory committee, composed of relevant stakeholders (candidates, mentors, site administrators, unit leaders, teacher union representatives, and institution of higher education partners) work with program leaders to ensure that all parties are engaged in continuous improvement. The advisory committee is actively involved in supporting meaningful changes to the program

Under the leadership of the district, the program has a system for hiring well-qualified mentors and professional learning presenters. Mentors are selected by site administrators in consultation with program leaders to ensure that only the most qualified and skilled mentors serve the new candidate. Candidates interviewed commented that “people really matter” and that the proximity and job-alike experience of the mentor was crucial to success. The candidate’s journey is well delineated through the *Handbook*, online resources, and support from mentors and program leaders. Progress is carefully reviewed and monitored for completion by the Induction Specialists. Once candidates have completed induction, they meet with the credential analyst who ensures that a completed recommendation for clear credentials is successfully processed through the Commission. All evidence indicates that Fremont Unified provides the institutional infrastructure and resources to support a robust and efficacious teacher induction program.

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

Document review and interviews with program leadership and credential analysts confirmed that the Fremont USD induction program assesses every new teacher’s qualifications and accepts applicants according to clearly defined criteria. All newly hired teachers who hold a preliminary or Level I credential complete an Induction Admission Application to be enrolled in the induction program. Interviews with program stakeholders confirm that appropriate personnel are available to support each candidate through the two year induction process and ensure successful entry into the teaching profession. All stakeholder groups expressed appreciation for the induction specialists and the consistent communication concerning all aspects of the program and their role in guiding each candidate’s induction experience. One advisory member mentioned the value of the communication from the program leadership by email, newsletters, and school site visits to keep them well informed. Principals also remarked on the consistency of the communication from the induction specialists, and stated that they gave site administrators program updates monthly at principal meetings.

The program has developed a comprehensive website and handbook which provides the necessary information about program requirements. This handbook is available online and can be referenced throughout the year by both mentors and candidates. In addition, clear instructions for completion of the ILP and sample documents are provided to guide successful attainment of program requirements, and individualized feedback on candidate progress is provided three times per year of induction.

Interviews with stakeholders provided evidence that the induction leadership is dedicated to providing a meaningful, job-embedded induction experience designed to foster growth toward mastery of the teaching standards. The program design, verified by candidate interviews, ensures that candidates receive ongoing feedback and support to ensure successful completion of the induction requirements. Multiple interviewees praised the frequent and timely feedback from the program leadership. One interviewee noted, “This induction program was there for me every single second,” and another said, “They send a clear message that you’re not alone.”

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The Fremont USD Induction program has designed and implemented a planned sequence of coursework around cycles of inquiry guided by an Individual Learning Plan. The ILP is organized to allow each candidate to choose an individualized area of focus, based on the *California Standards for the Teach Profession* (CSTPs), with input from a site administrator and their mentors. One administrator noted the value of this process because the candidate’s site goals can align with their ILP goals. “It’s a great kill two birds with one stone situation”. Each candidate then crafts measurable outcomes for their teaching, and engage in action research and reflection within that focus area. Candidates gather evidence of their professional growth and of their students’ progress during the inquiry process, which is submitted with the ILP.

The program offers advice and assistance for various candidate needs including connections to district-provided professional development, specific support from site-based coaches, and guidance in monthly newsletters. The induction staff also provides personalized, detailed feedback throughout the ILP process for each candidate. Both the mentors and candidates interviewed spoke of the value of this feedback in guiding them toward successful completion

of induction requirements. The Induction specialists observe each candidate at least once between October and March and provide individualized written feedback regarding progress toward mastery of the CSTPs.

Mentor matches are a collaborative process between the program leadership and site administrators. The administrators identify teachers at their site who can provide effective and knowledgeable support in their teaching context. The induction specialists then verify the qualifications of each mentor, based on set criteria. In every interview with candidates, the support and expertise of the mentors was praised as one of the most valuable aspects of the induction program.

Mentors receive 8 hours of training during the school year provided by the induction specialists, which includes mentoring best practices, the mentor's role in induction, observations and the ILP. During this training, mentors have the opportunity to collaborate with each other and share ideas. In addition, the program leadership creates videos and newsletters to provide ongoing guidance for their role. Some mentors interviewed also attended optional collaboration meetings in order to share ideas and problem solve with other mentors. Mentors reported that they received feedback from the induction leadership on their observation notes, and were informed about the data gathered from candidates concerning the effectiveness of mentor support.

Candidates gather evidence of their practice within the ILP process, which is reviewed several times per year by the program leadership, and document their interactions with their mentor on monthly collaborative logs. Mentors observe the candidates three times per year, and the induction specialists also regularly observe in candidate's classrooms. Self-assessment on the CSTPs by the candidate occurs throughout the two- year process, and the induction process culminates in an exit interview, at which candidates answer questions, with responses assessed on the exit interview rubric. Those candidates who successfully complete all requirements are then recommended for the clear credential. Multiple candidates interviewed remarked that they could get individual assistance from the program leadership right away if they had questions or needed clarification on requirements.

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

Common Standard 4: Continuous Improvement	Team Finding
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The Fremont Induction program has developed and implemented a continuous improvement cycle that involves gathering program data from candidates, mentors, and site administrators throughout the year. These data sources include surveys, candidate collaboration logs, ILP reviews, mentor feedback, and focus group input. The program gathers individualized input from candidates from monthly collaboration logs, and program leaders contact the candidates directly to quickly answer questions or resolve issues. The induction specialists also gather feedback from mentors after each training session, and interviewees spoke of additional training and collaboration opportunities that resulted from that feedback. Comprehensive data is collected by the Sinclair Group at midyear and end of year, and that data is analyzed extensively by the program leadership and the Advisory Committee.

The advisory committee is an integral part of the continuous improvement cycle as they participate in analysis of the data and recommendation of program improvements. The advisory committee is made up of stakeholders with varied roles and perspectives, which informs a range of program modifications. All advisory members related their active involvement in this process, and gave numerous examples of program modifications that resulted from it. Some of these modifications included changes to the collaborative log, providing additional samples of completed ILPs, and the addition of collaborative days for the candidates. One advisory member, who has been involved in the Fremont induction program for 20 years as a candidate, mentor, and administrator said, “The program is fantastic and it has continued to grow and do better every year.” Candidate focus groups are organized every two years to take a deeper look into all aspects of the program. The group examines a range of data, including completer data, in order to craft improvements based on candidate needs and induction evidence. A recent focus group helped to reformat the ILP to make the process clearer and more valuable for candidates. One candidate who participated in a focus group stated, “What’s great about this program is that changes are made in real time. They’re flexible and willing to make changes based on teacher needs.”

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 Fremont USD Induction program is structured to ensure that candidates get the support and resources to be adequately prepared to demonstrate the knowledge and skills necessary to educate and support all students to be successful. There are multiple opportunities for candidates to develop best practices. Mentors provide guidance and resources to candidates in support of their ILP goals, candidates receive additional support from site mentors and induction leadership, participate in peer discussions during collaborative meetings, and have the opportunity to attend district sponsored professional development in a wide variety of subjects, based on theirs and their students’ needs. This learning and classroom implementation is documented in their ILPs and in evidence submissions. District leadership members communicated a strong message of district support for the induction program, with one stating that “The induction program is a bright spot in Fremont. We’re known for our great program.” Another stated, “We’re so impressed by the level of intentionality in this program. It’s been so impressive and how all organizations should be run.”

Interviews with all groups of stakeholders included numerous ways that the program has a positive impact on not only candidate learning and competence, but also on the mentors’ professional learning and growth. Multiple program completers interviewed stated that they continue to reflect on their teaching practice, and that the program helped them gain confidence to collaborate with other teachers at their sites. Current candidates spoke about how their CSTP focus resulted in clear growth in their teaching practice and understanding of student needs. Mentors interviewed saw growth in their mentees skill and confidence and noted that they also benefited from their induction experience. One mentor said, “This is such a great program for new teachers and mentors too.”

INSTITUTION SUMMARY

The Fremont Induction Program has developed a quality Induction program that offers a formative assessment system that *promotes reflective practice that leads to an increase in student achievement and encourages life-long learning for teachers as well as students*. They have accomplished this through intentional collaboration and communication with all stakeholders. The induction specialists work with a large and active advisory committee that includes district leaders, site administrators, mentors, completers, institution of higher education partners, and union representatives. The advisory committee members play a hands-on role in the governance of the program. They are knowledgeable of program activities and use a variety of assessment tools to inform decisions on program direction. District leaders are also active in their support of the program, working closely with the induction specialist to ensure professional learning opportunities are available for candidates. As one mentor shared, “it is important for us to make connections for the mentees. By capturing observations and conversations, the candidate can see growth over time.”

Interviews with candidates demonstrated that they view the Induction program as relevant and supportive of their daily instruction. A candidate shared, “My mentor helped me with curriculum planning, classroom management, and assessment. I also learned how to connect with my colleagues and the broader teacher community.” Candidates value the choices they have in goal setting and the opportunities provided to collaborate. As a candidate shared, “At all times, I received a clear message that we were not alone.”

Across all stakeholder interviews, there was an overwhelming appreciation for the individualized attention, responsiveness, and dedication to educational excellence on the part of the induction specialists. Under their leadership, the priority is to provide the resources, support, and training so that all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice. As a candidate shared, “I am now a more reflective teacher. I feel much more confident and know I have grown professionally. I have learned to continually ask myself what I can do to improve learning?”