

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

Professional Services Division

October 2020

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Hayward 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	0	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: Hayward Unified School District

Dates of Visit: September 28-29, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 2, 2011 Team 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 recommendation of **Accreditation** for the institution was based upon the following:

Preconditions

All preconditions were determined to be aligned.

Program Standards

All program standards for the teacher induction program were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based upon the determination that all preconditions, Common Standards, and program standards were met, the team recommends **Accreditation**.

In addition, staff recommends that:

- HUSD’s response to the preconditions be accepted.
- HUSD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- HUSD 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.

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

Accreditation Team

Team Lead:

Deborah Parker
Tulare City School District

Programs Reviewers:

Keri Morgan
San Diego County Office of Education

Common Standards:

Debra Sioui
Contra Costa County Office of Education
(retired)

Staff to the Visit:

Hart Boyd
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Individualized Learning Plan
Candidate Advisement Materials
Accreditation Website
Stakeholder Activity Tables
Advisory Board Agendas
Induction Handbook
Accreditation Website
Induction Website

Candidate MOUs
Mentor MOUs
Mentor Application
Program Job Descriptions
Collaborative Logs
Assessment Materials
Candidate Handbooks
Survey Data and Results
Precondition Responses
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	17
Completers (19-20) *	12
Completers	12
Mentors	16
Site Administrators	16
Institutional Administration	4
Program Coordinators	1
Induction Team	4
Credential Analysts and Staff	4
Advisory Board Members	11
TOTAL	97

- * Year Two candidates at the end of the 2019-2020 academic year. As a result of the site visit's postponement due to the COVID-19 pandemic, these completers were interviewed as Year Two candidates who also had insight into program completion.

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The Hayward Unified School District (HUSD) is a public school district located in the northern California city of Hayward which is a part of the East Bay. HUSD is comprised of 21 elementary schools, five middle schools, three comprehensive high schools, one alternative high school, one adult education school, and one center for preschool. HUSD serves over 19,000 students in grades K-12 who interact with teachers in HUSD’s classrooms each day and bring with them diverse cultures, heritages, languages, and economic conditions.

Education Unit

HUSD is a single district induction program under the leadership of the Education Services Department, that serves pre-K through 12th grade preliminary credential holders in both general education and special education. The district superintendent serves as the Unit Head. The induction team consists of Teachers on Special Assignment (TOSAs), and until recently, the team reported to the Director of Curriculum and Instruction – as of the 2020-2021 academic year, the team now reports to the Assistant Superintendent of Education Services. HUSD’s induction program also works in partnership with the Department of Human Resources in identifying preliminary credential candidates for teacher induction and with the program specialist who oversees new special education teachers in HUSD.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	34	41

The Visit

Due to the COVID-19 pandemic, this site visit was postponed from March 23-25, 2020 to September 28-30, 2020. The site visit team conducted interviews with institutional stakeholders via technology.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Teacher Induction Program

Program Design

Hayward Unified School District (HUSD) is a single district teacher induction program that, until recently, operates under the leadership of the Education Services Department. HUSD serves pre-K through 12th grade preliminary credential holders in both general and special education. The district superintendent serves as the Unit Head, and the induction team consists of Teachers on Special Assignment (TOSAs) who report to the district's Assistant Superintendent of Education Services – previously the Director of Curriculum and Instruction. HUSD's teacher induction program works in partnership with the Human Resources department to identify prospective preliminary credential candidates for the program. Additionally, the program works with the program specialist who oversees new special education teachers in HUSD. The induction team meets with the Assistant Superintendent of Education Services monthly and collaborates with members of the induction advisory board quarterly. During interviews, it was evident that a common goal among program stakeholders is that “teachers and students are learning and growing” through the induction program. The induction TOSAs also participate in Professional Learning Communities (PLCs) comprised of other induction programs, local institutions of higher education (IHEs), and with Cluster 2 members to discuss current standards and practice, and program design. The induction team communicates with district leadership and site administrators through email, updates on the induction webpage, and bi-monthly newsletters. These multiple methods of communication have helped create an “open door policy where the program appropriately shares induction candidate needs, and site administration reaches out regarding candidate needs.” Mentors and candidates receive email updates, in-person support from an induction team site liaison, information on the induction webpage, and networking opportunities via an online forum on Google Classroom.

Candidate interviews confirmed that they were notified upon hire of enrollment in the teacher induction program. Additionally, candidates received an email from their mentors within the first two weeks of beginning their teaching assignment. New teachers are paired with mentors who consist of the following:

- Classroom teachers and teachers on special assignment (TOSAs) who support one candidate each
- Retired teachers who may support multiple candidates
- Induction TOSAs who support multiple candidates

The Induction team provides both candidates and mentors with training that enriches teaching practices through collaboration and the use of self-reflection as a frame for addressing growth towards mastery on the California Standards for the Teaching Profession (CSTPs).

The induction team unanimously agreed that their “point of pride is how seriously we take the development of our mentors.” All induction mentors in HUSD utilize *Mentoring Matters* as a foundational text for coaching. These veteran teachers attend a full-day workshop of differentiated training provided by the teacher induction team. The coaching workshop includes:

- Reading and discussing *Mentoring Matters* and other professional texts
- Guidance on how to take evidence during observations
- Using and interpreting student data
- Conducting coaching conversations
- Recognizing evidence of CSTPs in the classroom

Mentors also use the Continuum of Mentor Practice to self-assess on mentoring standards, set personal growth goals for the year, and list evidence and next steps in their area of focus as mentors. These areas of growth are reviewed and discussed throughout the year. Teacher candidates have the opportunity to provide feedback on their experiences with their mentors through a mid-year review survey, as confirmed during the candidate interviews. HUSD’s induction program also reviews each mentor at the end of the year and provides the mentor with feedback based upon the agreement they signed at the beginning of the process. All stakeholder groups complimented the mentor component of the program, specifically in relation to mentor expertise in content or subject area, availability, ability to find resources, guiding questions and discussions, and providing purposeful feedback. One special education completer stated that “induction is a pillar that supported me and still does.”

HUSD’s induction program has candidates and mentors complete workshop evaluations in order to gather feedback around areas of support that teachers may need while moving through the program; the feedback is also used to identify areas for adjustments to the program or differentiation that may be necessary. The program uses Sinclair Research Group (SRG) to collect and analyze overarching information, including mid-year and end-of-year surveys for candidates and mentors, site administrators, leadership, and CSTP pre- and post-candidate assessments for those teachers completing induction. The feedback gathered from stakeholders has been used to:

- Revise the Individualized Learning Plan (ILP)
- Revise the mentor workshops to include an increased focus on data
- Create online networking communities for candidates and mentors
- Create a bi-monthly newsletter for site administrators

- Identify the needs and revise the resources available to candidates, mentors, and administrators
- Create in-person networking opportunities for candidates and mentors

One principal noted that they were impressed by the quality of resources available on the induction webpage and emphasized that they even use these resources to support teachers not enrolled in the induction program.

Course of Study (Curriculum and Field Experience)

The review of documentation and interviews confirmed the program sequence, including the timeline, Individualized Learning Plan (ILP), and weekly (often more) mentor communication. Candidates are enrolled in the induction program for two years, unless they have completed their first year in another district or are granted the Early Completion Option (ECO) status. All candidates are required to attend an orientation to begin self-assessment on the CSTPs. Also at the orientation, candidates begin developing an ILP where they identify areas of strength and growth and also set initial goals for themselves. Candidates then meet with their mentors every week to discuss their teaching practice, student work, collaboration with colleagues, growth on the CSTPs, and any other questions or concerns that may arise in the course of the conversation. Mentors are also there to help with any “just in time” support that may be needed, including support related to classroom concerns or communication concerns with families, colleagues, or administration. Mentors guide candidates in reflective conversations around all these topics throughout the course of the program. During interviews, recent completers emphatically agreed that the “just in time” support provided by their mentors was paramount in their ability to continue teaching during the state shutdown and transition to distance learning.

The induction team regularly reviews and provides individual feedback on candidate ILPs and CSTP evidence through the monitoring of documents in Google Classroom. Candidate evidence toward completion of induction is monitored regularly through quarterly submission of collaborative logs, submitted ILPs, and CSTP self-assessments where candidate growth is reviewed twice a year using evidence review documents. The induction team also works with candidate/mentor pairs twice a year in triad meetings to ensure appropriate supports are available and to offer any other assistance candidates/mentors may need throughout the induction process. Additional triad meetings are held as needed or as requested by the candidate/mentor pair.

HUSD’s induction program provides opportunities for mentors and candidates to attend networking sessions after school. These sessions allow mentor groups and candidate groups to network with each other. The sessions also provide opportunities for candidate/mentor pairs to share ideas, discuss issues pertinent to their practice, and converse about what is currently going on in their classrooms. Candidates spoke highly of these opportunities to collaborate with colleagues. Additionally, education specialist induction candidates are also invited to new

teacher workshops, presented by the district’s Special Education Department. These workshops are presented on a variety of topics including writing individualized education programs (IEPs), Special Education Information System (SEIS), working with paraeducators, and behavioral strategies. At the end of the second year, candidates who are finishing the program come together as a whole group – with their mentors – to share their growth and best practices and to participate in reflective conversations at the end-of-program colloquium.

Assessment of Candidates

Candidates assess their current teaching practices and reflect on their goals for growth on CSTPs in a variety of ways. During the two year induction program, teacher candidates complete pre and post self-assessments on all CSTPs, set goals, and reflect on teaching practices on their ILPs. Candidates receive feedback and advice throughout the process via on-site triad meetings with their mentor and an induction team member, email, and regular monitoring on Google Classroom. Teacher candidates are observed by their mentor two to three times per year in order to provide candidates with evidence for their inquiry and for evidence of mastery towards their CSTP self-assessments and goals. The submitted ILP, CSTP evidence, and observation documents are reviewed twice a year, fall and spring, using the evidence review document. Candidates receive feedback on submitted evidence once each review is completed. Program team members are available to meet with each candidate/mentor pair, as requested, to provide additional support once the review is given to the candidate. Interviews with program leadership, mentors, candidates, and review of program documentation confirm that ongoing assessment of candidates throughout the induction program is done with purpose and is relevant to candidate goals. A candidate commented that “Induction never felt like busywork. It helped me be a better teacher, and I could use what I was doing in the classroom immediately.”

In order to ensure that only qualified candidates are recommended for a clear credential, HUSD employs multiple measures to gather information prior to making the recommendation. The program uses checklists to verify that all requirements are completed for year one, year two, and ECO candidates. Candidates submit quarterly logs that documents mentor meetings, chosen professional development, observations, work with professional learning communities, grade level/department teams, and site administrator support. The induction team monitors and reads documentation and reflections in the ILP via Google Classroom. Candidates get specific feedback and support based on their chosen CSTP(s) focus. Each induction team member serves as a liaison to multiple sites and meets with every candidate/mentor pair at least twice per year in a triad to offer differentiated support and resources. Mentors and candidates mentioned that the responsiveness from the induction team was helpful in keeping them on track and assisting them in achieving their professional growth goals.

ILPs are submitted twice per year in January and May. Candidate ILPs and CSTPs are reviewed using a continuum. If the ILP and CSTPs do not show growth, candidates are contacted and given the opportunity to clarify reflections and evidence. At the end of the program, year two

and ECO candidates attend a colloquium to share insights about their own professional growth, including evidence of shift in teacher practice and effects on student outcomes based on their individualized inquiries.

Once all requirements for teacher induction are completed, a completion document is signed by both the induction coordinator and the Director of Certificated Human Resources and then given to the appropriate credential technician. The credential technician verifies that all renewal codes on a candidate's preliminary credential have been satisfied and then submits a recommendation for a clear credential to the Commission on Teacher Credentialing (CTC). The credential technicians then inform the candidates that the recommendation has been submitted to the CTC. Interviews confirmed the process for verifying completion of the program and recommending a candidate for the clear credential.

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 teacher induction program.

INSTITUTION SUMMARY

Hayward Unified School District (HUSD) has developed a quality teacher induction program that promotes a job-embedded model for new teachers to support effective teaching practices and to strengthen professional practice. The teacher induction program supports the district vision for every student to realize their innate potential in becoming life-long learners and having a positive impact on their community. HUSD’s superintendent stated that recruiting and training “people of promise” is critical to achieving the district’s goals. The induction program is intentional in its collaboration and communication with all stakeholders and is seen as an integral component of the district, not a stand-alone entity. Site administrators shared that the work done in the induction program is in alignment with district initiatives, and the resources provided by the program are brought to sites by candidates and their mentors to the benefit of all teachers. Interviews with candidates demonstrated that they view the induction program as relevant and supportive of their daily instruction, not just as a pathway for clearing their credential. Candidates value the choices they have in goal setting and their professional development options which are strategy based, collaborative, and immediately applicable to their individualized goals in support of student learning. One candidate stated, “I did not go through the program alone; we would talk about strengths, relate to the CSTPs... it was a symbiotic relationship – like a ball of yarn, and she (the mentor) was helping me straighten it out.” Mentors are an integral part of the induction program and receive training and ongoing support from the induction team which ensures that mentors are well-prepared for their roles. Across all stakeholder interviews, there was an overwhelming appreciation for the personal, individualized attention, availability, and dedication to educational excellence on the part of the induction leadership. Under their leadership, the priority is to provide the resources, support, and training so all candidates have the opportunity to start their career with a strong foundation upon which they can grow their professional practice.

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 vision of the HUSD teacher induction program is to provide continuity with the credential preparation program to encourage growth and to promote habits of reflective and effective teaching practices. HUSD’s program strives to achieve equity in education and to support and create conditions which retain candidates as they transition into the teaching profession. The Director of Human Resources stated that the program provides the mentorship to make this

happen, and the program leadership's hard work, focus, and purity of the program make it "a jewel in our district." The vision of HUSD's program was collaboratively developed by the program advisory board which represents all stakeholders in the district, as well as IHE members. The advisory members are actively involved in the organization, coordination, and design of the program and provide input as they analyze data and make necessary program adjustments. According to the Assistant Superintendent of Education Services, multiple voices on the advisory board allow information to be communicated throughout the district; this was verified in interviews with advisory board members who represent diverse program stakeholder groups. Members also stated that a regular part of the advisory is questioning how the induction program impacts their work. The Assistant Superintendent of Education Services stated that "Induction is a priority for the district" and that sufficient resources are allocated for the effective operation of the program. The Assistant Superintendent of Education Services oversees the program and a Teacher on Special Assignment (TOSA) is responsible for coordination of the program. There is regular communication between the program coordinator and district leadership with scheduled meeting times each month and through advisory participation. The program coordinator is assisted by an induction program team consisting of three additional Teachers on Special Assignments (TOSAs). District leadership spoke highly of the induction team saying they provide extensive resources to support not only new teachers but all teachers in the district, including those teachers who are pre-induction. In addition to the personnel who oversee the program, the institution provides multiple resources to support teaching practices, strategies, and research on the district website. The program further supports mentors and candidates through the induction program's resources webpage, mentor training, and a professional lending library. Site administrators partner with the induction program and offer another layer of support through collaboration around candidate ILP goals and by providing onsite professional learning opportunities. Mentor recruitment and strong communication with site administrators provide a pool of qualified personnel who are assigned to meet candidate needs and represent diversity and excellence. The program encourages the mentor role to be viewed as a teacher leadership role, and all mentors are recommended by their site administrator. All mentors receive initial training in the foundations of mentoring, and once they are matched, receive additional training throughout their tenure as mentors. Interviews with credential technicians and the induction program office specialist verified that credential technicians are involved with onboarding new employees by reviewing the new employee's credential and transcripts, administering a Human Resources intake form, and forwarding the intake form to the induction team. Credential technicians verified that once a candidate has completed the induction requirements, the program coordinator sends a completion form to the Director of Human Resources who signs off on the form. Once approved, the credential technicians process the clearing of the credential and complete the online recommendation.

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

HUSD’s teacher induction program purposefully recruits and admits candidates to diversify the educator pool as demonstrated by evidence of extensive recruiting at job fairs at multiple universities. The Assistant Superintendent of Educational Services and Director of Human Resources verified that the district strives to recruit candidates from diverse backgrounds through targeted recruitment for highly-needed positions. HUSD has worked to strengthen partnerships with IHEs that have bilingual pathways and populations of candidates that meet diversity needs of the district. It was stated that many of HUSD’s teacher candidates “are grown in Hayward,” and prospective candidates inquire about how they can come back to work at the schools they attended, which builds a diverse population of educators who are familiar with the community. District leadership commended the induction program team saying that the “in-house” induction program is a positive recruitment tool for the district. Interviews with program participants confirmed that the induction program TOSAs contact each new hire and schedule one-on-one appointments to hold individualized candidate advisement meetings to ensure candidate qualifications for induction participation. HUSD’s program accepts all new hires who hold a preliminary education specialist or general education credential.

The induction program invites each candidate and mentor pair to an orientation at the beginning of the year. During this time teachers are given the opportunity to make connections

with pre-service experience, current classroom work, and the CSTPs. At orientation, candidates and mentors are given program handbooks and more detailed information about program activities, expectations, and processes. Mentors and candidates collaboratively begin to create standard-based goals on an ILP. ILPs and CSTP placements are submitted twice per year for progress of growth towards mastery. The program uses checklists, logs, triads, databases, and observations to verify that all requirements are completed. The induction team provides feedback to candidates on their ILPs and CSTP evidence via Google Classroom and meets with each candidate and mentor pair at least twice per year in a triad to offer more individualized support and guidance. The Director of Human Resources stated, “They are extremely responsive to the needs of candidates and mentors and provide continuous support throughout the cycle of inquiry, and when someone is struggling, they double down to offer support.”

Candidate participation throughout the program is monitored for progress toward program completion by program leadership. Mentors stated that the program provides a roadmap to help guide the ILP process and ensures candidates are on track to complete all program requirements. Mentors also noted that the program leadership is “easily accessible and willing to help with anything you need, respond quickly with a myriad of resources, listen to feedback of participants, and are super, super supportive.” Additionally, they are readily available when needs arise and provide onsite support when requested or when candidates are not making satisfactory progress. In addition to the support provided through the induction program, the district offers continuing support through various professional development opportunities conducted at sites and by the Department of Educational Services throughout the year. These district-provided professional trainings promote successful entry into teaching and retention in the profession.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

HUSD’s teacher induction program has a planned sequence of coursework for year one, year two, and ECO candidates. Year one and year two coursework includes the following: ILP, informal and formal observation, candidate/mentor collaborative logs, mid-year and end-of-year surveys, and CSTP self-assessments (pre/post). ECO coursework includes an ILP, three observations, collaborative logs, and year one and year two CSTP self-assessments (pre/post). The candidate, mentor, and site administrator meet to discuss the ILP goals and the candidates progress towards the goals. The candidate’s coursework is assessed at mid-year and at the end of the year. The candidate and mentor meet with an induction site liaison to assess the progress of the ILP.

The induction team reported that the program encourages the mentor role to be viewed as a teacher leadership role. It is notable that the program has experienced little to low mentor turnover due to the program support of the mentor vetting process, mentor matching, initial training, ongoing training, mentor review, and continued growth process.

Mentors must possess a professional clear credential, demonstrate a minimum of three years of effective teaching, and must obtain a principal recommendation. Mentors are required to

have an understanding of the state-adopted academic content standards, the CSTPs, and district-adopted materials. Additionally, mentors must have a working knowledge of the context and content area of the candidate’s teaching assignment, must have effective communication/collaboration with colleagues, and must demonstrate commitment to professional learning.

The program uses *Mentoring Matters* as its core text along with articles, networking sessions, and observation practice. Induction team members model a mentoring conversation, with a current issue, in order to provide authentic training for mentors in planning a mentoring conversation and reflection. Mentors attend a foundations of coaching workshop, continuing coaching workshops, and a veteran coaching workshop. Mentors are required to attend the yearly mentor workshop, induction orientation/advisement with year one candidates, teacher induction support & networking sessions with candidates, the getting started with year two candidate session, and the spring colloquium with year two and ECO candidates.

Documentation and mentor interviews verified mentors are evaluated through the program’s evidence of roles and responsibility document, by feedback given from the induction liaison, and in triads with the liaison, candidate, and mentor. Mentors use the Continuum of Mentoring Practice to set mentor goals in the beginning of the year.

In interviews, mentors said that they greatly appreciated the induction program’s resources – the various texts and program website helped mentors to adjust for the candidate’s day-to-day needs, discuss the changes in special education procedures, and be flexible with just in time support. In addition, mentors appreciated that the program provides a fall and spring timeline, which is helpful for both mentors and teachers in planning and completing the program. The induction team, mentors, and candidates all agreed that the mentor training is reflective of the district training or initiatives. For example, during interviews, both mentors and teachers shared that they are currently attending district-sponsored anti-racism and anti-bias training.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently

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

HUSD’s teacher induction program requests that each candidate and mentor provide feedback after all workshops in addition to requesting mid-year feedback from candidates so that adjustments to program support can be made. Survey data is used to guide the induction team in making program modifications and revisions. Program documentation and interviews with assistant superintendents verified that HUSD’s teacher induction program contracts with Sinclair Research Group (SRG) to survey and analyze data from participants and stakeholders. HUSD’s program meets with SRG twice per year to discuss data to drive program improvements, revise surveys, and share best practices. The teacher induction team reviews site administrator and advisory survey data each year. Completer data is also used to improve the program and the services provided.

Advisory members actively participate in the analysis of program data and make program recommendations based on the data. During an interview with the advisory board, it was stated, “What kind of data don’t we use.” The program provides data and allows time to talk about it. “Data doesn’t just sit. It’s analyzed for trends.”

Feedback from the mentor networking at the colloquium and the completer survey led to the following: extensive changes in the ILP; updates to the resources on the induction website; updates to site administrator newsletters; collaborative meetings with academic directors and site administrators; and revisions to mentor workshops. As a result of feedback provided to the program in regards to mentor training, mentors shared that they are currently receiving training in courageous conversations and in planning for the needs of a diverse population, including the analysis of student data to inform instruction.

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.

Hayward USD’s teacher induction program requires candidates to self-assess on all CSTPs over the course of the two years of the program. Reflective conversations with mentors are captured in collaborative notes, when discussing student growth and outcomes during mid-year revisions, when debriefing results of research activities, and at the conclusion of the year on their ILP.

HUSD’s program uses multiple measures to gather information prior to making the clear credential recommendation. The induction team monitors and reads documentation and reflections in the ILP via Google Classroom. Candidates receive specific feedback and support based on their chosen CSTP(s) focus. Each induction team member serves as a liaison to multiple sites and meets with every candidate/mentor pair at least twice per year in a triad to offer differentiated support and resources.

HUSD’s induction program surveys their teachers to gain insight into how they have grown in their practice as a result of teacher induction. The evidence provided by the surveys collected every year guides how the program supports novice teachers and mentors. The program also looks at the impact candidates have had on student growth and outcomes, as evidenced on their ILPs. One teacher shared that he and his mentor had this conversation weekly: “What are your modifications for EL, 504, IEP scaffolds. It became natural – and now automatic – to create variations of a lesson to support different levels.”

During elementary and secondary networking sessions, candidates share current struggles and successes with colleagues. Candidate and mentor groups also participate in reflective solution-based conversations around teaching scenarios that depict current candidate struggles. These groups also provide an opportunity for candidates and mentors to support one another through

the sharing of strategies and practices which address individual situations. The notes from these discussions are shared for future reference.

HUSD's teacher induction candidates give back to novice teachers in the district. In 2018-19, 45% of the program's mentors participated in teacher induction in HUSD, and in 2017-18, 36% of the program's mentors were former HUSD teacher induction candidates.

It is notable that many of the teachers who have completed the induction program years ago still stay in contact with their induction mentors and seek their advice and camaraderie. One teacher shared, "We're still friends. My mentor, who lives down the street from me, even put a paper heart on my door to encourage me during the COVID shelter in place."