Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Orange Unified School District (OUSD)

Professional Services Division
January 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Orange Unified School District (OUSD). 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 this report, a recommendation of **Accreditation** is made for the institution.

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0
Clear Administrative Services Credential	5	5	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: **Orange Unified School District**

Dates of Visit: **November 16-17, 2020**

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: <u>March 2012</u>	<u>Accreditation</u>

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, 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
After review of all relevant preconditions for this institution, all have been determined to be **met**.

Program Standards
After a review of all evidence provided and interviews conducted, all program standards for both the Teacher Induction and Clear Administrative Services credentialing programs for the Orange Unified School District are **met**.

Common Standards
After a review of evidence provided and interviews conducted, the site visit team finds all Common Standards for the Orange Unified School District are **met.**

Overall Recommendation
Based on the fact that the team found that all standards for Teacher Induction and Clear Administrative Services Credential programs were met and that all Common Standards were **met**, the team recommends **Accreditation**. In addition, staff recommends that:

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

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 Program
Clear Administrative Services Credentialing Program

Accreditation Team

Team Lead:
Debbi Parker
Tulare Unified School District

Programs Reviewers:
Gita Stowe
San Jose Unified School District

Common Standards:
Shelly Groom
Visalia Unified School District

Juliana Sikes
Yolo-Solano Center for Teacher Credentialing

Staff to the Visit:
Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard

Accreditation Website

Advisory agenda and minutes

Assessment Materials

Candidate Advisement Materials

Candidate Files

Candidate Handbooks

Collaborative logs

Common Standards Addendum

Common Standards Submission

Completed ILP/IIP

Completer survey data

Examination Results

Individual Induction Plans

Individual Learning Plans

Mentor and coach applications

Mentor and coach training materials

Memorandums of Understanding

Precondition Responses

Program Review Addendum

Program Review Submission Sequence

Stakeholder activity tables

Survey Results

Teacher Induction Program Timeline and

Interviews Conducted

Stakeholders	TOTAL
Candidates	53
Completers	26
Employers	31
Institutional Administration	5
Programs Coordinator	1
Professional Development instructors	21
Mentors/Coaches	45
Assessors	15
Credential Analysts and Staff	5
Advisory Board Members	17
Institution of Higher Education Partners	4
Leadership Team	11
TOTAL	**224**

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

Orange USD is the sixth largest district of Orange County's 28 districts. OUSD serves the cities of Orange and Villa Park, the unincorporated land of Silverado, and parts of Anaheim, Garden Grove, Santa Ana, and an unpopulated area of Yorba Linda. Its student enrollment is just under 28,000. The district operates 40 schools: 27 elementary, three middle, four high schools, a continuation high school, a K-8 math and science magnet school and four special schools.

Enrollment in OUSD by ethnicity is: 56.8% Hispanic or Latino, 26.1% white, 9.6% Asian, 3.0% two or more races, 1.8% Filipino, 1.2% African American, 1.0% not reported, 0.2% Pacific Islander, and 0.2% American Indian or Alaska Native. Just over half of OUSD students are identified as socio-economically disadvantaged, and 11 of the 27 elementary, 2 of the 4 middle schools, and 2 of the 4 comprehensive high schools are classified as Title 1. Approximately 23% of the district's students are English Learners, and 11.9% are identified as having a disability.

Education Unit

With a mission statement of "Accelerating the success of all students by preparing, growing, and supporting our educators!" OUSD's two induction programs are housed in Educational Services Division, under the K-12 Curriculum and Secondary School Support office. A single induction coordinator is the day-to-day administrator for both programs. This year the program employs 56 mentors, 22 assessors, and 12 coaches for the teacher and administrator induction program, respectively.

OUSD's Induction programs are available for all OUSD school employees, as well as El Rancho Charter Middle School, Santiago Charter Middle School, La Purisima Catholic School and Salem Lutheran School.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction	39	60
Administrator Induction	1	13

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. All other aspects of the site visit followed established protocols for an Accreditation site visit.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction Program (TIP)

Program Design

Documentation and interviews with stakeholder groups confirm that Orange Unified School District's Teacher Induction Program (OUSD TIP) exemplifies job-embedded mentorship and professional learning experience open to both Orange Unified teachers as well as partner charter and private school teachers working to clear their preliminary teaching credential. The organization chart and interviews demonstrate that the Orange Unified School District Induction Program is managed by the Administrator of Instructional Mentoring with the support of a leadership team, an advisory board, and unit's Education Services team. The collaboration and support provided by these three in guiding the teacher induction program was clearly evident throughout interviews with all stakeholder groups.

As part of the hiring process, credential analysts confirmed they review new employee credentials and forward eligible induction candidates to the induction coordinator for orientation and registration. New hires are continuously tracked by the credential analysts to make sure candidates are on track to file for their clear credential in a timely manner.

Communication and collaboration are strengths throughout the program and the district, both internally and externally. The OUSD TIP maintains frequent communication with all stakeholders through trainings, meetings, website materials, print materials, and monthly emails to all. All stakeholder groups confirmed the program leadership's ongoing communication with them, allowing "all boats to sail in the same direction" as one principal stated.

Candidates are informed about the induction program and its expectations in a variety of ways. Several candidates stated that they learned about the induction program at the "Slice of Orange" orientation offered by the school district annually as the school year begins. Another candidate shared that a Teacher on Special Assignment (TOSA) reached out to the candidate informing the individual about the benefits of enrolling in an induction program since the teacher had missed new teacher orientation. Finally, a third candidate reported they were informed about induction at the conclusion of student teaching during his/her preliminary program preparation.

Documentation verified that all mentors meet the program's criteria. Possible mentors can be recommended by their site administrators, volunteer through their site administrator or be recruited by the induction coordinator. Once selected, lists are created by the coordinator for possible mentor matches with candidates based on credentialing, experience, responsibilities, and work location. Interviews with site administrators confirmed program documentation regarding how the selection of mentors takes place.

Mentor interviews verified they receive many trainings throughout the year, starting with a specific new mentor training session and followed by regularly scheduled, ongoing mentor

training and peer coaching. A mentor reported that the coordinator always gathers feedback about training sessions to determine what would be helpful to them and plans accordingly. An additional layer of support is provided by the OUSD's assessors. The assessor meets with the candidate-mentor pair four times a year for feedback on the candidate's progress on his/her Individual Learning Plan (ILP). Several assessors verified that their job is to be the middle man between mentor and candidate, offering oversight and monitoring the process of mentoring.

Candidate, mentor, and administrator interviews confirmed that end-of-year surveys gather feedback from them regarding their experience and understanding of the program elements. Surveys to evaluate training sessions are regularly used to plan and adjust future offerings. Interviews with the leadership team highlighted changes the program has made over the last couple of years, based on feedback from the end of year survey.

Before being recommending for a clear credential, all candidates create a summative colloquium presentation that is heard by a leadership team. This presentation documents their impact on students and their program growth in the CSTP. Feedback from the leadership team is shared with the candidate for future growth, beyond their program participation.

Program quality is assessed through a variety of survey results, candidate progress monitoring, completion rates, and reviews of ILP. The advisory board reviews findings and gives suggestions on program modifications. Recent modifications, as outlined by documentation and verified through stakeholder interviews, include elimination of the induction mini-conference due to low attendance and survey responses, and adjustments that were made to the ILP to encourage candidate reflection.

Course of Study (Curriculum and Field Experience)
Both program documentation and stakeholder surveys stated that California Standards for the Teaching Profession (CSTP) are at the heart of Induction activities—four recursive semester cycles of inquiry over the course of two years. The pathway taken by each candidate for CSTP growth is self-determined by the candidate's teaching context, strengths, and challenges, and verified by interviews with candidates, completers, and mentors.   Documented on the IIP, candidates set CSTP goals, develop and complete an action cycle and reflect on their professional growth. Mentors shepherd candidates through the cycles, using the ILP as a teaching "third point" and assessors periodically review that work. One program completer stated that his/her mentor teacher was awesome, and the assessor was really helpful because both gave constructive feedback throughout the year.

Assigned assessors meet with the candidate and mentor to give feedback and suggestions to deepen their inquiry work. For example, working with the assessor, a candidate spoke about the realization of the need to modify his/her ILP in year two due to a change in assignment, altering how students would show they met the candidate's identified goal. Through the work of the assessor, the candidate realized that the goal was not realistic and needed to be strengthened.

Candidates reported that both their mentor and administrator helped in the process of creating their goals. To ensure collaboration is a part of the development of the IIP, the coordinator visits each school site during the first semester to meet with administrators and candidates to discuss and refine the development of the ILP, as verified by the administrator interviews. The work of the ILP is centered on the CSTP professional standards and those standards permeated the discussion amongst all stakeholder groups.

Professional learning is varied, individualized and valued. Candidates are provided a menu of professional learning opportunities, as evidenced by the induction website and confirmed through interviews. Professional development sessions are self-selected based on the candidate's goals and needs. Some of the professional development offered is the "Slice of Orange" new hire orientation, professional development mini conferences, Orange USD professional development trainings, curated digital resources, peer observations, and individualized coaching & modeling.

The coordinator takes an active role in the candidates' induction experience. One candidate shared that the coordinator arranged for experienced teachers to teach a lesson in the candidate's class so they could observe the lesson as a learning opportunity; another candidate explained that the coordinator conducted a series of seminars, where candidates attended based on individual subject area or need. A private school candidate reported the coordinator asked what professional development the individual specifically needed and then helped to find available offerings to meet that need.

Assessment of Candidates
Candidate assessment is based on key components found in the ILP, including documentation of mentoring, professional development, growth on CSTP, mentor observation, teaching evidence and student work. It also includes the candidate's reflections and assessor feedback based on the ILP self-assessment rubric. Induction leadership reviews ILP prior to issuing a completion transcript in year 1, or a credential recommendation in year 2. Candidates shared they were assessed against the CSTP and that by looking at the ILP documents, were able to determine the level of their classroom practice. Candidates also shared that the assessor did a good job of being the realistic person in the group as the assessor has the third person perspective and looked at what candidates could realistically achieve in their classroom. Candidates reported it was easy to stay on track throughout their induction program as there are progress checks multiple times a year with the mentor and assessor. If a concern arises, additional check-ins are put into place for the candidate to follow up with the assessor and if needed, with the coordinator, as verified by the assessor interviews.

At the completion of their participation, candidates create a summative presentation documenting their impact on students and their professional growth in the CSTP. Interviews confirmed that the summative presentations are assessed by a leadership panel using the CSTP continuum of practice. The induction coordinator reviews all scores and provides revision and re-review opportunities for candidates who are not rated as meeting benchmarks. Every effort is made to provide intervention and support to candidates not demonstrating CSTP growth that

is needed to attain the credential recommendation. Candidates reported that having the additional support layer of an assessor provided them with extra assurance about their ability to meet competency and performance expectations.

All program components are tracked by the induction coordinator to verify progress towards mastery before making the credential recommendation. A review of the program's monitoring system corroborated information obtained from a variety of stakeholder groups. The candidate relayed that at the end of year 2 the candidates were given a transcript from the induction office showing they have met the requirements. The credential analyst verifies all the information with the candidate and finalizes the clear credential recommendation.

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.

Clear Administrative Services Credential Program

Program Design

The Clear Administrative Services Credential (CASC) Program provides a two-year administrative induction program that leads to a clear credential, as evidenced by a thorough review of program documents.   Day-to-day oversight is provided by a full-time program coordinator who works under the direction of the assistant superintendent of educational services and the director of curriculum and instruction. A joint advisory board, for both the teacher and administrator induction programs, provides consultation and recommendations for improvement. Interviews confirmed that the advisory board makes program recommendations based on feedback from stakeholders, which is used for continuous program improvement. One advisory board member shared, "When we make suggestions and recommendations, we see that they are implemented and put into practice."

The OUSD induction program maintains regular communication with all stakeholders; the Induction website confirms the program maintains several options for communication with induction leadership including progress check-ins, resource support requests, training evaluations, and/or grievance notifications. As evidenced by orientation materials, information on how to access these website communication tools is shared with all candidates and mentors during the initial program orientation. Interviews with candidates verified that they all receive regular communication regarding program requirements. One candidate stated that an agenda is provided for each meeting so that candidates know what they need to have done in addition to the email invitations. In addition, interviews with coaches confirmed regular communication between the Induction program coordinator and stakeholders. One coach shared that opportunities are provided for feedback about trainings and program requirements, what coaches liked, or things that did not work; as a result, the program is constantly evolving.

A review of the coach training modules confirms that the program utilizes a research-based blended model of coaching practice that focuses on candidate strengths to build greater competency in the California Professional Standards for Education Leaders (CPSEL), fosters evidence-based decision making, and encourages reflective practice. A review of coach meeting and training documents confirmed that coaches are receiving information and training on a variety of topics. Interviews with coaches verified that they receive regular training in the form of routine meetings, meetings between coaches and candidates, and through self-paced modules on the CPSEL. Interviews with coaches confirmed that they are trained in the CPSEL and spend time looking at each element of the CPSEL to determine exactly what they mean.

Interviews with program leadership and coaches verified that coaches exemplify established criteria, however the team was unable to find evidence of a systematic process for identifying and assigning coaches that employs equal opportunities for all eligible. While candidates verified the coach-candidate matching process met their needs, interviews confirmed coaches are hand-selected by the program coordinator based on interviews with candidates regarding their preferences and needs, with no systemic nominating system that would allow interested administrators to express interest in becoming a CASC coach.

Both coaches and candidates confirmed that matches were made within the required thirty days of enrollment while a review of program documents revealed that there is a clear process for candidates to request a change in coach if the match is not a solid fit.

Documentation confirms that stakeholders in the OUSD CASC Induction program provide input through surveys, which are administered three times a year. Professional development providers verified that surveys are used to evaluate and give input on training sessions, both for coaches and candidates and are then regularly used to plan and adjust future offerings. A review of survey results and an interview with stakeholders revealed that professional development is tailored to meet candidates' needs. A leadership team member reported that discussions held in the leadership team are brought back to the Ed Services unit to ensure that professional development (PD) is tailored to CASC candidate needs. A contracted PD provider commented that OUSD does a good job of getting to know their providers and maintains strong relationships with whom they partner, making sure resources are matched to the candidate needs.

The program assesses the quality of services through multiple data sources, as shown by a review of program documentation, including annual surveys, and assessor check data. Candidate retention is another means by which the program measures the quality of services. A leadership team member validated this by stating they look at data, they track growth, and they interact with people throughout the district. Program modifications have been made in response to data analysis. Stakeholders reported recent changes, included moving training and professional development online, implementing a new self-assessment rubric for candidates and coaches, holding virtual advisory board meetings, revising the IIP template, and moving the year 2 candidate capstone presentations online.

Course of Study (Curriculum and Field Experience)
The three major components of the CASC program are professional learning, individualized coaching, and assessment, each of which are evidenced throughout the program design via documentation and interview data. Delivered over a two-year program, these components were confirmed to be documented and reflected in each candidates' Individual Induction Plan (IIP).

Candidates are provided several pathways for professional learning (PL). It was confirmed by program leadership, coordinators, candidates, and coaches that all professional development choices are connected to candidates' current job context and support their identified site and/or IIP goals. Professional development sessions are provided by specialists within the district or contracted consultants on topics identified as candidate needs and documented on their IIP. Program documentation monitors the PL hours for each candidate, ensuring they attend the required 20-30 hours annually. One provider stated that because candidates may choose their own PL and the program maps training feedback to the next session, candidates show up wanting the PL as they haven't been "voluntold" to attend some random session.

The coach-candidate relationship is a collaborative one that provides both long-term, individualized professional learning and "just in time" support. Through coaching conversations, observations, and reflecting on growth in the CPSEL, coaches support the candidate in advancing their professional practice. The coaches and candidates confirmed that they share responsibility for documenting meetings and topics on a running record document. One coach reported that as coaches and central office administrators, they frequently work through real-life situations with the candidates and problem-solve reality; candidates know that these relationships exist and the coach can help them in real-life situations.

Formative assessment is included in the coach-candidate collaboration within the development and implementation of the Individual Induction Plan (IIP). Coaches confirmed that they are regularly trained to address the Individual Induction Plan during coach meetings via the use of coaching stances and strategies. Another candidate reported his/her coach was key in providing guidance through goal setting within the IIP, assisting with the examination of both the CPSEL and classroom "reality" to identify what was needed to successfully and meaningfully improve systems at the candidate's unique job site while also advancing in the CPSEL. Another candidate stated implementing the CPSEL into daily practice was essential, just as building the individual's capacity as a leader was essential. Ongoing review of candidate IIP serves as a touchstone of progress and growth for candidates. A coach verified that assessor checks proved to be a valuable addition for candidate feedback.

Assessment of Candidates
Summative assessment of candidates occurs before a recommendation is made for the clear administrative services credential. Documentation confirmed that throughout the program, candidates are guided to self-assess and receive formative feedback on their growth in the CPSEL within the context of their IIP action plan and coach relationship, while their summative assessment occurs with the capstone presentation delivered to the cabinet exit panel at the end of their second year. The exit panel consists of OUSD's superintendent, assistant superintendents, and selected directors who rate the candidate's professional practice on a continuum of practice. Interviews with program completers verified that the exit panel rates candidate competency in each of the six CPSEL according to a rubric. Any candidate not rated as "Meets" or above on the rubric will be offered remediation through a program extension, or additional professional learning, as appropriate to their situation. A sample review of capstone projects, assessor panel comments, and formative assessment data support that summative assessment is a result of the capstone project. Completers in the early years of the program reported their exit panel was not fully prepared to assess their capstone project within the context of their leadership and the program coordinator acknowledged better preparation of the exit panel was a growth area for the program.

Candidates are recommended for a clear credential once they have met all program requirements for the clear credential. Candidates receive a transcript and letter of completion indicating they have met all requirements for recommendation for the clear credential. The letter outlines the steps needed to apply for the clear credential. Each transcript is forwarded to OUSD's credential analysts. The credential analysts confirmed that they contact each

candidate to review records and finalize the recommendation. The credentials analysts reported that they also track the progress of the credential application until it is finalized and recorded.

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 Clear Administrative Services Credential Program.

INSTITUTION SUMMARY

The Orange USD Induction programs provide a job-embedded design model for candidates to support their effective teaching and leading and strengthen their professional practice. The Induction programs support the district vision of "inspiring our learners of today to be purposeful leaders of tomorrow." The superintendent expressed that involvement in the induction programs are one of the biggest retention factors for teachers and administrators.

Activities in the programs ensure candidates become connected within the district and build a collegial environment where relationships are important. The Induction programs are intentional in their collaboration and communication with all stakeholders and are viewed as an integral component of the district instead of stand-alone entities. Site administrators shared that the work done in the Induction programs is in alignment with the district initiatives and that the induction process is a collaborative effort that is learning embedded. Interviews with candidates distinctly demonstrated that they view the Induction programs as relevant and supportive of their daily instruction and job responsibilities, not just as a pathway for clearing their credential. They value the choices they have in goal setting, professional development (which are strategy based, collaborative, and immediately applicable to their individualized growth goals) and inquiry focus.

Mentors and coaches are an integral part of the Induction program, receiving training and ongoing support from the Induction leadership team to ensure they are well prepared for their roles. A unique system of support is provided by the addition of program assessors who offer formative feedback and progress monitoring to candidates, mentors, and coaches. Across all stakeholder interviews, there was an overwhelming appreciation for the personal, individualized, available, and dedicated support to educational excellence on the part of the Induction leadership where the priority is to provide the resources, support, and training so all candidates have the opportunity to start their career with a strong foundation.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard
The Orange Unified School District's vision that permeated each interview group states they are leading with a positive growth mindset while emphasizing productive interactions and practices that create equitable, high-quality learning opportunities. The superintendent stated that the vision infuses OUSD's professional learning across all district-training and informs each school site's vision and goals.   "We have a model in place that includes all and respects all. Our induction programs' goal is for participants to fully understand what our district stands for." Layers of support from district-level leadership to an induction program's leadership team ensure there is collaboration and alignment of resources to support individual candidate needs. The Induction programs are supported by multiple stakeholders who are involved in organization, coordination and decision making. Program advisory members, site administrators, and district leadership all spoke of how they collaborate to ensure candidates' educator preparation programs, districtwide training, and school-based work are aligned.   The induction advisory board plays a crucial role in continuous program improvement and meets quarterly to review induction program standards, program data, and feedback, evaluate program progress and effectiveness, and recommend program changes. One advisory member stated that the advisory board represents everyone from the beginning teachers through the experts and everyone in between…all get to be a part of the decision-making process. The induction leadership team, which is led by the induction coordinator, meets regularly to plan and share actions related to the successful implementation of the advisory board's recommendations.

Sufficient resources are allocated to ensure effective operation of the programs. District leadership stated that financial support for advancement for all teachers and administrators is part of the district's core values and vision, stating OUSD strives for high quality programs and training. Professional development providers and mentors have a broad range of experience working with diverse learners and many have participated in training to support students with diverse abilities, culture, language, ethnicity, and gender orientation. It was clear through interviews with multiple stakeholders, including candidates from partner districts, that the program coordinator, along with the leadership team, work to ensure candidates have access to professional development and resources to meet the needs of their students, staffs, and families. One candidate stated the program consistently asks what they can do to support the candidates and what professional development candidates need. All mentors and coaches receive initial training in the foundations for mentoring, and once they are matched with candidates, receive additional ongoing training throughout their tenure as mentors or coaches. Candidates are informed of credential requirements at an initial orientation and one-on-one meeting with the program coordinator. Throughout the program, candidates maintain a digital portfolio, receiving regular feedback on progress and guidance on revisions needed through assessor feedback and group sharing sessions. At the end of their program, each teacher and administrator candidate makes a final presentation to an administrative exit panel who rates the candidate's growth in the CSTP or CPSEL. The induction coordinator reviews culminating activity results and candidate digital portfolios to confirm successful completion of all induction

requirements. Interviews and a review of documents confirmed that transcripts for all candidates completing the program are forwarded to a credentials analyst to verify all credentialing requirements are met. The credentials analyst then submits the applications to the Commission.

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
The OUSD purposefully recruits and admits candidates who diversify its educator pool. The superintendent stated the district has worked to transform its cabinet and recruitment team, in order to better represent the community it serves. Interviews with professional development providers and the leadership team confirmed that support is provided to all candidates to ensure they are prepared to support a population of students that includes multiple ethnicities, students with disabilities, and English learners. Examples of support include training provided by the special education and English learner departments, teachers on special assignment and instructional coaches who offer on-site support, AVID (Advancement Via Individual Determination) training in culturally relevant teaching, and individualized mentoring.   The Orange USD program structure is designed to enhance candidates' success in their current job, build long term skills, and provide a supportive professional relationship that will sustain their long-term growth in the profession. New candidates, mentors and coaches all complete initial program orientations including program design, expectations, and processes. With the mentor's or coach's guidance, candidates identify professional learning and action steps to

meet their job embedded goals. The Individualized Learning or Induction Plan is utilized as a vehicle for exploring actions that deepen candidates' practices in the CSTP and CPSEL, beginning a process of career-long continuous improvement. Candidates are encouraged to personalize their learning pathways to meet their individual goals for professional learning. Candidates described the process as "figuring out my strengths and weaknesses, catering my goals to my current assignment to help my families and students, helping me break my practice into chunks so I can analyze it closely."   One candidate stated "My mentor helped me with the process of reflection and helped me assess myself in the moment." Another said, "Through collaboration, sharing of resources, and observation of colleagues I was able to refine my own systems."   Interviews confirmed that the coordination of professional learning provided through the district, induction programs, and individual mentoring was designed to meet the individual needs of candidates and promote professional growth. Each candidate is also assigned an assessor, who acts as an extra resource to recommend additional support, document progress, and guide revisions. Mentors described the assessors as an additional resource for candidates who assist in helping candidates reflect on their professional goals. One assessor stated the role of the assessor is one of an impartial partner who can offer a different perspective, ask clarifying questions, and provide suggestions for evidence that needs to be presented. Candidate participation throughout the program is monitored for progress toward program completion by the program coordinator.   Mentors, coaches, candidates, and site administrators alike stated that the program coordinator was extremely responsive to their individual needs and was available to offer any assistance needed throughout the process.

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
Interviews with district leadership and all stakeholders revealed OUSD to be a cohesive unit moving forward together in all that they do. OUSD's practice of productive collaboration is embedded in all systems and departments, inspiring the induction programs to follow suit as evidenced by agendas, minutes, and interviews with the advisory board, leadership team, assessor team, and various networks of mentors and coaches. The superintendent stated, "We all come together - human resources, the teachers' union, site leaders, and all district departments, to acclimate new teachers and administrators to the collaborative way OUSD does business."

It is this collaboration that provides for the seamless implementation of program requirements allowing for the effective and authentic intertwining of induction, professional learning, and real-world daily job duties. A CASC candidate noted that her plan and goals for growth were centered around three things, "what is meaningful for me, what is needed at my site, and how these align to my growth in the CPSEL." A teacher candidate also concurred, "I have been able to cater my goals to my current assignment to best help my families and students." To support individualized growth, candidates are provided a myriad of diverse professional learning experiences to choose from including formal training options (both in-house and out of district)

around content, skills, and knowledge needed to be effective in their role. The menu of activities on the website also suggests unique experiences such as job shadowing, co-teaching, co-leading, and observation. These job-embedded, clinical experiences are developed around the candidate's Individual Induction Plan or Individual Learning plan. Program documents, including overview graphics and program timelines, and sample IIP and ILP confirm connections to each candidates' teaching or administrative assignment and demonstrate a systematic approach to learning, practicing, and demonstrating the competencies of the credential they seek.

Clear criteria are used to select qualified mentors and coaches whose experience is aligned with that of the candidate as evidenced by coach and mentor resumés, master lists of candidate/mentor or candidate/coach matches, and survey data of candidates. Interviews confirm the expertise of the mentors and coaches as well as the effectiveness of the matching process.   One education specialist mentor noted the strategic way the program was able to match an expert in a specialized field (a moderate to severe specialized learning center) to a candidate who was working with that specific student population.   Mentors and coaches receive initial and ongoing training in coaching skills from program leadership, the educational services department, and outside providers so they may continually hone their skills. The program provides mentors and coaches general feedback on their effectiveness through the sharing of survey results. More individualized feedback is offered through the bi-annual meetings with their assessors--a lead mentor or coach who evaluates fieldwork and observes coaching conversations of each pair. Interviews and documents reviewed also confirmed that candidates demonstrate their work with diverse populations by practicing and documenting what they have learned from the ongoing training provided around special education students, English learners, social emotional supports, and cultural proficiency.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	**Consistently**
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Consistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard

"Comprehensive continuous improvement to promote success and excellence" is a phrase that exemplifies the philosophy of Orange Unified School District, whether referring students, teachers, administrators, staff, or systems. According to the OUSD website, "The Educational Services department is committed to planning for continual improvement to support teaching and learning programs at all OUSD schools." In addition, the superintendent stated, "Surveys are used to get feedback from all stakeholders. Feedback loops are part of the organization as a whole to ensure continuous improvement."

This district philosophy has provided the foundation for a robust set of systems designed to collect and analyze data around both the teacher and administrator induction programs. Survey results, meeting minutes, and interviews verified that multiple measures are used to assess the effectiveness around professional learning experiences, support services provided, candidate competence and growth, and the overall effectiveness of the programs. One CASC candidate noted that the collection of feedback from coaches and candidates is systematic and built into the program. A teacher induction candidate commented on the responsiveness of the program to the data gathered by saying after every meeting there is a response survey then small group meetings on specific topics are planned and offered, based on the needs shared.

A variety of data gathering tools are used including the Commission's Annual Data System (ADS) as well as several different in-house program surveys administered to teacher candidates, mentors, administrator candidates, coaches, and other stakeholders. The ADS completer survey provided evidence to show the overall effectiveness of mentors and coaches as well as professional development experiences that were either appreciated or needed by candidates. To assist with monitoring of candidate progress, OUSD utilizes a team of assessors who regularly engage with a small cohort of candidate/mentor or candidate/coach pairs to gather feedback and provide support to the candidate, mentor, coach, and program. The master schedule of OUSD's cycle of assessment outlines the regular and ongoing processes conducted.

Assessor data, ADS data, and survey data are shared with administrators, mentors, coaches, the induction advisory board and the leadership team, in order to glean unique perspectives and suggestions for program improvement. Improvements made as a result of data collection and analysis are documented in meeting minutes of both the induction advisory board and the induction leadership team meetings. The ADS data prompted a conversation during a leadership team meeting around adding to current professional development offerings.

In addition, interviews with candidates, mentors and coaches confirmed their input was valued by program staff. One mentor noted, "I have seen incremental changes over the years which have made the program what it is today." Other specific examples of program changes shared by the leadership team, as a result of stakeholder feedback, include updates to the IIP and ILP.

The continuous improvement legacy at OUSD was captured from an elementary principal as he shared his history with induction, "A lot of us have been candidates and mentors before coming to the site principalship, so we have lived and breathed the concept of continuous improvement and know it works."

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.
OUSD induction programs ensure that each candidate's professional practice meets state adopted standards and demonstrates growth in the CSTP or CPSEL. Survey results and interviews confirmed that site and district administrators see a growth in their novice teachers and administrators as they progress through induction. One site administrator described the program's impact by stating, "I see big growth in instructional practice. It has positively impacted our experienced staff when they see new teachers growing exponentially." One secondary principal described how the IIP supported her CASC candidate to align her goals with those of the school; "She was focusing on parent and family engagement when I observed her in a meeting with parents. She introduced me as her coach…they were excited to be part of that and see themselves as part of the transformation of a school." Mentors and coaches self-reported growth as well as growth seen via surveys. A CASC coach shared he grows as much as the candidate grows during their relationship.

In addition, each completing candidate in both the teacher induction and CASC induction programs presents evidence of their growth and impact on students and school communities through a final colloquium (teacher candidates) or capstone (administrator candidates) presentation at the end of their induction journey. Candidates, site and district leaders, and the broader educational community have the opportunity to see these documented results.

Finally, completer data from the ADS overwhelmingly confirms that candidates feel they have grown in their skills and abilities as measured by the CSTP and CPSEL continuums of practice, as a result of participating in the OUSD Induction programs.