Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Anaheim Union High School District

Professional Services Division
January 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted Anaheim Union High School District (AUHSD). 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 with Stipulations** 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 with Concerns**
4) Continuous Improvement	**Not Met**
5) Program Impact	**Met**

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	4	1	1

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: **Anaheim Union High School District**

Dates of Visit: **October 26-28, 2020**

Accreditation Team Recommendation: Accreditation with Stipulation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
June 2011	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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 with Stipulations** 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

All program standards for Anaheim Union High School District's Teacher Induction Program (TIP) have been found to be Met with the exception of **Program Standard 3** which is found to be **Met with Concerns** and **Program Standard 6** which is found to be **Not Met**.

Common Standards

All Common Standards for Anaheim Union High School District have been found to be Met with the exception of **Common Standard 3** which is **Met with Concern** and **Common Standard 4** which is **Not Met**.

Overall Recommendation

Based on the fact that the team found that four program standards for Anaheim Union High School District's Teacher Induction Program (TIP) have been found to be **Met**, one program

standard is **Met with Concerns** (Program Standard 3), one program standard is **Not Met** (Program Standard 6), three Common Standards met, one Common Standard found to be **Met with Concerns** (C.S. 3), and one Common Standard to be found **Not Met** (C.S. 4), the team recommends **Accreditation with Stipulations.**

The team recommends the following stipulations:

1) Within a year, the institution provide evidence that it
   a. uses the CSTP as the road map for candidates' induction work, including the measure for successful outcomes of their inquiry cycles, as the measurement tool for candidate growth in determining program completion, as well as discussed in both initial and ongoing mentor training.
   b. regularly assesses and provides feedback to the mentors regarding the quality of their services to their candidates, based upon candidate feedback.
   c. Implements a comprehensive continuous improvement process that helps to determine the effectiveness of the program and the unit, through regular and systemic collection of feedback from multiple sources of data. The reports should also include any program modifications that were made based upon gathered feedback/data.
2) That a progress report be provided to the COA six months from the date of the original site visit.

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.
- Anaheim Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Anaheim Union High 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

Accreditation Team

Team Lead:
Barbara Severns
Los Banos Unified School District

Programs Reviewers:
Roxanna Stern
Santa Barbara Unified School District

Common Standards:
Anna Marie Villalobos, retired
Santa Clara County Office of Education

Staff to the Visit:
Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Admin MOU (from addendum)
Administrator MOU
Annotated Personnel List
Assessment Instruments
AUHSD Nondiscrimination Disclaimer
Candidate MOU
Candidate Placement
Candidate Portfolio Reflections Example
Candidate Progress Monitoring Checklist
Candidate Self-Reflection ILP Example
CSTP Self-Assessment
CTC Feedback/AUHSD Addendum
Delivery Model Table
Edjoin Recruitment
EL Shadow Walks (from addendum)
Example of MC Reflection
Example of PC/MC Log
ILP Template and Related Documents
Induction Handbook (2020-21 in program standards)
Induction Portfolio Review Guiding Questions
Induction Program Handbook
Instructional Personnel Table
Job Description, Curriculum Specialist
Job Description, ELD Curriculum Specialist
Job Description, High School Asst. Principal

Job Description, Induction Program Specialist/Consultant
Job Description, Junior High School Assistant Principal
Job Description, Mentor Coach
Mentor Coach Expectations
Mentor Coach Self-Reflection (blank self-survey)
Mentor Coach Training Material
Mentor Mid-Year Survey
Mentor MOU
Monitoring Practice Description
New Teacher Placement Form
Organization Chart
Participating Teacher MOU
Program Summary
Progress Monitoring Description
Published Experience and Qualifications (limited)
Recommendation Process Description
Reflective Conversations (from addendum)
Reflective Learning Walks (from addendum)
Surveys to Administrators (from addendum)
Surveys to Candidates (from addendum)
Surveys to Mentors (from addendum)
Timeline of Mentor Assignments
Virtual Training Day 1/2 (from addendum)
Workshop Evaluations
Workshop Reflection and Evaluation Forms

Interviews Conducted

Stakeholders	TOTAL
Candidates	11
Completers	10
Principals	6
Institutional Administration	5
Program Leaders	2
Professional Development Team	8
Mentors	11
Credential Analysts and Technicians	3
Advisory Board Members	6
IHE Partners	2
Program Leadership Team	6
Support Staff	1
TOTAL	**71**

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 Anaheim Union High School District (AUHSD) covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma and Stanton. District students, who speak 49 different languages in their homes, attend 21 campuses, and come from five feeder elementary districts. The district oversees eight junior high schools (7-8), eight high schools (9-12), one online school, Cambridge Virtual Academy, Hope School, two Alternative Education schools and one non-magnet, secondary selective school, Oxford Academy (7-12). AUHSD leads the state with 10 California Democracy Schools, which promote student voice and civic engagement throughout the district.

The student population of AUHSD in 2019-2020 was just under 30,000 and included 69% Hispanic or Latino, 13.2% Asian, 8.9% White, 4.2% Filipino, 2.1% African American, 1.8% two or more races, 0.5% Pacific Islander, 0.3% not reported, and 0.1% American Indian or Alaska Native. The district had a graduation rate of 88.8% in June of 2019. English Learners

compromised 20.7% of the student population and 69.2% of the student population are on free/reduced lunch.

Education Unit

AUHSD's Education Services Division provides oversight for the district's teacher induction program, with a Program Administrator, the Director of Innovative Programs, serving as the program director with the support of two curriculum specialists, the leadership team, and an Advisory Board. The program is currently serving 46 participants (14 year one and 32 year two participants) and had 18 candidates (100%) complete their program in 2019-2020. AUHSD currently has a waiting list of eligible beginning teachers to join the program, but Is limited by the number of Education Specialist mentors.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction Program (TIP)	18	46

The Visit

Due to the COVID-19 pandemic, this site visit was postponed from April 2020. All aspects of the visit were conducted virtually including interviews of all stakeholders and all site visit team meetings. The visit followed all protocols and procedures established by the Committee on Accreditation.

PRECONDITION FINDINGS

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

PROGRAM REPORTS
Teacher Induction

Program Design

Anaheim Union High School District (AUHSD) Induction is a two-year, job-embedded program, which focuses on mentoring and supporting new teachers on their professional journey towards a clear credential. Whenever possible, candidates are matched with a mentor, at or near their site, within the first 30 days of employment. Mentor interviews confirmed that their work with their candidates often begins within this 30-day time period, as soon as they are notified of the match by the induction program. Special education mentors are in short supply, resulting in a wait for some new Education Specialists candidates to participate in the program. The Induction program is designed around the California Standards of the Teaching Profession (CSTP) but little evidence could be found regarding the CSTP being an integral part of candidates' experience. The program provides individualized support and assistance to candidates through a robust mentoring system that focuses each candidate's work on furthering their classroom practice.

A review of the program's published materials and interviews with district personnel indicate that the program goals are to embed Induction work in their classroom practice, aligning it to the CSTP, but primarily embracing the district's focus of the "5 Cs" (Collaboration, Communication, Critical Thinking, Creativity, and Compassion and Kindness). Evidence is collected around "5Cs" instead of the CSTP and candidates are not required to measure their classroom practice against a CSTP continuum of practice. The program provides for the tailoring of induction activities and professional development to each candidate's individual needs as evidenced through interviews with both district leadership and program participants. The program promotes and measures teacher growth and effectiveness through candidate reflections on classroom practice and district goals, examining student evidence to help drive effective instruction, and culminating with a clear credential for candidates successfully completing the program.

The TIP Leadership Team includes a director, consultant, curriculum specialists (one of whom serves as the program coordinator), the district librarian, and an administrative assistant. The team is an integral part of the Educational Services Division, and also works in partnership with the Human Resources Division. The Leadership Team meets regularly to discuss candidate and mentor needs, upcoming training, and to develop the agendas for the monthly program meetings. One member of the Leadership Team also participates regularly in the Orange County Induction Network to communicate and collaborate with other teacher induction programs.

Two representatives from the local state university confirmed they also work with the district on a variety of initiatives, including induction activities.

Selection of a mentor is a critical component of AUHSD program's delivery. AUHSD seeks to recruit and select individuals who possess the instructional experience, skills, abilities, and collaborative spirit necessary to foster professional growth in themselves and in teacher candidates. The selection process consists of an extensive interview that focuses on identifying teachers who are reflective 21st century practitioners, comfortable with instructional shifts, including the use of technology for teaching and learning, and most importantly, are masters at working collaboratively with others. Interviews with mentors confirmed they responded to an email call for mentors by submitting applications and letters of recommendation. Some mentors stated that they had been recruited by their site leaders. One current candidate mentioned she was anxiously waiting to be teaching long enough to qualify to be a mentor as she wanted to help others within special education.

AUHSD uses a number of resources to ensure that the best practices are utilized when training mentors, including book studies and guest speakers; however, specific training on the CSTP were not found. Mentor responsibilities include providing "just-in-time" support, in accordance with the Individual Learning Plan (ILP), and longer-term guidance to promote enduring professional skills. Ongoing training topics, as confirmed by the Leadership Team members, are developed during the Leadership Team's monthly meetings and influenced by portfolio reviews, mentor log contents, and contact from mentors and/or candidates in the field.

Program leadership consults with site leaders when making mentor matches. When possible, mentor matches are made with an experienced teacher who is at the same site as the candidate. When this is not possible, a mentor from a different site who is in the same content area is provided to the candidate. In some instances, candidates are supported by mentors who are at a different site and whose credential is in a different content area so the curriculum specialists (Special Education, English Learners or content specialists) take an active role in mentoring these candidates. As the Special Education specialist confirmed, these candidates greatly benefit from AUHSD's layered system of support.

Mentors participate in monthly induction program meetings held in summer and throughout the school year. The first 30 minutes of each meeting are reserved for the ongoing training of mentors, after which they are joined by their candidates. Mentors reported that these trainings might consist of guest speakers or a book study, while mentors have also received training on holding difficult conversations—no training provided on the CSTP during these monthly sessions was found. The remainder of the monthly meeting provides professional development for the candidate, with dedicated time to work with their mentor as well. Program leaders monitor candidate-mentor relationships by reading monthly collaborative records submitted by

mentors. Mentors also commented that they receive supportive emails from program leaders regarding their services in the mentor logs.

Evidence of stakeholder input regarding the program's design and effectiveness was minimal which exacerbates the program's lack of information regarding the successful implementation of the program itself and the marginalization of the CSTP. Results from a single mid-year survey and a mentor-effectiveness survey were found but it is unclear how these surveys were reviewed, shared or used by the program leadership. Candidates and mentors confirmed they have completed evaluations of presentations at monthly meetings in the past, but just one set of responses and no evaluation of these responses were found. Principals shared that they can informally reach out to Induction leaders and request additional support for a candidate but did not remember any formal evaluations. Program leaders confirmed that a principal survey was used in the past but has not been used in recent years. Additionally, mentors and principals reported that informal feedback from what observe in the classroom are addressed by program leadership as they lead to discussions about training needs. The induction consultant reviews candidate portfolios, mentor logs, video clips, surveys, candidate checklists and completer surveys to aid in determining content of future program meetings. Program leaders reported that at times they have received informal feedback from candidates regarding mentors and have distributed a year-end survey about mentors, but no evidence of review, analysis or action taken from this survey was found.

Interviews with program leadership confirmed that the program design is modified when program leaders receive feedback from stakeholders. Some examples of these modifications are, when candidates and mentors pointed out a redundancy in reflection materials, the program removed requirement that the candidates self-assess on the CSTP's Continuum of Practice. The upcoming inclusion of mentor training based on the work of Elena Aguilar was another program modification, as confirmed by the Induction consultant.

Course of Study (Curriculum and Field Experience)
A review of sample portfolios from current candidates confirmed that candidates complete an Individual Learning Plan (ILP) that chronicles their participation in the induction program. The ILP consists of a template on which candidates record an essential question, 1-2 CSTP elements that are related to their essential question, as well as a title or outline of the lesson(s), standards, and skills taught, activities and strategies used, and a reflection on their work around the essential question. There is also an area for a summative reflection on each essential question. The induction consultant reported that she reads the portfolios on a quarterly basis checking for completion, candidate needs, and mentor support. An examination of sample ILP illustrated that candidates wrote reflections on the strategies and classroom changes they implemented with minor attention on the CSTP related to their essential question. Additionally, candidate professional growth goals and a description of how the candidate planned to meet these goals were not found in the ILP template.

A review of the AUHSD 20-21 Induction Handbook indicated that, after an initial informal observation, mentors and candidates discuss the candidate's strengths and areas for growth which then form the basis for the initial Individual Learning Plan (ILP). The handbook further directs the mentors to either ask the candidate to discuss or complete the self-assessment document to help reflect on their teaching. Lastly, the handbook states that, after the initial informal observation, the candidate and mentor discuss the candidate's professional growth goals. The candidates' goals are initially connected to the CSTP but no follow up is required. Additionally, it is the goals identified around the district's "5Cs" initiative and appropriate content standards which are addressed in the mentor-candidate weekly meetings rather than the CSTP.

Professional learning opportunities for all teachers in the district are provided by the educational services division. Induction participants are also provided with professional learning opportunities at monthly program meetings. The agendas for these program meetings are developed by program leaders based on observations in ILP reflections, mentor logs, and uploaded portfolio artifacts. At times there are guest speakers, or topics such as the writing journey. Completers shared during interviews that they felt that professional learning was most meaningful when they were able to choose from a menu of opportunities while interviews with candidates found they would appreciate an opportunity to voice professional development topics they would find beneficial, and not be limited to opportunities identified by program leadership and specific to district focus alone.

Interviews confirmed that as the handbook directs, after construction of the ILP, the mentor conducts a bell-to-bell observation of a lesson related to the candidate's ILP essential question, followed by a post-observation meeting to discuss whether or not the growth goals have been met by examining the assessments collected by the candidate. Candidates reported that a discussion of the focus CSTP may or may not be a part of this discussion.

Assessment of Candidates
Candidates are summatively assessed for growth in the CSTP and completion of the program via a portfolio that must include autobiographical information, their ILP, the candidate-mentor logs, a student evidence folder, and a systems-of-support folder. A review of the portfolios showed that the candidates reflect on the lessons taught and strategies used, often describing how much they or the students enjoyed the lesson. While the ILP provides an area for candidates to articulate a connection to the CSTP, the review team could not find where an assessment of candidate progress toward mastery of the CSTP takes place. In interviews with completers and candidates, they described their involvement with the essential question, the observed lesson, and the strategies used, but did not discuss the role the CSTP played in their ILP over the two years.

Upon successful completion of the 2-year AUHSD Induction program, a candidate once again works with the district's credential analysts to file for their clear teaching credential, receiving a verification of completion certificate which is submitted to the state. The credential analysts reported they also reach out to the candidates when it is time for the processing of payment for the credential. A California professional clear credential is then issued to the candidate by the Commission.

Findings on Standards
After review of all available information including interviews with candidates, program completers, program personnel, mentors, and other stakeholders, the team determined that all program standards are **met** for the Teacher Induction Program except for the following:

<u>**Standard 3:**</u> **Designing and Implementing Individual Learning Plans within the Mentoring System** – **Met with Concerns**
During the designing of their ILP, candidates are asked to identify 1-2 elements of the CSTP to develop in a given cycle, but the team could not find evidence that during the implementation of the ILP that the identified CSTP provides the road map—the driver--for candidates' Induction work during their time in the program. Additionally, the team could find no training or guidance regarding the CSTP for the mentor providing support to candidates to use. Finally, the team could not find any CSTP-based measuring tool used by the candidates to show growth in the CSTP. Defined and measurable outcomes focus upon the success of a particular strategy rather than professional practice as it relates to the chosen CSTP element(s).

<u>**Standard 6:**</u> **Program Responsibilities for Assuring Quality of Program Services** – **Not Met**
No evidence was found of the program regularly assessing the quality of services provided by mentors to candidates. Candidate feedback is not gathered regarding mentor support or program effectiveness. Feedback to mentors on their work occurs through anecdotal means instead of uniform and systematic means.

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INSTITUTION SUMMARY
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The Anaheim Union High School District induction program is a job-embedded program that blends the district's 5 Cs of
- Collaboration
- Communication
- Critical Thinking
- Creativity, and
- Compassion and Kindness

with the California Standards for the Teaching Profession into candidates' Individualized Learning Plan. The 5C district focus is a component of the IHE Leadership Pledge, a document signed by a wide variety of industry, IHE, and school districts, outlining their commitment in

supporting district graduates to become productive citizens having a variety of life options open to them, regardless of family background.

The lines of communication both within departments and across departments are well established and the needs of the beginning teachers are a primary concern for both district administration and program leadership. Through their mentoring model, candidates routinely reflect upon their practice and student outcomes, building that into a regular part of their teaching practice. In most instances, reflection is on the 5Cs or instructional strategies with little or no mention of their growth in the CSTP.

The superintendent is leading a unique directive in AUHSD, integrating the 5Cs, the soft skills, which are necessary for college, career, and life readiness. Interviewing the Superintendent, he stated that AUHSD constantly asks their teachers to think outside the box. He sees the district as having the opportunity of leveraging COVID-19 to transform education as different learning platforms will now be commonplace. As he stated, there is no sense of "going back to the old normal, but building a new normal" and the district's current induction teachers will be the leaders of that endeavor, equipped by the district's focus and training.

The program consistently monitors candidate portfolio submissions and meets with a leadership team and a group of professional development providers to determine what candidates may need. However, there is not an institutionalized means of documenting the data or the anecdotal evidence they are analyzing or a means of gathering and sharing the evidence with the various stakeholder groups.

The mentors are a strong group who care deeply about their candidates and their students. They are committed to the 5 Cs and support their candidates in developing ILP goals and classroom instruction that incorporates them. There is no evidence, however, of on-going mentor evaluation.

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*

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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
AUHSD's induction program is a vital part of that district's support for their teachers as they have dedicated themselves to teacher growth for all their teaching staff. From the Superintendent to the first-year candidate, all stakeholders spoke of the care and attention given to candidates and completers throughout the induction program, to help them become more proficient in their craft. The focal point of all professional development, including induction, is the 5 Cs, a thread that unites veteran and new teachers. The Superintendent commented that AUHSD is equipping induction teachers to lead new endeavors in education.

In interviews with district, site and induction leadership, it was evident that the induction program has a researched based vision that supports the California state-adopted standards and frameworks and is well articulated throughout the district. Additionally, they have adopted a motto "Unlimited You" and (confirmed by interviews with higher education faculty) have pledges with local colleges and universities that provide the message to their students that this district is committed to a bright future for each of them. AUHSD actively involves leadership groups and stakeholders at the district and site levels in the coordination and decision making for the induction program, as demonstrated by their monthly and bi-weekly meetings. This meeting structure of the district professional development and induction leadership teams provides for regular collaboration with colleagues within the district, their college partners, and members of the broader educational community. AUHSD's induction program is one part of a system set to improve teaching and learning across the district.

Interviews with multiple district leaders emphasized the importance of their induction program and the priority they feel for the continuance of the program. Resources provided allow for effective operations, although they currently struggle to serve Education Specialist candidates due to the lack of mentors available. Employing district curriculum specialists, department chairs, and site-based team allows the program to provide a multi-layered system of support available to all candidates, but especially helpful for Education Specialist candidates.

The district employs, assigns and retains qualified personnel to coach candidates in their classroom instruction, confirmed through their professional development calendar, mentor hiring process, meeting logs, and candidate portfolios. Interviews with site administrators, induction personnel, and mentors, described the mentor application process and confirmed it is followed annually. All groups confirmed that the district seeks to hire mentors who are highly qualified in all aspects of teaching and leading. This is inclusive of knowledge of their subject content, the schooling context, adopted standards, and knowledge of diversity as well as the ability to be an effective mentor.

The education unit engages in a credential recommendation process that works seamlessly with their Human Resources credential analysts. The processes to identify and enroll candidates and then recommend completers, ensure that candidates have met all program and state requirements. Interviews with credential analyst, candidates, program completers and human resources department and review of the forms and processes in the Induction Handbook highlighted the strong working relationship and success of this aspect of program administration.

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
AUHSD has a well-established process for identifying all teacher candidates who are eligible for induction. The credential analysts review the program placement form for each new hire to identify the credential held and expiration date. The credential analysts confirmed they maintain a live Google sheet that lists each teacher eligible for induction and share it with induction program leadership. Due to a lack of mentors, especially in the special education department, some eligible candidates are placed on a waitlist. As described by program leadership, clear criteria for waitlist assignment is used, including expiration date of the preliminary credential and whether the teacher is on a temporary or permanent contract. A previous year in induction at another program is also honored. Candidates, mentors, site

administrators, and district administration all identified the layers of support through on-site coaches and the district coach for special education that is provided to all candidates who are on the waitlist.

Through interviews with the Assistant Superintendent and Director of Human Resources and information on the induction website (EDJOIN and Higher Ed Pledge), AUHSD actively recruits candidates from varying backgrounds. As discussed in candidate and mentor interviews, AUHSD provides the support, advice, and assistance to promote all candidates' successful entry and retention in the profession. In interviews with candidates, mentors, site, and district personnel they each discussed a "system of support that wraps around the candidate" and scaffolds the candidates for success.

The induction handbook and the induction website provide a list of all possible questions a candidate may have and the person to contact for the answer. The use of the Schoology learning management system provides the candidates, mentors, and the induction program a vehicle for completing the program requirements through an online portfolio process. Mentors and candidates receive feedback from the induction leadership on the candidates' completion of the different required components of the portfolio.

Induction leadership regularly access the candidates' portfolios and are able to leave a direct message to the candidate and mentor regarding progress towards completion of program requirements through the platform. That message is then available for any other members of the leadership team to view, thus ensuring consistent support and messaging. Program leadership described assistance provided to a specific candidate in the past who struggled in a specific area. Another teacher who was strong in that area was approached and leadership accompanied that candidate to observe the lesson. By having another person observing also, the candidate was better able to reflect upon what was observed and find ways of applying it in the classroom. This type of wrap-around support is evident throughout the program.

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**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	**Inconsistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Not Evidenced**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Not Evidenced**
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 with Concerns

Summary of information applicable to the standard
The AUHSD induction program has a well-planned sequence of coursework, as identified in their progress-monitoring checklist. Beginning with an initial classroom observation, candidates select one or more of the 5 Cs and develop an ILP goal. The ILP goal and selected 5 Cs are then augmented by the selection of a related CSTP. Candidates provide a collection of student

evidence that supports their identified goal. All of their coursework is stored in a portfolio on the Schoology learning management system, available to their mentor and program leadership.

AUHSD district initiatives, including the 5Cs and use of Universal Design for Learning (UDL) strategies, are embedded into the candidates ILP and are expected to be a component of classroom instruction and reflections on the ILP. While this provides ongoing, continuous guidance to the candidates on their professional practice, it fails to embrace their practice regarding the CSTP growth over time.

AUHSD's induction program ensures candidates experience a variety of teaching strategies and student groups beyond those in their classrooms. Candidates select an English Learner student and a Special Education student from their class load to monitor specifically. This monitoring helps candidates analyze the effectiveness of their teaching for those student groups.

The evaluation of classroom practice is a seamless process that includes the candidate and the mentor. Through the Schoology platform, program leadership monitors ILP reflections and mentor-candidate meeting logs. These two pieces provide a clear view of the progress of teaching and learning in the candidates' classroom. However, no evidence is required showing that the candidate demonstrates growth or reflects upon their professional practice in the CSTP, as required by this standard.

Mentors are selected through a rigorous application process that includes an application, resume, and three letters of recommendation. Input from the site administrator is a key component. Many of the mentors are also either curriculum coaches or site 5C coaches, and are able to provide both effective and knowledgeable support to candidates. All mentors meet the district and standard requirements. However, a small number of mentors with a general education credential are mentoring education specialist candidates. This is due to a limited number of education specialist mentors in the district.

Mentors are provided an initial orientation training before the start of school each year. They then meet for 30 minutes each month either before or after a mentor-candidate professional development session. However, the site visit team was unable to locate either initial or on-going training for mentors in respect to the use of the CSTP. Additionally, a system of feedback, evaluation and recognition was not evident.

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.	**Not Evidenced**

Common Standard 4: Continuous Improvement	Team Finding
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Not Evidenced**
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.	**Not Evidenced**
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.	**Not Evidenced**

Finding on Common Standard 4: Not Met

Summary of information applicable to the standard

While the candidate portfolios display reflection and descriptions of the impact of their teaching on student achievement, there is no formalized mechanism for the program to evaluate program effectiveness. Two surveys from candidates were located, but there was no evidence of the survey results being reviewed, analyzed or used for program changes. Candidates and mentors participate in professional development that reinforces district initiatives and apply that to their classroom instruction, but no evaluations of those sessions were evident and no minutes of discussion for possible professional development need were available. As a result, a continuous improvement process could not be identified.

The AUHSD induction program has a process for gathering anecdotal information to guide the evaluation and improvement process for the candidates. Program leadership described how they look at candidate portfolios to identify need, advise the candidate and the mentor of any pertinent information, and share with the professional development team any needs that may result in developing a professional development session. Both program leadership and the professional development team identified this as an informal conversation and that it is neither documented nor formalized.

While the AUHSD induction program verbally communicates with each other and with other district departments, reflecting upon candidate and mentor need on a continual basis, there is no evidence of a means of systematically collecting, analyzing, or using candidate and completer data.

The AUHSD induction program informally gathers data from candidates and mentors. That data is from a variety of sources, including evidence in candidate portfolios (including ILP reflections,

mentor-candidate meeting logs, and student evidence) and informal conversation with mentors and site administrators. Evidence of formalizing these into a written format was not evident.

Rationale for the Finding
The team was unable to find evidence of a comprehensive continuous improvement process that helps to determine the effectiveness of the program and unit, or any regular and systemic collection of input from multiple sources of data. Additionally, there was no evidence that the program regularly and systematically collects input from their variety of stakeholders regarding ways to improve the program and its services. Since no data could be found, it was impossible to locate any program modifications that could be linked to gathered data.

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.	**Inconsistently**
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.
Through the candidates' interviews and the review of their portfolios, ILP, lesson plans, reflections, and candidate/mentor logs, AUHSD ensures that candidates are prepared to serve as professional school personnel, to know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. As noted in Common Standard 3, with the district focus on the 5Cs overshadowing the CSTP, the team could find no evidence that the candidates were assess on the Commission-adopted competency requirements, namely the CSTP.

However, ample evidence of student learning and the positive impact of the induction candidates on teaching and learning is present in the candidates' portfolios. The portfolios, which contain video-taped lessons, students' work, and lesson plans all substantiate that the induction program is having a positive impact on candidate learning and competence and, on the teaching and learning of students in AUHSD. Principals confirmed the growth they saw in both the induction teachers and their mentors. As stated by the district Chief Academic Officer,

"We have amazing teachers; with leaders who have the skill set and the respect to lead our teachers. That type of team…leads our teachers and gives us the best student outcomes."