

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

Los Angeles Unified School District

Professional Services Division

March 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Los Angeles Unified School District**. The team report presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject Intern	6	6		
Preliminary Single Subject Intern	6	6		
Preliminary Education Specialist – Mild to Moderate Disabilities - Intern	22	22		
Preliminary Education Specialist – Moderate to Severe Disabilities - Intern	24	24		
Preliminary Education Specialist – Early Childhood Special Education – Intern	26	26		
Teacher Induction	6	6		
Education Specialist: Autism Spectrum Disorder	3	3		
Education Specialist: Early Childhood Special Education	4	4		

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Bilingual Authorization	6	6		
Reading and Literacy Added Authorization	5	5		
Clear Administrative Services Credential	5	5		

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: Los Angeles Unified School District

Dates of Visit: January 24-27, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: February 27, 2012	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, intern teachers, employers and mentors. The team obtained sufficient and consistent information that led to a high degree of confidence in making institutional 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 a review of all relevant preconditions for this institution, all preconditions have been found to be aligned for the Los Angeles Unified School District.

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with administrators, faculty, candidates, graduates, intern teachers, employers and mentors, the team determined that all program standards for all programs offered by the Los Angeles Unified School District are **met**.

Common Standards

After a review of the institutional report, supporting documentation, completion of interviews with administrators, faculty, candidates, graduates, intern teachers, employers and mentors,

the team determined that all Common Standards are **met** for the Los Angeles Unified School District.

Overall Recommendation

Based on the team finding that all standards for each credential program were met and that all Common Standards were met, the team recommends Accreditation.

In addition, staff recommends:

- The institution's response to the preconditions be accepted.
- Los Angeles Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Los Angeles 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 the Accreditation recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactory completion of all requirements.

Preliminary Multiple Subject Intern

Preliminary Single Subject Intern

Education Specialist – Mild to Moderate Disabilities Intern

Education Specialist – Moderate to Severe Disabilities Intern

Education Specialist – Early Childhood Special Education Intern

Added Authorizations Education Specialist: Autism Spectrum Disorder, Early Childhood Special Education

Bilingual Authorization

Reading and Literacy Added Authorization (started March 2020)

Teacher Induction

Preliminary Administrative Services (approved October 2020)

Clear Administrative Services Intern

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	275
Completers	136
Site Administrators	42
Institutional Administration	26
Portfolio Lead Mentors	43
Faculty	56
TPA Coordinator	1
Mentors/Coaches	68
Advisory Board Members	43
Credential Analysts and Staff	8
TOTAL	698

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 Los Angeles Unified School District serves 28 cities and is the nation's second largest school district. There are a total of 1,413 schools with 300 magnet programs available for K-12 students. For the 2020-21 academic year, LAUSD is serving an estimated 652,648 students. Dual language programs are offered in Arabic, Armenian, French, Korean, Mandarin and Spanish. Additional instruction is also offered in American Sign Language, Italian, Japanese, Latin, and Russian. The district employs a total of 75,674 individuals, 25,088 of which are teachers, making LAUSD the second largest employer in the county.

In total, 103 languages are spoken in Los Angeles Unified schools. Of the 650,000 plus students 92,848 students are learning to speak English proficiently. The primary languages for English Learners are Spanish (91% of English Learners) and Armenian (1.42%), Russian, Korean, Arabic, Farsi, Vietnamese, K'iche' (a Mayan language of Guatemala), Bengali, Cantonese, and other languages each account for less than 1% of the total.

The ethnic/cultural breakdown of students within the district is as follows: Latinos represent 74.1% of the district's population, followed by White at 10.3%; African American at 7.7%; Asian at 3.6%; Filipino at 1.9%; American Indian or Alaskan Native, Native Hawaiian or Pacific Islander account for less than 1%, and the remaining .4% are unreported.

Education Unit

The Los Angeles Unified School District Intern, Credentialing and Added Authorization Program (iCAAP) has prepared educators to provide effective instruction to students in large urban settings. Through Senate Bill (SB) 813, LAUSD initiated its credentialing program in 1984 to address the chronic shortage of teachers and to diversify the existing teacher workforce. From 1984 until the 2002-2003 school year, iCAAP, formerly the District Intern Program, was a two-year teaching preparation program. In 2003-04, the program became a tuition free, three-year teacher preparation and induction program. More than 13,000 teachers have earned their teaching credential through LAUSD since 1984 and diversifying the teacher workforce continues to be a major focus of the program.

All educator preparation programs are offered based upon the hiring needs of the district and as the teacher preparation and induction programs has continued to grow, LAUSD has expanded its educator preparation offerings. Currently, the iCAAP consists of seven preliminary credential programs: Education Specialist Instruction Credential: Mild to Moderate Disabilities; Education Specialist Instruction Credential: Moderate to Severe Disabilities; Education Specialist Instruction Credential: Early Childhood Special Education; Single Subject Teaching Credential: Biology, Chemistry, Physics, Mathematics, and English; and Multiple Subject Teaching Credential. Additionally, the iCAAP has four added authorization programs for credentialed teachers in the following areas: Autism Spectrum Disorder; Early Childhood Special Education; Bilingual Added Authorization (Spanish, Korean, Mandarin, French); and Reading and Literacy.

LAUSD also offers the following programs: Teacher Induction, Preliminary Administrative Services, and Clear Administrative Services. Overall, the education unit offers eight preliminary

programs, two clear programs, and four added authorizations; all of which serve 2,273 candidates across its programs. There were approximately 851 completers across all programs in the 2018-19 academic year.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Multiple Subject Intern	25	65
Single Subject Intern	19	72
Bilingual Authorization	28	Begins in Feb. 2021
Reading & Literacy Added Authorization	0	50
Education Specialist: Mild to Moderate Intern	60	222
Education Specialist: Moderate to Severe Intern	23	59
Education Specialist: Early Childhood Special Education Intern	16	45
Autism Spectrum Disorder AA	24	Began in January 2021
Early Childhood Special Education AA	19	Begins in February 2021
Teacher Induction	476	1742
Administrative Services Clear	60	63

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via Zoom technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple and Single Subject Intern

Program Design

Los Angeles Unified School District's (LAUSD) Intern, Credentialing, Added Authorization Program (iCAAP) offers both multiple and single subject teaching credential programs with a goal of preparing educators to provide effective instruction to all students in a large urban setting. Both the multiple and single subject programs are intern-only options and participants in the program must teach in LAUSD. The iCAAP program began in 1984 to fulfill the growing need for teachers in LAUSD. It is a cohort model and LAUSD runs 1 or 2 cohorts per credential program per year depending on staffing needs of the district. This specialized program focuses on meeting the diverse needs of LAUSD students and familiarizes candidates with LAUSD's vision, mission, policies, and initiatives as well as instructional pedagogy.

Full time instructional faculty, referred to as teacher advisers are responsible for writing the courses and providing supporting materials to ensure content consistency. The program also employs full time LAUSD employed teachers to teach courses as part-time instructional faculty (IF). Prior to teaching a course, these part-time instructional faculty meet with teacher advisers to discuss curriculum, course assignments and assessments. During interviews, instructional faculty shared that they meet once a week with teacher advisers and collaborate with other faculty who teach the same courses. In addition to instructional faculty, the program also has instructional faculty lead mentors (IFLM), referred to as mentors who are also full time LAUSD teachers. Each program candidate is assigned a like-credentialed mentor to support them throughout the program. Mentors participate in an initial orientation and attend monthly meetings for continuing education on iCAAP identified coaching strategies.

iCAAP works closely with LAUSD's Human Resource department. The entities meet monthly to discuss which programs will be offered and the number of teacher openings needing to be filled. iCAAP staff will also attend teacher recruitment events.

Over the last couple of years, iCAAP has strengthened its clinical practice by developing a portfolio practicum in which candidates meet with their lead mentor for a minimum of eight hours per month. During the practicum development process, the focus was on designing a technology-based strong coaching model that offered peer support and professional development opportunities for all candidates. The success of this program was evidenced through interviews with current interns as well as completers who stated that mentors created a safe space for them to receive timely and supportive feedback and were always available to answer questions.

Program stakeholder data is collected through a variety of surveys including end of course data from candidates and instructors, interdepartmental meetings to review collected data, and administrative meetings to discuss goals.

Course of Study (Curriculum and Field Experience)

To be admitted to the credential program, candidates must be hired as a teacher by LAUSD. Once admitted, iCAAP interns begin with a 160-hour pre-service orientation which is completed in four weeks over the summer prior to the start of the academic year. Topics covered in the pre-service orientation include teaching English learners, reading and literacy, special education, and classroom organization and management. Candidates are placed in a cohort of like-credentialed peers which is led by a mentor who guides and supports the cohort through the program. In interviews, candidates stated that the pre-service orientation helped them prepare for the first few weeks of school with lessons and classroom organization.

Candidates continue through courses in the program which integrate all the Teacher Performance Expectations (TPE). In interviews, instructional faculty stated that the TPEs form the objectives of class meetings. Faculty model what the TPE looks like in practice so candidates can apply it in their own classroom. A review of course syllabi and interviews with instructional faculty confirm that current educational theory and research are also embedded throughout the program through readings and assignments. Courses provide a strong focus on English language learners, as well as prepare candidates to teach literacy, work with students with special needs, and practice strong classroom management. Coursework provides candidates with multiple tasks which demonstrate their understanding and application of the TPEs. Instructional faculty explained that at the beginning of each class session candidates are asked to reflect on one of the TPEs and how they address it in the classroom. Coaching conversations between mentors and candidates focus on growth and target areas of need within the TPEs.

The program also emphasizes LAUSD specific initiatives and policies. The uniqueness of this program being specific to LAUSD allows candidates to focus on the needs of the student demographics in the district. The courses are 4-weeks long and the program is designed to be completed in two years.

Assessment of Candidates

Candidates are assessed in multiple ways throughout the program. Faculty use graded assignments as well as formal and informal assessments in each course. Assignment and assessment results are communicated within Livetext where all grades and feedback are posted. The program promotes mastery learning which means that candidates may resubmit assignments until mastery is attained. Current candidates stated that instructional faculty provide thoughtful and timely feedback on all assignments through Livetext.

In both the multiple and single subject programs, candidates participate in portfolio practicum (Year 1) and portfolio practicum (Year 2). Throughout these year-long practicums, candidates meet with their lead mentor for a minimum of eight hours per month. Those eight hours consist of 2 three-hour cohort meetings and two hours spent in smaller groups or one-on-one meetings with the mentor. However, most candidates stated that they meet with their mentor for far

more than eight hours. Candidates are required to submit two teaching videos with reflections per month. One video is reviewed by peers in the cohort and the other is reviewed by the cohort mentor. The mentor and candidate meet to discuss strengths and areas for growth based on the video. Candidates also meet with their school site administrators and their mentor in triad meetings 2-3 times per year to determine strengths and weaknesses and develop goals that are aligned with school site initiatives.

Candidates in the multiple and single subject programs must pass the California Teaching Performance Assessment (CalTPA) exam. They attend a CalTPA workshop in which the assessment is explained, and the TPA rubrics are addressed. The portfolio practicum sessions also serve to support candidates with the CalTPA assessments. Interviews with candidates and program completers confirmed that coursework helped them prepare for CalTPA.

During year two of the practicum, candidates work on their Individual Development Plan (IDP). Within the IDP are two inquiry cycles where candidates choose a goal aligned with the TPEs, develop a plan to attain that goal, collect, and analyze data, and then reflect on how that data will inform their instruction. This document moves with candidates to their induction program. Interviews with program completers confirmed that the IDP carried over to induction. At the end of the program candidates participate in an exit interview with 2-3 educational professionals where they integrate the IDP as they present what they have learned from the program and demonstrate their growth as an educator. This is the final step before applying for their preliminary credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, instructional faculty, teacher advisors, and lead mentors, the team determined that all program standards are **met** for the Preliminary Multiple and Single Subject Intern Credential Program.

Bilingual Added Authorization

Program Design

Los Angeles Unified School District's (LAUSD) Intern, Credentialing, Added Authorization Program (iCAAP) offers a Bilingual Added Authorization (BLAA) which prepares teachers for an additional credential endorsement which authorizes them to teach in a bilingual setting. Participants in the program must hold a valid teaching credential and be a teacher of record serving in a dual-language setting. This 16-week program was initiated to address the needs of bilingual students and the growth of dual-language programs within LAUSD and is offered in Spanish, French, Mandarin, and Korean. According to program leaders, and confirmed by a review of syllabi, the BLAA program is grounded in research on bilingual methodology and culture. Candidates move through the BLAA courses in a cohort model consisting of candidates working on the same target language credential. This design helps build cultural knowledge and academic language proficiency in the target language.

Full time instructional faculty, referred to as teacher advisers are responsible for writing the courses and providing supporting materials to ensure content consistency. The program also

employs full time LAUSD employed teachers to teach courses as part-time instructional faculty (IF). These teachers are required to be BCLAD certified in one of the target languages. Prior to teaching a course, these part-time instructional faculty meet with teacher advisers to discuss curriculum, course assignments and assessments. During interviews, instructional faculty shared that they meet once a week with teacher advisers and collaborate with other faculty who teach the same courses.

Course of Study (Curriculum and Field Experience)

To be admitted to the BLAA program, candidates must have passed the CSET World Languages Subtest III in a target language. Once admitted, all candidates take a course titled The Context, Curriculum and Methods for Bilingual Education (BA 803.2) which is broken up into three sub-modules. This course focuses on the history of bilingual education and bilingual methodologies. Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. A review of syllabi and interviews with program completers confirm that candidates work closely with course instructors to plan, develop, implement, and assess standards-aligned content instruction in both the primary and target languages. All courses implement a 50/50 model, meaning half of the class sessions are taught in English and half of the class sessions are taught in the target language. Interviews with instructional faculty confirm that reading, writing, listening, and speaking skills in the target language are developed through book club discussions and writing, journal reflections, and flip grid videos. Interviews with program leaders confirm that they strongly believe literacy development in both languages is critical and make this a priority in the program.

Spanish language candidates continue to Social, Historical, and Cultural Influences on Latino/a Students in Education (BA 803.3). In this course, candidates learn about the traditions, roles, status, and communication patterns of the target culture as experienced in the country or countries of origin. Program completers stated that this culture-based class helped them establish a connection with students because it validated the students' culture. One completer added, "you keep it in mind when you plan instruction; you connect more with families and the community; and it lowers their affective filter." Candidates pursuing Korean, French, or Mandarin authorizations do not take this course but instead, must pass the CSET subtest V (Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts) in the culture/language of study. Leadership stated that the BA 803.3 course will be developed in other target languages as the need for each grows.

Interviews with program leads, BLAA candidates, and a review of the syllabi confirm that the BLAA program courses spiral the BLAA standards throughout the program as the standards are introduced and then practiced and assessed multiple times.

BLAA program standards do not require fieldwork, however, program leaders have included a fieldwork component to ensure effective dual-language instruction. Candidates are teachers of record in their own dual-language setting and have multiple opportunities to reflect on their own teaching. Candidates stated that one common avenue of reflection was to video record lessons, write reflections, and then review them with course instructors.

Assessment of Candidates

BLAA candidates are continuously assessed through course projects evaluated with rubrics. Because the program promotes mastery learning, candidates are permitted to resubmit assignments until mastery is achieved. All assignments' grades are available in Livetext. Candidates' language skill mastery is determined by passing the World Language CSET Subtest III in the language of study. Interviews with BLAA candidates and instructional faculty confirm that reading, writing, listening, and speaking skills in the target language are continually assessed during course sessions and through assignments such as journals, book club discussions and flip grid videos.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, instructional faculty, and program leads, the team determined that all program standards are **met** for the Bilingual Added Authorization Program.

Reading and Literacy Added Authorization

Program Design

Los Angeles Unified School District's (LAUSD) Intern, Credentialing, Added Authorization Program (iCAAP) offers a Reading and Literacy Added Authorization (RLAA) which prepares teachers to assess, instruct, and provide intervention using research-based, effective reading instruction and literacy skills. Participants in the program must hold a clear multiple subject, single subject, or education specialist teaching credential and have completed a minimum of five years of teaching. The RLAA program began in March 2020 and was developed to prepare teachers to become literacy skills acquisition experts to help close the reading gap among students in LAUSD. Program leaders shared that the goal is to have a literacy skills acquisition expert at every school in LAUSD.

Full time instructional faculty, referred to as teacher advisers are responsible for writing the courses and providing supporting materials to ensure content consistency. The program also employs full time LAUSD employed teachers to teach courses as part-time instructional faculty (IF). These teachers are required to hold a reading and literacy credential. Program leads stated that a strength of the program is the quality of instructional faculty who are highly trained experts in the field of literacy; many of whom possess multiple certifications in reading instructional methods, such as Orton Gillingham's dyslexia certification. Prior to teaching a course, these part-time instructional faculty meet with teacher advisers to discuss curriculum, course assignments and assessments. Being that this is a new program, instructional facilitators explained that they often meet with one another to discuss course assignments and are in frequent communication with the program lead to suggest changes and improvements.

The RLAA program offers multiple opportunities for candidates to learn and demonstrate their ability to plan, organize, and provide literacy instruction to LAUSD's diverse learners. A review of course syllabi and interviews with instructional faculty and reading candidates confirm that the program is grounded in relevant research, theory, and practice of reading and literacy.

Candidates are supported throughout the program by mentors, referred to as practicum supervisors as well as instructional faculty. Each candidate is assigned a practicum supervisor based on common credential and grade level.

The RLAA program is designed with five 8-week courses followed by a 12-week practicum (fieldwork). This design allows the program to be completed in one year.

Course of Study

The program closely aligns with the reading and literacy program standards with an end goal of candidates using pedagogical expertise to maximize literacy development for all students. The RLAA program prepares candidates to recognize the characteristics of students with reading disabilities, understand the nature of dyslexia, and address other diverse reading needs. It also prepares candidates to interpret various classroom assessments, including formative, summative, and on-going measures to align with effective research-based instruction.

According to course syllabi and interviews with reading candidates and instructional faculty, the Culture of Literacy course (ED 804.5) prepares candidates with an in-depth knowledge of how to define, promote, and assess an effective culture of literacy at the classroom, school, district, and community levels. Candidates take an active role in improving the culture of literacy at their school site or in their local community.

Multiple courses allow candidates to practice their ability to assess, plan and teach all students in literacy. Candidates administer a variety of reading assessments, analyze results, and plan lessons to support literacy development according to their findings. These courses lead to the reading practicum which is the culminating course in the RLAA program. In the practicum course, candidates participate in at least 45 hours of documented fieldwork in a selected educational environment that provides them with the opportunity to deliver balanced, comprehensive, and reflective reading and language arts instruction. RLAA candidates are required to deliver assessment-based, comprehensive reading intervention strategies for individual and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy. Candidates meet with their practicum supervisors to help develop the best plan and strategies for identified students. Candidates shared that in addition to scheduled meetings, they can reach out to their supervisors at any time and supervisors provide a plethora of resources to use during the practicum. While candidates can often work with one grade level group as part of their assigned classroom setting, many candidates mentioned that they work with individuals or small groups at other grade levels before or after school and on the weekends.

Assessment of Candidates

RLAA candidates have multiple opportunities throughout the program to demonstrate their knowledge of reading and literacy instruction. All assignments are assessed with rubrics located in Livetext and students must score a 3 or higher on each assignment. Because the program promotes mastery learning, candidates are permitted to resubmit assignments until a 3 or higher is achieved. Candidates stated that they reflect on research, complete group presentations, write lesson plans, video record lessons, and reflect on their teaching. Practicum

supervisors and instructional faculty explained that the use of video recording is instrumental in supporting candidates by providing numerous opportunities for them to reflect on their practice as well as an opportunity for the supervisors to provide specific feedback to the candidate. Video recordings are assessed based on rubrics that are linked to the RLAA standards.

As a culminating assessment, candidates prepare a case-study project which includes summary findings from field work such as intervention sessions with students, assessment data analysis, recommendations for future work with focus students during reading intervention sessions, as well as challenges and opportunities to learn. Candidates present this case study to peers and instructors for feedback.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, instructional facilitators, practicum supervisors, and program leads, the team determined that all program standards are **met** for the Reading and Literacy Added Authorization Program.

Preliminary Education Specialist Mild to Moderate Disabilities; Moderate to Severe Disabilities; and Early Childhood Special Education

Program Design

The Los Angeles Unified School District's (LAUSD) Intern, Credentialing, and Added Authorization Program (iCAAP) offers a Preliminary Education Specialist Mild to Moderate Disabilities (MMD), Moderate to Severe Disabilities (MSD), and Early Childhood Special Education (ECSE), Intern Credential programs. The LAUSD program began in 1984 with General Education credentials, added the ECSE program in 2018 and the MMD and MSD programs in 2002-2003. The programs were initially created to address local teacher shortages.

In all three programs, candidates are hired within the district as interns in their chosen area. The programs share a sound theoretical base, which grounds each in supporting all interns through mentoring and coursework. The programs' philosophy states that they are committed to both supporting candidates as they gain mastery of content and strategies and to developing student-centered educators who support & promote equity and access for all students.

Candidates progress through the education specialist programs as a cohort and build strong relationships with their peers, which are often maintained after program completion. Candidates from all three programs complete core courses with their credential area cohort and then branch to focus areas on the end of the course of study. Program faculty, instructional leads, and mentors are in regular contact with candidates and continuously support their progress and growth. The intern program spans two years of full-time contracted employment with LAUSD.

According to program documentation and interviews, coursework is tied to fieldwork through assignments and intern positions within the district where candidates are required to develop lesson plans, behavior intervention plans, transition support documents, and other classroom relevant materials. Candidates collaborate with instructional faculty and mentors on these assignments as needed.

The Intern, Credentialing, and Added Authorization Program (iCAAP)'s leadership consists of nine full time staff, three of which are dedicated to the Education Specialist programs. A specialist and the program leads report to the Administrative Coordinator. The program is a collaborative environment where all staff including advisors, instructional faculty, and lead mentors work together to support the programs and candidates.

Full time instructional faculty, referred to as teacher advisers are responsible for writing the course syllabi and providing supporting materials to ensure content consistency across sections. The program also employs part time Instructional Faculty to teach courses. All part-time Instructional Faculty (IF) are required to attend a staff led cadre meeting prior to teaching any course. This meeting is to discuss curriculum, assignments, and rubrics. After the conclusion of each course, Instructional Faculty meet to discuss the successes and challenges encountered in each section. Additionally, communication occurs through in-person dialog, regularly scheduled staff meetings, monthly cadre meetings, and, if needed, one-on-one meetings to address individual concerns (by webchat, email and/or telephone conversations. In some cases, additional communications occur through in-person meetings and conversations with Human Resources (HR). The HR Specialist, who is dedicated to iCAAP, on-boards all education specialist interns and monitors, in collaboration with the program, the credential recommendation requirements.

Course of Study

The Education Specialist programs begin with a Pre-service Orientation, which provides interns with the foundation for the two-year intern program. The Pre-Service Orientation, a total of 160 hours and offered in the summer, is broken into four modules spread across 4 weeks. The four modules include: Special Education Module, Teaching English Learners Module, Reading and Literacy Module or for ECSE, Infant and Toddler Development Module, and Classroom Organization and Management Module or for ECSE. Establishing Developmentally Appropriate Learning Environment in Early Childhood. The MMD/MSD programs share a common trunk of coursework and then branch to focus areas at the end of the course of study.

The Special Education Module ensures that all interns are aware of the regulations and laws that affect the Education Specialist Credential(s). The modules introduce interns to 30 of the MMD standards, 34 elements/strands of the MSD standards, and 22 of the ECSE program standards. After successful completion of Pre-service Orientation, the Education Specialist MMD, MSD, and ECSE programs begin with a focus on English learners, one of the first courses candidates complete prior to entering a classroom is Methods of Teaching English Language Learners. As LAUSD has 123,579 students who speak English as a second language, addressing English learners is seen by each program as a priority.

All three programs require a Portfolio Practicum, which places interns into smaller like-credentialed cohorts led by faculty lead mentors, who provide coaching support through bi-monthly group meetings. These meetings are meant to engage interns in coaching conversations with feedback and support provided by both peers and mentors.

MMD, MSD, and ECSE iCAAP interns have one field placement, which is in the contracted placement within the district. ECSE interns are contracted by the district for teaching ages 3-5 with additional fieldwork required for ages 0-3. This second fieldwork assignment, or placement for ECSE candidates is completed during the summer or other unassigned duty days.

Program input and feedback occurs through various methods which include program candidate course surveys; instructional faculty surveys; debriefs upon course conclusions; Commission on Teacher Credentialing end of program surveys; interdepartmental partnership meetings that include data collection, administrator input, and Instructional Faculty Lead Mentors input; and intern meetings to discuss developmental goals, and daily/weekly/monthly feedback. The information is reviewed and discussed by both staff and instructional faculty with results assisting in program improvements, adjustments in course syllabi, and overall effectiveness in the program.

Interviews with current candidates and completers of all three programs confirmed the structure of the programs, course outcomes, required standards/expectations, course content, reflection, and knowledge of the standards. Completers reported positive experiences with the portfolio and exit interview process.

Interviews with faculty, lead instructors, instructors, lead mentors, and mentors confirmed program and course structure/requirements, course requirements/expectations, course outcomes, course content, fieldwork requirements/expectations, portfolio, mentoring, coaching, and the portfolio and exit interview process.

Assessment of Candidates

Candidates in the MMD, MSD, and ECSE intern programs are assessed continuously through course projects that are evaluated against rubrics, scored 1-4. Candidates have access to all assignment rubrics and expectations. To master learning and complete the program, candidates must earn a rubric score of 3 or 4 on each assignment, lower scores result in resubmission of assignments.

At the end of the program, interns from all three programs are required to participate in an Exit Interview, which is a component of the Portfolio Practicum. At the interview, interns share evidence-based progress throughout their program and their Individual Development Plan (IDP).

Interns are evaluated annually using the Educator Development and Support Teachers (EDST) process. Interns must receive a satisfactory rating to remain in the credential program and to be recommended for a Preliminary Intern Credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, lead instructors, instructors, lead mentors, mentors, the team determined that all program standards are **met** for the Education Specialist: Mild to Moderate Disabilities Intern, Moderate to Severe Disabilities Intern, and Early Childhood Special Education Intern Credential Programs.

Added Authorization: Autism Spectrum Disorders (ASDAA)

Program Design

The Los Angeles Unified School District's (LAUSD) Intern, Credentialing, and Added Authorization Program (iCAAP) offers Autism Spectrum Disorder Added Authorization (ASD-AA) program which is designed to provide the foundation for understanding the full range of autism spectrum disorders. The program has a sound theoretical base which grounds it in supporting all interns through mentoring and a cohort model which creates a peer support system. The programs' philosophy states that they are committed to both supporting candidates as they gain mastery of content and strategies and to developing student-centered educators who support and promote equity and access for all students.

Course of Study

The ASD-AA program is comprised of two courses totaling 21 sessions. The two courses are 1) Understanding the Full Range of Autism Spectrum Disorder (ASDAA 801.1) and 2) Utilizing Evidence Based Practices for Students on the Autism Spectrum (ASDAA 801.2).

The first course (ASDAA 801.1) stresses knowledge of cognition and neurology, core challenges associated with language and communication, social skills, behavior and processing, and the implications for program planning and service delivery. The course requires candidates to study and practice implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization. This course consists of 8 sessions which are three hours each and includes a video component.

The second course (ASDAA 801.2) focuses on program planning, service delivery, interacting with families, and collaborating as a member of a multidisciplinary team with all service providers. This course consists of 6 sessions which are three hours each.

The ASD-AA program courses emphasize the standards by first introducing each standard where appropriate and then practicing and assessing mastery throughout course sessions.

Interviews with candidates and completers of the Autism Spectrum Disorders Added Authorization program confirmed the structure of the program, course outcomes, and required standards/expectations. They described course content as relevant to their work. Completers reported faculty were knowledgeable, supportive, and provided relevant strategies for all ages and grade levels.

Interviews with faculty confirmed program and course structure, course requirements/expectations, course outcomes, and course content. Faculty described individual assignments to meet the standards, as well as accommodations, strategies, importance of knowing the team, collecting evidence, and items related to the added authorization and fieldwork.

Candidates enrolled in the Autism Spectrum Disorders Added Authorization program completed the two courses identified above. This program does not contain a required fieldwork component. LAUSD reported that ASD-AA candidates are credentialed education specialist teachers who are teachers of record in a special education setting and have opportunities to share, dialogue, and ask questions throughout the program and coursework. LAUSD reported that each course session had dedicated time for discussions about classroom management and supports for students with Autism and English Learners.

According to interviews and documentation, program input and feedback occurs through various surveys. This includes program candidate course surveys, instructional faculty surveys, as well as debriefs upon course conclusions, and daily/weekly/monthly feedback through dialogue and email communications from both candidates and instructional faculty. Feedback is reviewed and discussed by both staff and instructional faculty with results assisting in program improvements, adjustments in course syllabi, and overall effectiveness in the program.

In the past two years, program modifications, based on candidate and stakeholder feedback, included weekly support sessions to focus on the Individualized Education Program (IEP) and Behavior Support. These voluntary additional sessions are facilitated by experts in behavior and IEP development for students with disabilities.

Assessment of Candidates

Candidates in the ASD-AA program are assessed continuously through course projects that are assessed against rubrics, scored 1-4. Candidates have access to all assignment rubrics and expectations. To master learning and complete the program, candidates must earn a rubric score of 3 or 4 on each assignment, lower scores result in resubmission of assignments until the passing score is achieved. Candidates are informed of program requirements, class attendance, grades, and evaluations on the program standards.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Special Education Added Authorization in Autism Spectrum Disorder.

Added Authorization: Early Childhood Special Education (ECSE)

Program Design

The Los Angeles Unified School District's (LAUSD) Intern, Credentialing, and Added Authorization Program (iCAAP) offers The Early Childhood Special Education Added Authorization (ECSEAA) program which provides the foundation for understanding the full

range of young children with disabilities. The program has a sound theoretical base which grounds it in supporting all interns through mentoring and a cohort model which creates a peer support system.

Course of Study

The ECSE-AA program is comprised of three courses that total to 35 sessions which cover developmentally appropriate practices supporting all ECSE-AA Standards. The three courses are: Characteristics of Infants, Toddlers, and Young Children with Disabilities and the Role of Families in Early Childhood Special Education (ECSEAA 802.1); Assessment in Early Childhood Special Education (ECSEAA 802.1); and Observation and Field Experience in Early Childhood Special Education Programs (ECSEAA 802.3). The ECSE-AA program courses emphasize the standards by first introducing each standard where appropriate and then practicing and assessing mastery throughout course sessions.

The first course in the sequence develops knowledge of child development from birth through Kindergarten. Candidates engage in a group project, reflection on developmentally appropriate practices and learn about critical early childhood theorists. This course also explores how to develop relationships with families and involve and support them in an early childhood special education program. (ECSEAA 802.1). This course consists of 8 sessions which are 3 hours each. The second course in the sequence focuses on assessment in early childhood special education settings as well as using assessment to drive developmentally appropriate instruction (ECSEAA 802.2). This course consists of 8 sessions which are 3 hours each.

The third course in the sequence is fieldwork observation, which is completed in the Extended School Year (ESY). It is heavily based on reflection of participants' fieldwork experiences and putting theory into practice (ECSEAA 802.3). Candidates are placed for twenty days in fieldwork sites.

ECSE-AA candidates are credentialed education specialist teachers who are the teacher of record in individual classrooms. Candidates attend this program to expand their knowledge to include working with children, ages 0-5.

Interviews with current candidates and completers of the Early Childhood Special Education Added Authorization program confirmed the structure of the program, course outcomes, required standards/expectations, course content that was relevant to their work, knowledge of the standards, and fieldwork placements/experiences.

Interviews with faculty, instructors, and mentors confirmed the program and course structure, course requirements/expectations, course outcomes, course content, and fieldwork requirements. The faculty spoke of community partnerships and collaborations in the area, the importance of fieldwork/experiences, and items related to the added authorization.

Program input and feedback occurs through various surveys. This includes program candidate course surveys which include open ended questions, instructional faculty surveys, debriefs

upon course conclusions, and daily/weekly/monthly feedback through dialogue and email communications (with both candidates and instructional faculty). The input and feedback are reviewed and discussed by both staff and instructional faculty with results assisting in program improvements, adjustments in course syllabi, and overall effectiveness in the program.

In the past two years, program modifications, based on candidate and stakeholder feedback, included weekly support sessions to focus on the Individualized Education Program (IEP) support and Behavior Support. These voluntary additional sessions are facilitated by experts in behavior and Special Education IEP development for students with disabilities.

Assessment of Candidates

Candidates in the ECSE-AA program are assessed continuously through course projects that are graded based on rubrics scored 1-4. Candidates in the ECSE-AA program have access to all assignment rubrics and expectations. To master learning and complete the program, candidates must earn a rubric score of 3 or 4, lower scores result in resubmission of assignments until the passing score is achieved. Candidates are informed of program requirements, class attendance, grading, and evaluations on the program standards.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Special Education Added Authorization in Early Childhood Special Education.

Teacher Induction Program

Program Design

The Los Angeles Unified School District's (LAUSD) Intern, Credentialing, and Added Authorization Program (iCAAP) offers a Teacher Induction Program that employs two pathways:

- 1) Beginning Teacher Growth and Development Induction (BTGDI). This program primarily serves General Education Teachers. BTGDI grew out of a full release program and was developed in collaboration with the New Teacher Center (a non-profit consulting agency).
- 2) Intern, Credentialing, and Added Authorization Program (iCAAP) Teacher Induction. This program primarily serves Education Specialist Teachers. iCAAP Teacher Induction grew out of a need to address the unique demands of the Education Specialist Teacher and guides the preparation of LAUSD's intern candidates from preservice through clear credential.

Both LAUSD Teacher Induction Programs are founded on the ideas of communication and collaboration that begin from the moment of hire and recognize the importance of providing new teachers with a like-credentialed mentors to provide just-in-time support. Substantiated by interviews and document review, both programs adhere to California Induction Standards.

To accommodate the needs of new hires, the BTGDI pathway offers two calendars. These are:

1. a traditional calendar with an August-June calendar year
2. an alternate calendar for candidates who are enrolled between late September and early January with a January-December calendar year.

Regardless of the calendar schedule, all candidates participate in a two-year program unless they have qualified for Early Completion Option (ECO). The iCAAP Teacher Induction has a rolling calendar schedule which allows for multiple entry points.

Mentors are the backbone of the LAUSD Induction programs. The programs' rigorous application, interview, and training processes ensure that qualified mentors are well-informed of program expectations, trained in mentoring and adult learning theory, and meet candidates' needs for support. Their training includes effective mentoring strategies based on the research of author Jim Knight and the input of New Teacher Center (NTC). These strategies emphasize listening skills, promotion of self-reflection, and the development of a mentor-mentee relationship based on reciprocal respect. This includes culturally sensitive understanding and an emphasis on effective, positive communication. Mentors use this training to provide continuous support, Individual Learning Plan (ILP) support, and "just in time support." To further develop and hone their mentoring skills, mentors are assessed by candidates through surveys and by the program through video feedback with peers. In interviews candidates overwhelmingly reported feeling heard and supported by their mentors.

Mentors also play an essential role in the continuous improvement of the program. They participate in mentor forums and weekly support meetings as well as calibrate and assess ILPs. They are clearly responsive to candidate feedback, as candidates indicated mentors provided individualized support and professional development.

Program leadership communicates and collaborates with all stakeholders via the mentors, email, newsletter, and a variety of surveys. Communication with the employing agency (LAUSD) occurs through in-person and virtual meetings with Human Resources. Data collected from surveys and professional development is reviewed at mentor meetings, either in-person or through Zoom and this is where program changes and new PD opportunities are determined. Interviews with stakeholders and evidence reviewed during the site visit confirm the programs' use of stakeholder feedback to drive program changes and development. Survey results indicate that 94% of induction candidates say the support they receive from the program is appropriate. While pleased with that percentage, program leaders still want to look at the 6% who believe they are not receiving adequate support.

Course of Study

Interviews indicate that induction candidates come from local California State University preliminary teacher preparation programs and LAUSD's own teacher preparation programs. review of program documents, as well as interviews with program coordinators, mentors, and candidates, confirm that the sequence of curriculum and fieldwork is based upon self-identified needs of candidates in conjunction with input from mentors. As is required by the California Commission on Teacher Credentialing (CTC), candidate needs are identified via the California Standards for the Teaching Profession (CSTP). Both the BTGDI and iCAAP pathways address

these needs through consultation with site administration, teacher observation and feedback, weekly mentoring conversations, professional growth goals, and planned opportunities for reflection. Candidates meet with mentors in person or through Zoom at least once per week where mentors provide just-in-time support for candidates, as well as longer-term analysis of teaching practice to help candidates develop enduring professional skills. In addition, both pathways provide opportunities for candidate-suggested professional development. As one candidate said in an interview, these opportunities enhance the feeling that “we are all in this together.” All support is job-embedded and differentiated to meet candidates’ individual needs. The candidate-mentor relationship is confidential and non-evaluative.

Both pathways employ part- and full-time mentors. BTGDI employs 28 full-time lead mentors who oversee and provide professional development for 525 National Board Certified (NBCT) part-time mentors. iCAAP employs Instructional Faculty Lead Mentors (IFLM), who are also full-time teachers in the classroom to provide mentoring for induction candidates. Mentors from both pathways are matched with like-credentialed candidates to ensure the best support for each candidate.

According to program documents and interviews, candidates set goals at the beginning of the year with input from their mentor and their site administrators, which enables candidates to determine their own needs for the induction relationship and professional development. The creation and attainment of these goals are chronicled through the ILP, which includes cycles of observation and feedback. Candidates choose not fewer than three CSTP elements on which to focus their cycles of inquiry, and they collect both qualitative and quantitative data to demonstrate their growth. Such data, along with data and information from program surveys, determine the professional development offered. Candidates may also choose the professional development activities in which they participate. Suggestions for potential activities are in the handbook with many more suggested by mentors and site administrators.

Should candidates struggle during their time in induction, each pathway offers a system of support. An example from the iCAAP program follows:

- Tier one (all candidates) focuses on support from the Instructional Faculty Lead Mentor as well as school-site supports, with guidance from the school-site administrator.
- Tier two candidates receive all the support of Tier one and receive additional support from program teacher advisors who may visit the classroom or watch candidate videos to determine if higher levels of support may be needed and provide the IFLM feedback from the visits.
- Tier three candidates receive all supports of Tier one and Tier two as well as additional support through the program teacher expert and program administrators.

The goal for all candidates is that they receive Tier one supports throughout the program and when needed, Tiers two and three. Tier three supports should lead the candidate back to lower tiers once the additional support needs have been met and the progress is shown by the candidate.

Assessment of Candidates

Candidate assessment is ongoing through course assignments, mentoring, and ILP discussions and reflections. Program documents as well as interviews with candidates, program completers and program leads indicate that candidates are formatively assessed throughout induction via their own self-assessment, weekly meetings with their mentors, observation cycles (pre-conference, observation, debrief), and group networking meetings. They are formally assessed at mid-year and end-of-year reviews. Upon completion of the program, Year 2 and ECO candidates are required to show evidence that they are working toward mastery of all CSTP standards as documented on the ILP. The ILPs are assessed by the mentors using an evidence of application (EOA) checklist to determine recommendations for a California clear credential. Furthermore, both pathways provide a colloquium where outgoing candidates celebrate their work, share their ILP, and communicate their greatest learning experiences. The iCAAP pathway also asks its outgoing candidates to participate in an exit interview with a panel of three educators. During the exit interview, candidates discuss their induction program experience and their next steps. Candidates must pass the interview to be recommended for the clear credential. Candidates who do not pass are provided support and additional opportunities to successfully complete the interview.

Finally, upon satisfactory completion of state induction requirements, programs generate the "41 Induction Verification" form and provides the form to an LAUSD Human Resources Credential Analyst. Requirements are noted on the LAUSD Human Resources "Release for Clear/Preliminary/Extension" form. A credential analyst then verifies completion of work, application, and any prerequisites before recommending the candidate to the CCTC for a clear credential.

Findings on Standards

After review of the program report, supporting documentation, outcomes data, including assessment and survey results, and the completion of interviews with candidates, completers, mentors, and program leads, the team determined that all program standards are **met** for the LAUSD Teacher Induction Program.

Clear Administrative Services Induction

Program Design

The Clear Administrative Services Credential at LAUSD is offered through the district with fieldwork completed at the sites of the Preliminary Administrative Services credential holders. The program resides within the Induction and Credentialing Unit that reports to Human Resources. The unit is responsible for overseeing the Los Angeles Administrative Services Credential (LAASC) program, including coursework for both the newly approved preliminary administrative credential which LAUSD started its first cohort in January 2021, as well as the induction program that leads to a Clear Administrative Services Credential. LAASC is a tuition waived, two-year, competency-based, job-embedded professional learning program for LAUSD employees who have activated their Preliminary Administrative Services Credential and are in an administrative position in an LAUSD school or office. LAASC has 63 inductees in cohort 11 with over 200 on the waiting list and more on the interest list. Although the program is

officially referred to as no-cost, it is affectionately referred to as “priceless” by its candidates, leaders, and coaches.

Because the program is competency and performance based, candidates must demonstrate mastery of each California Professional Standard for Educational Leaders (CPSEL) and each LAUSD School Leadership Framework (SLF) standard. LAASC ensures program components support new administrators in developing and deepening their expertise of instructional pedagogy focused on equity. The program embodies the tenets of effective school leadership with a focus on integrating research-based theory with practical application and a heavy emphasis on reflective practice. Completers, employers, coaches, and current candidates confirmed the program’s theoretical relevance and reflective nature.

Foundational to the LAASC program is the relationship between coach and candidate. Coaches are selected after demonstrating competency as transformational LAUSD principals. The coaching team promotes productive patterns of listening, responding, and inquiring based on the best practices of coaching models with a current focus on Delores Lindsey’s “Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools”. Coaches meet weekly to calibrate and assess the quality of program implementation using LAUSD’s Coaching Competencies Rubric. Completers, current candidates and exit interview data confirm the critical impact the coaching relationship has made and continues to make, on candidates’ growth and development. LAASC alumni shared they continue to lean on their previous coach as a trusted resource in their ongoing development as an educational leader for LAUSD.

Central to the Clear Administrative Services credential is individualized coaching. This is provided in the form of face-to-face coaching, site visits, electronic communication and providing resources which assist in leadership development. Coaching conversations are aligned with the Descriptions of Practice continuum and encourage candidate reflection on how to move from management practices to the leadership edge. Coaches calibrate quality of evidence for different CPSELS with the administrators they support. Regular team meetings allow coaches to discuss how to best support the growth development needs of their administrators with a goal of positively impacting student achievement.

Course of Study

Clear Administrative Services induction candidates develop an Individual Induction Plan (IIP) with their coach to identify the areas of greatest need or growth. These IIPs are aligned to the standards and typically include overarching themes related to improving instructional quality and rigor, coaching with actionable feedback, evaluations, building leadership capacity and transformative skills through instructional leadership teams and teacher leaders. Coaches and candidates periodically review candidates’ progress on their Individual Induction Plans in meeting CTC and LAASC requirements.

Paralleling the IIP, candidates participate in three induction conference days designed to reflect both the themes inherent in their IIP and the work the novice administrator may encounter throughout the two-year program. These induction conferences provide formal professional learning around specific topics essential to moving novice administrators toward becoming

sustainable and effective practitioners. The topics of the induction conferences include mindfulness, social emotional learning, critical friends, continuous improvement, Triple Track Agenda, and a field trip to the Wiesenthal Museum of Tolerance. Through the obvious challenges caused by the COVID-19 Pandemic, coaches have developed innovative ways to expand coaching avenues and professional learning for LAASC candidates. The coaching team introduced Coffee with the Coaches, an optional competency based coaching series focusing on CPSEL elements with survey data informing session topics. This resource is available to current candidates and LAASC alumni via zoom or internet conference. Completers, candidates, and employers confirmed the high quality, individual relevance, and topical nature of these professional learning opportunities.

Assessment of Candidates

Interviews with candidates, completers, and coaches corroborated the program structure and assessment evidence that was presented during Program Review. Candidates target specific learning goals with the support of an experienced leader and have opportunities to engage in collaborative learning with peers who are facing similar work situations. Candidates, completers, and coaches confirmed that all elements are explicitly tied to the CPSELS.

Candidates are advised about assessment criteria upon entering the program via the LAASC Handbook and supplemented by a program overview during the first induction day and consultation with their coach.

The LAASC program is competency and performance based and candidates must demonstrate mastery of each CPSEL element and each LAUSD School Leadership Framework (SLF) standard through multiple means, including problem of practice research, electronic portfolios, self-assessments, and reflections.

Over the course of the two-year induction program, administrative candidates create one growth goal for each CPSEL using the SMART goals design. Candidates discuss the goals with their coach, then document steps for obtaining the goal and evidence to be collected. During formal assessments, summary reflections on progress toward these goals is gathered via Livetext. Evidence is also documented on the candidates IIP which includes a professional learning log of the required 30 hours (minimum) of work around the CPSELS.

Recommendation for the Clear Administrative Services credential is made after the LAUSD credential analyst evaluates the participant's qualifications against a program checklist.

Findings on Standards

After review of the institutional accreditation website, and institutional report, supporting documentation, completion of interviews with candidates, completers, employers, and coaches, the team determined that all program standards are **met** for the Clear Administrative Services Induction program.

INSTITUTION SUMMARY

The tuition-waived educator preparation programs allow LAUSD to continue to reach their goals of ensuring a diverse, high-quality, educator work force. It is apparent that the new LAUSD mission and vision with “Students at the Center” is paralleled in the Induction and Credentialing Unit where candidates are the students, and they are at the center of planning, instruction, and on-going improvement efforts. Stories were shared of some personnel who are now back serving at the district level or leading schools they once attended.

An example of the unit’s strength is their collaborative effort to initiate a common feedback survey to gauge participant progress and inform instructional, coaching, and mentoring practices. The survey also provides participant perceptions of both programs’ relevance and their own effectiveness in the field. Conducted on an annual basis, the survey provides opportunities for reflection, collaboration, and refinement within and across programs. Survey results are shared with stakeholder groups and they are asked for recommendations they might make based upon the data.

Administrators shared the high-quality of the preparation program and the impact of candidates’ practice on student achievement. In one case, special education interns had turned programs around from high suspension rates to none. Principals reported that interns in the district programs had a “withitness” in the classroom. They also reported the case of some interns taking on school leadership roles.

Mentors noted how supported they felt and how proud they were to be a part of the program. Mentors also shared how much they learned from their candidates.

Candidates repeatedly shared how they felt safe and heard. If they experienced any problems, they knew the path to take to share their voice. Any issues shared were resolved and resulted in additional support and success.

Each program has coaching and reflection as major components. Coaching is job-embedded and focuses on reflection with an eye on growth targets based upon standards. Participants in all programs work with their coaches and administrators to define their growth targets, determine strategies to help make the growth targets, and note what data will be collected and analyzed to assess success and areas for improvement.

Each of the groups interviewed within LAUSD identified the extensive collaboration and cooperation within and among programs. Perhaps even more striking is that stakeholders outside of the district noted the amount and depth of collaboration with institutions of higher education and other stakeholders was incredible. Everyone recognized that there is such a need for teachers that there was no competition between them. They are committed to preparing the best educators for all students in the district.

Program and district leadership in the Induction and Credentialing Unit utilize the same reflection and goal setting strategies as those they teach and encourage in others. Leadership focuses on on-going improvement, even as they are aware of the positive impact the program

is making in the district currently, they look to the future to consider how to make the programs even better and stronger on behalf of the students of LAUSD.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented, in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently

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

Finding on Common Standard 1: **Met**

Summary of information applicable to the standard

LAUSD Induction and Credentialing Unit supports teachers and administrators participating in the eleven programs offered with a strong mentoring system grounded in the application of current, sound educational theory and research. Programs, curriculum, and mentoring integrate theory with practical application in the field.

Creation of the Induction and Credentialing Unit, in July of 2020, has ensured that faculty, instructional faculty, and relevant stakeholders coordinate and collaborate on a regular basis. The unit head meets with each program individually and regularly meets with all program leads together to share effective practices, and work on program development, assessment, data collection and analysis. It was noted by several program leads that their work has been enhanced by working together as a unit.

Stakeholder groups are represented by administrators of the programs, those who teach in the program, and, when appropriate, others from outside the district, such as the LA County Office of Education or institutions of higher education in the area. Interviews with stakeholders provided evidence of their involvement in decision-making based upon data.

LAUSD provides the Induction and Credentialing Unit with sufficient resources for the effective operation of each educator preparation program. A process is in place to support new program development that would benefit the district. In addition to the use of Title II funds, applying for grants is encouraged.

Unit leadership has the authority and institutional support required to address the needs of all education preparation programs. Programs are developed, implemented, and can be placed on inactive status according to the needs of the district. The LAUSD school board is kept apprised of the work of the unit through board reports and presentations at meetings. Board members are invited to end of year celebrations and to present as guest speakers.

Diversification of the educator workforce within LAUSD is a top priority for the unit. Making a pathway for people who represent specific communities has allowed some program completers to move from being a student, to working as a paraprofessional, to becoming a teacher, and even to being an administrator within the district.

Attention is also given to ensure that areas of Los Angeles that do not have as diverse a population as others are encouraged to hire diverse teachers and leaders so that they can help build connections with faculty, staff, and community. Applications for positions are studied not only for diversity in general, but by geography as well.

Information on qualifications for becoming a mentor, coach or one of the instructional faculty is clear and emphasizes the need for those who have experience in implementing effective practices for all learners based upon the content standards, frameworks, and accountability systems, as well as the specific needs of different communities of learners in LAUSD.

The process the unit uses to monitor the credential recommendation process is multi-faceted. This process starts when candidates are recruited into LAUSD. Recruitment staff notify credential staff of incoming candidates. On-boarding is completed for out of state or out of country candidates to ensure that requirements are communicated and understood. Instructional faculty in programs work with credentials staff to speak to candidates about credential requirements for each candidate. Once candidates have fulfilled all the requirements necessary to earn a credential, program staff forward the candidates information to credential staff for the purpose of recommendation. Credential analysts then conduct a final check for the candidate’s completion of all requirements and make a recommendation to the CCTC. Once a recommendation has been made, credential analysts know if a credential has not been granted and follow up to find out what might be needed. Credential staff also conduct audits monthly to determine if there are any credentials expiring and what action will be needed.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

LAUSD Induction and Credentialing Unit has clear criteria for the acceptance of candidates into all its programs. The credential department and educator preparation programs coordinate in a way that allows them to efficiently navigate candidates through the application and acceptance process. LAUSD staff noted that the merger of the credentialing programs within human resources has increased communication and benefitted the program.

Certificated management personnel work in partnership with the Intern Credentialing and Added Authorization Program (iCAAP) and local universities to recruit and admit qualified candidates with the goal of diversifying the educator pool in the district. Interviews of stakeholders and document review indicate LAUSD’s robust recruitment activities include holding recruitment fairs, information sessions and providing career ladders for classified employees within the district. In addition to recruiting from Historically Black Colleges and Universities (HBCUs), LAUSD also hold informational meetings in local communities to increase the diverse pool of candidates. The district’s intentionality and success with recruitment is reflected in the diversification of their administrative educator workforce as evidenced in the data collected by the program which shows 91% of new administrators are hired from within the district and enroll in their Clear Administrative Services Credential Program.

LAUSD provides support and assistance to its interns through like-credentialed mentors and a team approach to problem-solving. Interviews of candidates across programs confirmed the tremendous support they receive from mentors, instructors, and program staff. Candidates interviewed reported that an “open door” policy enabled them to reach out to staff when necessary. Administrators, candidates, and mentors affirmed that positive changes in programs resulted from feedback they provided.

The program also has a clearly defined process in place to identify and support candidates who need additional assistance. Using Livetext, the mentors, develop, implement, and assess the preliminary portfolio practicum, which is the body of professional practice that candidates submit through videos twice a month. If candidates do not show sufficient progress towards meeting the standards and TPEs, they may resubmit their portfolio until they demonstrate mastery. Guidance and support from the mentor as well as from the instructional faculty is provided along the way. Mentors, faculty, and candidates reported the effectiveness of the program to provide additional assistance to candidates.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

Program staff coordinate and write all the syllabi and curriculum for all courses to ensure consistency across all sections for all cohorts. The coursework is aligned to the program standards and teaching performance expectations (TPEs). Course syllabi revealed direct links of the TPEs to course topics, assignments and rubrics used to score assignments. All part-time instructional faculty who are responsible for the delivery of the coursework attend a staff-led cadre meeting prior to teaching any course to discuss the curriculum, assignments, and rubrics for the purpose of ensuring the integrity of the program. After each course ends, instructional faculty meet to discuss successes and challenges of the curriculum. Interviews conducted with candidates affirmed the strong link between the coursework, their fieldwork and placement. Candidates expressed satisfaction with the rigor and relevance of their course of study.

Administrators confirmed that candidates were well-prepared and understood both pedagogy and practice. Several administrators reported hiring intern candidates who become instructional leaders on their campus. Many intern candidates were reported to be the quickest to adapt to distance learning this past year. Candidates reported that their mentors were experts in their field and provided them with many resources that assisted in improving their teaching. Interviews affirmed that candidates valued the time spent with their mentor reviewing and reflecting upon the video of their teaching practice in relation to the teaching performance expectations. In addition, all candidates were provided with opportunities to experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and learning through their placements and their monthly networking meetings where candidates shared videos of their teaching practice within their individual settings. These opportunities to provide feedback on their peers’ practice and reflect on their own practice provided candidates with significant experience in a variety of school settings and at various grade levels where the curriculum aligned with California’s adopted content standards and frameworks, and the school reflected the diversity of California’s students.

Mentors and portfolio leads are required to have a minimum of five years of successful experience in the classroom and a master’s degree, in addition to a credential in the area of support they are providing to candidates. Mentors guide candidates through an inquiry process designed to assist them in growth in the profession. They meet frequently with the instructional

faculty to ensure that they are providing coordinated support as candidates work towards meeting program competencies. A program goal is to work with candidates to allow them to achieve mastery of each standard and TPE. All LAUSD programs collect data for the purpose of evaluating the effectiveness of coursework, fieldwork and the support provided to candidates.

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

LAUSD Induction and Credentialing Unit develops and implements a comprehensive continuous improvement process at both the unit level and program level. This process identifies program and unit effectiveness and makes appropriate modifications based on those findings.

This process is outlined in LAUSD’s Credential Programs Unit Evaluation Plan and clearly delineates the relationship between programs and measures used to evaluate the effectiveness of each program, in alignment with district priorities and state credentialing standards and requirements. The desire to provide a workforce that is grounded in adherence to state requirements as well as the unique needs of LAUSD and its students is evident in this comprehensive unit evaluation plan. Multiple outcome measures are considered within each of the programs and are outlined in the comprehensive evaluation plan. Key assessments along with other research-based methods appropriate to the program are used to measure success and are included in decision making.

It is clear from interviews with program leadership, current candidates, completers, and members of the program’s credential advisory board that significant sources of data including surveys, exit interviews, and analysis of key assessments have been collected and used to assess program effectiveness in relation to the course of study, fieldwork, clinical practice, and

support services provided for candidates. Interviews with stakeholders confirmed that multiple sources of data are reviewed, and that adjustments and modifications are made as appropriate. In addition to formal measures of feedback, candidates report that rapport with their mentors, administrators, faculty, and program leadership allow them to authentically share their experiences. An example provided by both intern and induction candidates was the unit’s response to COVID 19. Candidates in various programs felt adjustments were made to support their social emotional needs while maintaining coherence with the state’s requirements. A candidate responded “the program went above and beyond to ensure that not only was I okay with my progress in the program but that I was alright emotionally. They cared about me and my students. I really appreciated the change to include more social emotional learning strategies.”

The implementation of the Credential Programs Unit Evaluation plan ensures that each program within the Induction and Credentialing Unit identifies and uses multiple sources of data to determine the extent to which candidates are prepared to enter professional practice. This includes feedback from key stakeholders and community partners about the quality of that preparation.

The LAUSD Induction and Credentialing Unit holds advisory board meetings semi-annually and participates in a regional network bimonthly collaboration. Documents reviewed including agendas and calendars confirmed coherence and transparency between programs within the unit and with the larger educational community. One member of the larger educational community stated, “there was a reciprocal relationship between programs to ensure all of their teacher candidates were prepared.”

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

LAUSD Induction and Credentialing Unit ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to effectively educate and support all students in meeting state adopted academic standards. Key assessments across the span of each program and added authorization clearly indicate that

candidates meet the California Commission on Teacher Credentialing adopted competency requirements as specified in the program standards.

Within each preparation program and added authorization, the unit utilizes 3 benchmarks specific to each program and added authorization. These benchmarks include candidate performance in coursework, candidate performance in clinical/fieldwork settings, and program completion and graduation. Throughout the visit, the team interviewed a full range of stakeholders including candidates, mentors, faculty, administrators, and program leadership who affirmed the processes used to assess continuous growth and development of the candidates. Numerous references to offerings of additional personalized support demonstrate the credentialing unit's individualization of the credential programs. An induction candidate who was a previous intern shared that LAUSD's credentialing programs are like a big family who support and care about each other. The notion that extra support and guidance when needed was not only provided but encouraged was a common theme in candidate and completer interviews. Other comments included the sentiment that everyone in the program wanted the candidates to succeed.

As a credentialing unit, LAUSD collects and evaluates data to demonstrate programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. The district's Credential Programs Unit Evaluation Plan is implemented deliberately to collect and analyze both quantitative and qualitative data to ensure each program and added authorization is having a positive impact on teaching, learning and leadership. The accreditation team reviewed survey results, retention data, exit interview data, and examination and assessment results and analysis to substantiate the positive impact of the program. In addition to the documents reviewed, interviews were conducted with candidates, completers, mentors, administrators, program leaders, and members of the larger educational community including local institutes of higher education. Overwhelmingly, the anecdotal responses of each stakeholder group verified the impact the credentialing program has on both teacher candidates and students in the classroom. Examples included multiple instances of the programs' ability to provide support that allowed teachers to reflect on their teaching through a constant problem of practice analysis approach. LAUSD Induction and Credentialing Unit sees graduates of the program return as mentors, instructors, and administrators of candidates eager to provide the same high-quality support they received.