Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at
Arcadia Unified School District
Professional Services Division
May 2021

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **Arcadia Unified School District**

Dates of Visit: **March 8-10, 2021**

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
June 2012 Team Report	Accreditation COA Letter

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 program administrators, professional development providers, mentors, candidates, completers, local school personnel, and external stakeholders. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions
All general preconditions and preconditions for all credential programs were **Met**.

Program Standards
All program standards for the Teacher Induction credential program were **Met**.

Common Standards
All Common Standards were **Met**.

Overall Recommendation
Given the above findings on preconditions, common standards and program standards, the review team recommends an accreditation status of **Accreditation**.

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.

- Arcadia Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Arcadia Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

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

Teacher Induction

Accreditation Team

Team Lead:
Barbara Severns
Los Banos Unified School District

Programs Reviewer:
Jodi Revis
Elk Grove Unified School District

Common Standards:
Debra Sioui
Contra Costa County Office of Education (Retired)

Staff to the Visit:
Jake Shuler
Commission on Teacher Credentialing

Documents Reviewed

Common Standards submission	Organizational chart
Program Review submission	Induction candidate handbook
Common Standards addendum	Mentor and candidate meeting logs
Program Review addendum	Survey data
Mentor training materials	Performance expectation materials
Candidate advisement materials	Precondition responses
Accreditation website	ILP template and samples
Stakeholder involvement table	Mentor playbook and training materials
Recruitement materials	Progress monitoring documents

Interviews Conducted

Stakeholders	TOTAL
Candidates	13
Completers	7
Employers	17
Institutional Administration	5
Program Coordinators	1
Mentors	11
Credential Analysts and Staff	2
Curriculum Leads and Teachers on Special Assignment	9
Advisory Committee Members	9
TOTAL	**74**

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

Arcadia Unified School District (Arcadia USD) is located in Los Angeles County, known for the well-known Santa Anita Race Track and beautiful Los Angeles Arboretum, where peacocks wander freely. Arcadia USD is located in a small suburban community in the city of Arcadia and is made up of 11 school sites (one high school, one alternative high school, three middle schools, and six elementary schools). Total enrollment is approximately 8,948 students.

March 13, 2021 will mark one year that Arcadia USD schools have been shut down due to the COVID-19 pandemic. Since school closures in March 2020, Arcadia USD teachers have conducted class through distance learning. With the recent passage of AB86, the district is currently looking to reopen all TK-12 schools.

The Induction program has been a part of the district for many years. The Induction program is small with only 13 participating candidates and 13 mentors. The program aligns with Induction standards requirements in making the relationship between the mentor and candidate the core of the Induction Program with administrative support for teachers. When state funding for the program was originally cut the district made a decision to find funds to continue to support its newest teachers. The district views the program as an investment in its new teachers that it continues to be proud of today.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction	9	13

The Visit

The visit proceeded in accordance with all normal accreditation protocols. Due to the COVID-19 pandemic, this site visit was conducted via technology. The team and institutional stakeholders were interviewed via technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design
The Arcadia Unified School District (AUSD) is a single district teacher induction program that operates under the leadership of their Educational Services Division and is located within their Curriculum and Instruction Department. AUSD serves TK through 12th grade preliminary credential holders in both general and special education. The district superintendent serves as the Unit Head, and the induction leadership team consists of district and site administrators, instructional coaches, the induction coordinator, and induction teacher on special assignment (TOSA) who also serves as an instructional coach. Daily operation of the program is the responsibility of the induction coordinator, induction TOSA, eight part-time release instructional coaches, and thirteen part-time release mentors. Direct supervision of the program personnel is the responsibility of the induction coordinator and director of curriculum and instruction. AUSD's teacher induction program works in partnership with the human resources department to identify prospective preliminary credential candidates for the program and to submit clear credential recommendations.

Interviews and review of documents affirmed that program personnel communicate with stakeholders through multiple means. The induction coordinator maintains ongoing communication with the credential analyst to identify and contact all eligible candidates. Verified completion documents are submitted to the credential analyst to confirm candidate induction program completion. Each year three advisory committee meetings are scheduled by the induction coordinator. Advisory members include district and site administrators, former induction candidates and mentors, instructional coaches, and induction leaders and support staff.

All candidates are rostered onto a Google Classroom, which is the candidates' platform for resources, materials, and documenting assignments. Mentors, principals, and candidates meet on a regular basis in person to discuss the candidate's progress, offer advice, and provide feedback.

A Google Classroom page for mentors provides resources, such as training materials, and Mentor Memos with updates and professional learning offerings. Mentors and candidates receive email updates and in-person support through goal check-in meetings with induction leaders.

Induction personnel and the coordinator communicate regularly with candidates, mentors, and administrators through email, handbooks, MOUs, monthly mentor memos, one-on-one mentor check-in meetings, and one-on-one principal check-in meetings. The induction website is also updated with relevant information.

Program leaders have established relationships with Azusa Pacific University (APU) and Point Loma Nazarene University (PLNU) and recently implemented a memorandum of understanding with PLNU for candidates' college credit.

The induction mentoring design is informed by "Coaching and Adult Learning: Theory and Practice" (Cox, Elaine, 2015) and features the following professional practices: (a) develop behaviors and new skills for learning; (b) set goals, help overcome obstacles, self-monitor and evaluate one's own performance; (c) self-reflection for one's own personal effectiveness (Cox, 2015). Mentors use "The Art of Coaching" (Aguilar, 2013) tools, strategies, and skills as their foundation for coaching candidates. Recently, program leaders attended Mentoring Matters training (Lipton and Wellman) and are incorporating Mentoring Matters' coaching strategies in their work with mentors.

Documentation shows that the program is designed to improve teacher practice as measured by the Continuum of Teaching Practice (CTP) through collaboration and the use of self-reflection as a frame for addressing growth towards mastery of the California Standards for the Teaching Profession (CSTP).

Candidates are guided through a two-year journey of teaching and reflection. Mentors meet an average of one hour per week with candidates to collaborate on the development of the Individual Learning Plan (ILP), as well as offer "just in time support." Mentors complete three observation cycles of the candidate and facilitate triad meetings with the candidate and site administrator. Interviews confirmed that a cornerstone of the program is the weekly, one-on-one guidance and collaboration from an experienced mentor trained in coaching and mentoring skills.

Mentors are selected from teachers who have demonstrated exemplary teaching abilities and meet the criteria outlined on the district's website, including at least three years of teaching experience, possessing a clear credential, demonstrating knowledge of content standards and the CSTP. Interested mentors must be prepared to participate in professional development, work collaboratively and share resources with candidates, engage in non-evaluative learning focused conversations with candidates, and demonstrate a commitment to personal professional growth and learning.

Prior to working with candidates, mentors and the program coordinator review the mentor role and responsibilities as stated in the mentor MOU. Mentor responsibilities include attending mentor trainings and meetings, meeting with each candidate a minimum of one hour per week, co-creating the candidate's ILP, facilitating triad meetings, submitting logs, providing just-in-time and structured support, and facilitating candidate growth and development.

Mentors attend initial training and ongoing professional learning provided by district instructional coaches. Research-based strategies from Elena Aguilar's *The Art of Coaching* book,

Essentials of the Art of Coaching workshop and Mentoring Matters training are incorporated in these professional learning sessions. Professional learning includes:

- understanding transformational coaching and growth mindset

- coaching skills, stems, appropriate stances, and conducting coaching conversations

- recognizing evidence of the CSTP elements in the classroom

- providing guidance for collecting evidence during observations

- using and interpreting student data

- developing SMART goals for the ILP, understanding the ILP process, and ILP Rubric;

- facilitating triad meetings.

Mentors self-assess their mentoring skills using surveys, working collaboratively during mentor meetings to learn and reflect on best mentoring practices, and identifying next steps in their area of focus as mentors. Mentors also maintain open communication with the Induction Coordinator and TOSA in supporting their candidates.

Stakeholders provide input annually in a variety of ways. An advisory committee, led by the induction coordinator, meets three times a year to provide input about the program. Members include the human resources assistant superintendent, site administrators, former induction candidates and mentors, instructional coaches, induction leaders and support staff, and representatives from Azusa Pacific University and Point Loma Nazarene University. The advisory committee analyzes data from candidate and mentor surveys, observations and anecdotal data from program leadership, and engages in dialogue to strengthen the effectiveness of the Induction program.

AUSD's induction leaders collect stakeholder input to assess the quality of its services. Candidates and mentors provide key learnings and feedback from each monthly meeting. Candidates provide feedback on their experiences with their mentors through mid-year and end-of-the-year surveys. At the end of the program, candidates are given an exit survey to assess the program and offer recommendations to further develop the program. Induction leaders have regularly scheduled one-on-one check-in meetings with mentors. Mentors self-assess their own coaching practices to evaluate the support they are providing candidates. Data collected from surveys, Individual Learning Plan (ILP) documents, professional learning evaluations, one-on-one check-in meetings with site administrators and mentors, and induction leaders' observations through monthly meetings and interactions with candidates provides the induction coordinator with formative feedback for mentors' affirmations and growth opportunities.

Areas for program improvement are identified through an analysis of informal feedback and formal feedback such as, scheduled local surveys and data collected from the one-on-one meetings with stakeholders. Data collected from program participants and other stakeholders informs program modifications. Induction monthly meetings were recently restructured to be a collaborative work environment focused on meeting the individual needs of each candidate. The ILP was revised to incorporate accessible candidate resources and streamline the process for collecting and documenting evidence. Instructional coaches were recruited to provide mentors with targeted training on coaching strategies and technology tool best practices. The candidate, mentor and administrator triad meeting benefits are now highlighted and have become a centerpiece of collaborative support for candidates.

Induction leaders conduct site visits to provide "Notice and Wonder" feedback and offer additional support. The collection of informal and formal data assists induction leaders with evaluating whether program modifications are effective.

Course of Study (Curriculum and Field Experience)
The first page of the ILP collects general candidate and mentor information and provides a table of links to the learning plan components, such as ILP goals, self-assessment, CSTP, Induction Journey, triad meeting, monthly logs, program expectations rubric, and program resources. Candidates are encouraged to link their pre-service Individual Development Plan (IDP) to this document.

The ILP provides a road map for candidate's Induction work and documents progress toward meeting CSTP growth goals. Candidates begin with a self-assessment of their level of proficiency related to the CSTP using the Continuum of Teaching Practice booklet. This self-assessment is guided by a collaborative discussion between the candidate and the mentor, with the mentor prompting the candidate to consider their IDP and make informed, evidenced-based decisions for their descriptor markings. Candidates, in collaboration with their mentor and principal, establish professional growth goals aligned with the CSTP. The ILP documents growth goals, a description of how the candidate will work to meet the goals through "learning steps" and "action steps," defined and measurable outcomes, planned opportunities to reflect on progress, documentation of mentor conversations, and links to evidence to support progress being made by candidates. Interviews affirmed the value of the ILP to candidates. Some illustrative quotes included:

- "Conversations and the evidence we collect all ties to our CSTP goals and we get feedback on our evidence."

- "The feedback isn't critical, it is welcoming, using language like – "have you thought about it this way?".

- "It's been interesting to look back over the ILP and see my incremental growth."

Focused cycles of inquiry, professional learning, and support opportunities are identified to advance the candidate's professional growth. Cycles of inquiry include analysis of data collection, learning steps, action steps, reflection, mentor feedback, and continued planning. Candidates are encouraged to share their ILP during triads for direct input and support from administrators. Program leaders, mentors, and site administrators assist candidates in identifying professional learning to support their growth goals. Candidate professional learning involves observing their mentor, participating in three learning walks a year to observe veteran teachers, and attending one conference that pertains to the candidate's growth goals.

Site administrators are an integral part of the induction triad providing guidance and feedback to candidates. Administrators participate in the New Educator Academy, candidates' exit interviews, and the Induction Colloquium to celebrate the completion of the program.

Mentors provide coaching and meaningful feedback, including "just in time" immediate support, and "ongoing" support for long term professional development. Mentors complete three observation cycles collecting evidence for their candidates. They provide candidates with targeted feedback through classroom observations and weekly conversations. Based on ILP goals, mentors facilitate "Notice and Wonder" conversations with candidates drawing on classroom observation evidence and applicable best practices. Mentors "notice" effective strategies or opportunities when students are engaged and pose "wonder" questions for reflection or the next steps in coaching.

Candidates regularly reflect with their mentor on progress made toward meeting ILP goals. Candidates meet a minimum of one hour per week with their mentor and complete a monthly log. Induction personnel collect logs to verify candidates are receiving ongoing support while enrolled in the induction program. The ILP is designed to improve candidate practice and student learning through goal setting, professional learning, data analysis, lesson planning, self-assessment, and reflection.

Assessment of Candidates
AUSD's induction program employs multiple measures to gather information prior to making the clear credential recommendation. Candidate completion progress is documented in a program spreadsheet to verify that all requirements are completed for Year 1, Year 2, and Early Completion Option (ECO) candidates. Candidates submit monthly collaborative logs documenting meetings with mentors and activities completed. Candidate ILPs are reviewed by induction leaders at least three times per year and feedback is provided at that time. The program coordinator uses an Induction Candidate Evidence of Program Expectations rubric to provide candidate feedback and assess for program competencies on the monthly logs, ILP, and self-assessment. The ILP is also reviewed by the candidate's mentor throughout the year. To culminate the induction journey, Year 2, and ECO candidates participate in an exit interview to share insights about their professional growth, evidence of shifts in teaching practice, and effects on student achievement, based on their ILP goals. Interview panelists use a rubric to guide their conversation with candidates around their induction work. As site administrator

panel members clarified, "The rubric is like talking points, it leads to discussion with our candidates, it gives us the broad strokes and leads to artifacts." The exit interview is designed to showcase and celebrate candidates' professional growth. Candidates who completed the program requirements are given directions for clearing their credentials online.

Once all requirements for teacher induction are completed, the program coordinator submits a list of those candidates to the credential analyst. The credential analyst verifies that all renewal codes on a candidate's preliminary credential have been satisfied and then submits a recommendation for a clear credential to the Commission on Teacher Credentialing (CTC). The credential analyst then informs the candidates that the recommendation has been submitted to the CTC.

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with program administrators, professional development providers, mentors, candidates, completers, local school personnel, and external stakeholders, the team determined that all program standards are **Met** for the Teacher Induction credential program.

INSTITUTION SUMMARY

The Arcadia USD teacher induction program begins their support of beginning teachers with a review of the candidate's file by the credential analyst. In addition to completing the induction program, some candidates may required completion of an English Learner (EL) Authorization or first aid/CPR, etc. before earning their clear credential. This information is shared with the candidate and with the program coordinator. While the program does not currently have any candidates in need of completing the Teaching Performance Assessment (TPA) or the Reading Instruction Competence Assessment (RICA), the credential analyst is well-prepared to document those requirements. These new hires are provided one week of professional development prior to the start of the school year to ensure they are prepared to implement district initiatives in their classrooms.

Mentors and mentor pairing are definite strengths of the program. Mentors are all on the same site as the candidate and are often in the same department or grade level. All education specialist candidates are paired with education specialist mentors. Completers stated that reflecting with their mentors helped them to improve their practice. As one completer stated, "By focusing on the CSTP, I was reminded that this is not just academics and classroom management, but being a teacher is about working with families, reflecting on instruction, and planning for each student's needs."

Candidates share their areas of pride in an exit interview at the end of each year. They compile evidence throughout the two years to insert into a slideshow that is presented to administration and program leadership. This documents not only the impact the induction program had on their professional learning but also the impact their teaching had on student outcomes. Completers and Year 2 candidates identify this culminating experience as a time to "show off and shine." The superintendent stated that this is an event he tries to attend every year and that it gives "a sense of pride to watch the growth and development of the new teachers."

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: **Met**

Summary of information applicable to the standard

The AUSD induction program has a vision statement that coordinates with that of the school district, which helps to ensure the induction program is job-embedded. As stated by district leadership, "The induction program is not a side program but is intentful and purposeful." They work closely with APU, as well as other induction programs in Cluster 4. Support and involvement is provided by district Human Resources and Education Services. This dual support provides a safety net to candidates in both instruction and credential requirements and questions. Site administrators and mentors work together to support candidate growth. Both candidates and mentors complete mid-year surveys reflecting on the mentor-candidate relationship, ensuring program leadership that candidates are being provided with sufficient support in a positive relationship. Candidates are provided clear guidance from the time of hire through being recommended for a clear credential at the end of induction.

Professional development is provided during the summer and throughout the school year and is directly connected to classroom instruction and ILP goals. Professional development is provided to candidates in a one-week session in August, prior to the school year beginning, and then is supported throughout the first few months to ensure that district initiatives and the strategies learned are incorporated into daily teaching. Additional professional development is supported on an individual basis, as identified through each candidate's ILP goals. One completer stated that she shared with the induction coordinator and her site administrator that she wanted to see a specific strategy in another classroom. The visit was immediately arranged for her and her mentor was also released to visit with her. As she said, "I only had to say it was what I wanted to see and they took care of it, and I didn't have to do a thing!"

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

Interviews and documentation verify that candidate enrollment in the AUSD induction program begins with AUSD's credential analyst, who reviews the credential requirements and authorizations with the candidate upon hire. The credential analyst shared that the induction coordinator has built a great program, enabling her to support each teacher on an individual basis by creating an induction plan for each new hire, including any extra credential renewal requirements. Candidates are required to hold a preliminary teaching credential in order to enroll in the AUSD induction program. Candidates who qualify for induction sign a candidate MOU which identifies the AUSD induction program requirements and candidate responsibilities. An entrance interview is then conducted with the induction coordinator and induction TOSA to review the requirements of the program and the mentor match. Candidates join a Google Classroom that provides an online platform for induction resources, materials and assignment documentation.

Candidates are required to submit monthly logs, an ILP, and self-assessment. Documentation and interviews affirmed that the induction coordinator uses an Induction Candidate Evidence of Program Expectations rubric to provide feedback and assessment of the candidate's progress towards completion of program requirements. Mentors and teachers also meet periodically with the induction coordinator and induction TOSA to get feedback on their induction journey. One teacher shared that "It was nice to hear the feedback: it was constructive, earnest, practical. We are all trying to grow as teachers, they have been helpful in their responses."

In addition to receiving support from a mentor and the induction leadership, AUSD induction candidates have access to all district teacher supports. For example, candidates participate in the Small Working Arcadia Groups (SWAG) which allows teachers time to collaborate with other educators in the district. Principals also make time to schedule meetings with AUSD's new teachers to offer any support as needed. Candidates also attend the district's professional day which focuses on a target or vision for the school year every fall.

AUSD recruits staff in alignment with district goals and values, purposely recruiting a diverse educator pool. Starting seven years ago, AUSD began to use social media to recruit a more diverse teaching staff. The director of human resources shared that, "We are ranked among the

top ten in the country in the use of social media to recruit; we do not rely just on Edjoin. We are proud of the results."

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**
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The AUSD induction program provides candidates with a personalized path to success. The induction coordinator and site administrators work together to select highly qualified mentors that are matched to candidates according to the candidates' credential needs, preferably at the same grade level and school site. Interviews with teachers confirmed that they are well matched in grade level and content. One teacher shared that the program "did a great job of pairing us with our mentors. We have so much in common and have become friends, not just colleagues. It is a blessing to have that person."

Mentors and candidates work together to identify a learning path based on candidate self-assessment of candidate needs. As confirmed through interviews with mentors and candidates, an ILP is developed by the candidate in collaboration with the mentor. The ILP includes professional growth goals, a description of how the candidate will meet the goals, planned opportunities to reflect on progress, and documentation of focused cycles of inquiry. One teacher shared, "My goals: I was overthinking them. I wanted them to be dynamic. I had a few years of teaching experience as an English teacher, had been through this before, but was in a new position teaching math. We looked at it as the change in content, and molded it to my life long-learning instead of being thrown to the lions of math."

Mentors provide candidates feedback on their teaching practice through classroom observations and weekly conversations. Interviews confirmed that candidates and mentors meet at least one hour a week and document meetings through the use of a monthly log. Professional learning opportunities include candidate observation of their mentors, participation in three veteran teacher observations and attendance of one conference related to candidate goals. Professional development is tailored to the needs of the teacher. For example, a special education teacher shared that "Before every IEP meeting, we meet the day before, we run a mock IEP, for my overall PD."

Mentors are trained by AUSD instructional coaches to use coaching strategies based on Elena Aguilar's coaching model, Elaine Cox's research on coaching and adult learning, and Laura Lipton's Mentoring Matters coaching model. Interviews confirmed that mentors attend training twice a year covering topics such as active listening, transformational coaching, and role playing using coaching stems. A teacher shared that, "The best thing is she treats me like an equal. She says: 'That sounds good, go for it.' I don't feel pressured, I feel I can have my freedom and creativity." Mentors receive an AUSD Mentor Playbook as a resource to guide them in successful coaching conversations. Google Classroom is used extensively as a teacher and mentor resource. During interviews, one mentor shared that it was helpful to have Google Classroom so she could upload resources, examples, and get reminders. "[Coordinator] and [TOSA] do individual check ins, they are available, and they meet with us if we can't attend the PD day."

The AUSD induction program uses an Induction Candidate Evidence of Program Expectations rubric to evaluate the candidate's monthly logs, the ILP, and self-assessment. At the end of

Year 2, candidates participate in an exit interview before a panel of district leaders and administrators. Interviews confirmed that candidates provide a 15 minute presentation showcasing how they have grown as educators, reflecting on their ILP goal growth and providing artifacts from their classroom. Panelists use a rubric to identify the evidence the candidate shares as it applies to the CSTP.

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
The AUSD induction program gathers data from a variety of sources, including candidate and mentor surveys, regular meetings with individual site administrators, and induction meeting feedback. Regular review and analysis of ILP reflections and mentor monthly logs provides additional formative data of program effectiveness. The advisory committee reviews the data three times annually to provide input on program decision making. As the program is too small to receive results from the CTC completer survey, an end of year survey with similar questions is administered. At the close of each school year, the program coordinator provides a debrief of the year to the district cabinet. As described by the superintendent, it is an opportunity for the district to celebrate all that went well and determine what will need to be changed for the following year.

As a part of the Education Services Department of the district, the program coordinator meets twice weekly with the assistant superintendent to provide any program updates. The assistant superintendent also meets separately with site administrators weekly, which allows him "to

triangulate the information I receive and ensure that candidate and mentor needs are being met consistently."

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	**Consistently**
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.
The superintendent provided a concise description of the AUSD induction program: "It equips new teachers with tools and coaching that puts them light years ahead of support that was provided at the outset of teaching careers twenty or so years ago". District administration, site administrators, and mentors reiterated this feeling. They all share pride in the impact the induction program has on the competence of the candidates and the growth in student learning. The completers were asked what they felt was the most effective component of the induction program and they stated thatv "The biggest take-away is the work I did with my mentor – they helped me reflect on my practice to help with student achievement."