

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

**Professional Services Division  
May 2021**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Oakland 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**

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction	6	6		

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

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Oakland Unified School District

**Dates of Visit:** February 16 - 18, 2021

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">4/23/12</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation recommendation of **Accreditation** for the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All Program Standards were found to be **Met**.

Common Standards

All Common Standards were found to be **Met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction program were **Met** and that all Common Standards were **Met**; the team recommends **Accreditation**.

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

- Oakland 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:**

Julie Sheldon  
Walnut Valley Consortium

#### **Common Standards:**

Riki Belshe  
Capistrano Unified School District

#### **Programs Reviewers:**

Rowdy Dyer  
Westside Union School District

#### **Staff to the Visit:**

Karen Sacramento  
Iyore Osamwonyi  
Commission on Teacher Credentialing

#### **Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Program Summary  
Candidate Advisement Materials  
Accreditation Website  
OUSD NTSD Programs Guide  
Program Survey Data and Results  
Performance Expectation Materials  
Precondition Responses  
Accreditation Data Dashboard  
Individual Learning Plan  
Individual Induction Plan  
Organizational chart  
Oakland Teacher Education Framework (OETF)

OETF Booklet  
19-20 OUSD/NTC Mid-Year Data Analysis  
2019-20 Overview Coach and Mentor  
Professional Learning Sequence  
NTSD Website  
Inquiry Cycle Elementary, Middle, Education Specialist  
19-20 OUSD Year-End PQS Analysis  
OUSD NTC Leadership mtg June 17, 2019  
Mentor Training Materials  
Annotated Personnel List  
Mentor Match Chart  
Mentor Job Description  
Mentor Individual Learning Plan  
Mentor Qualifications Spreadsheet  
Induction Mentor Weekly Interaction Log  
Advisory Meeting presentations (Nov. 1, 2020 and Feb. 1st, 2021)  
OUSD - Trellis Partnership MOU

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	61
Completers	23
Site Administrators	28
District Administration	9
Program Manager	1
Program Coordinator	1
Program Support Staff	6
Program Consultant	4
District Data Analyst	1
Employee Support Specialists	2
EdTPA and CalTPA Coordinator	1
Mentors	42
Credential Analyst	1
Advisory Board Members	18
<b>TOTAL</b>	<b>198</b>

*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

Located in the Bay Area East Bay, Oakland Unified School District (OUSD) serves 49,000 students in 86 P-12 schools and 32 charter schools in Oakland, California. The student population of OUSD is very diverse and 73% of the students receive free or reduced meals. OUSD holds grants with a variety of technology companies including Salesforce, Google and Intel to support teachers and students. The mission of the Oakland Unified School District is to build a full-service community district focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. The vision of OUSD is for all OUSD students to find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. Within this the district priorities are: 1) Thriving Students 2) Thriving Schools and 3) Thriving District. OUSD states the commitments made to this are to provide every student with access to a high-quality school, ensure each student is prepared for college, career, and community success, to staff every school with talented individuals committed to working in service of children, to create a school district that holds itself and its partners accountable for superior outcomes and to guarantee rigorous instruction in every classroom, every day.

## Education Unit

OUSD's Teacher Induction Program is led by the New Teacher Support and Development Team (NTSD), which is housed in the Talent/Human Resource Division. The NTSD programs are served by a program manager and program coordinator under the district level leadership of the deputy chief of the Talent Division. Additionally, OUSD Teacher Induction program has a grant-funded partnership with the New Teacher Center (NTC), whose Bay Area team supports critical shifts within the OUSD program design and implementation. The OUSD Teacher Induction Program currently serves 279 first- and second-year general education and special education teachers.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2019-20)</b>	<b>Number of Candidates Enrolled (2020-21)</b>
Teacher Induction	126	279

## The Visit

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

## PRECONDITION FINDINGS

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

## PROGRAM REPORTS

### Teacher Induction

#### Program Design

Oakland Unified School District (OUSD) Teacher Induction Program is led by the New Teacher Support and Development Team (NTSD), which is housed in the Talent/HR Division. The NTSD programs, which includes Teacher Induction and is overseen by a manager and coordinator. The team reports directly to the Chief Talent Division Officer. Additionally, OUSD has a grant-funded partnership with the New Teacher Center (NTC). This Bay Area team states that it has been working to support critical shifts within the program design and implementation. The senior program consultant at NTC, serves as their lead partner.

OUSD is in partnership with Trellis Education as a third party, nonprofit residency program that focuses primarily on STEM specific curriculum and instruction. Trellis meets monthly with OUSD to collaborate on progress and needs of the induction program. An advisory team member stated that meeting with multiple stakeholders “Feels like a true collaborative partnership.”

Documentation substantiates that the OUSD’s mentoring design is based on a sound rationale informed by theory and research and provides multiple opportunities for candidates to demonstrate growth using the Oakland Effective Teaching Framework (OETF) which is aligned to the CSTP. The mentoring approach includes the development of an Individualized Learning Plan (ILP) based on the needs of the candidate. The program’s design serves to strengthen the candidate’s professional practice and contribute to the candidate’s future retention in the profession.

The weekly interactions logs and flexible design of the program’s ILP document are two primary ways to ensure mentors are addressing “just-in-time” support. Candidate interviews demonstrated that “just-in-time” supports were being provided not only during the mentor candidate individual weekly meetings, but candidates also expressed they often contact their mentors via text message, phone calls or emails. During interviews, Candidates unanimously agreed how much they value and appreciate their mentors. Interviews showed that candidates feel that they are provided a safe teaching and learning environment to try new strategies and receive quality feedback not only from their mentors, but also from their administrators as well. A program completer stated, “The reflective process and the learning objective showed what success looks like. Whether it is a weeklong lesson or a yearly plan, I carry that method along. It reinforces my habits because I have a strong foundation of what I want the students to be doing, then reflecting on it and changing things day to day and even lesson to lesson.

Through documentation, OUSD demonstrates the facilitation of candidate growth through modeling, guided reflection along with feedback on classroom instruction, available resources to support professional growth, and periodic review of the Individual Learning Plan (ILP).

OUSD Teacher Induction Program surveys prospective mentors regarding their current classroom assignment, clear credential status, and years of experience prior to selection. The program provides ongoing training support for mentors/coaches by using a contextualized version of NTC's mentoring for training series. The series provides a robust and differentiated model for mentor training that moves mentors through three levels of scope and sequence (Foundational, Advanced, and Sustaining). Within this scope and sequence, the model offers a combination of more "traditional" training in which mentors learn about and practice effective mentoring skills, and shorter forums where they share, analyze, and reflect upon artifacts of their own practice. "All Mentor Forums" are held three times throughout the year, which focus specifically on ensuring mentors feel prepared to guide teachers in establishing and progressing toward their ILP goals. For every mentor training the model begins with general materials created by the New Teacher Center and then modifies to meet the contextual needs of OUSD. Interviews showed that the majority of administrators were contacted by NTSD leadership for mentor recommendations with any other background information which may be of importance. OUSD has aligned itself with the NTC to improve mentor qualifications, mentor selection, mentor training and has also revised the ILP process.

Mentor interviews demonstrated that the mentor application process was very user friendly and they found the process to be streamlined and structured. Administrators do recommend and vet mentor applicants to the NTSD program as expressed by the majority of the mentors. Mentors stated that district leadership is very open to one on one or face to face conference times to meet their mentoring needs. It was evident that mentors value the district partnership with NTC along with the quality of professional development which they as mentors are receiving. Veteran mentors expressed that the communication from leadership has been recalibrated and communication has become more consistent. "Communication from leadership is consistent, we know what to expect, know what to look for and know where to go if we have any questions."

NTSD has also developed a lead mentor position whose core function is to provide individualized coaching and feedback to mentors, thereby supplementing the learning from the mentor training space and elevating their impact on new teacher development. Lead Mentors also continue to support one or more Induction candidates as part of their role. The stipend position is an additional 120 hours per contract year. One mentor had just attended her first Lead Mentor training and was very excited to begin the process of mentoring mentors. "I'm still wrapping my head around it, but I know it's going to be good."

Interviews and review of documents confirmed that the OUSD program regularly assesses the quality of services provided by mentors to candidates using criteria that include candidate feedback, quality and perceived effectiveness of support provided three times per year. The NTSD Team meets twice per month with their supervisor and two to three times per year

together with OUSD and NTC leadership. As affirmed by a stakeholder, there are “great positive experiences with NTSD. They really want their new teachers to be successful.”

Documentation shows that OUSD has formalized an advisory committee for the current 2020-21 school year and has held two of the four meetings scheduled. The advisory committee is focusing on two primary problems of practice for the induction program: continued program improvement that ensures the candidate and mentor experience is grounded in competency over compliance and increased school leader engagement. The advisory committee is comprised of a range of stakeholders including mentors, program coordinator, Recruitment and Retention team member, a retired teacher who also works with Mills College, a secondary math coordinator, a special education coordinator, a senior program consultant from the New Teacher Center, an Elementary Network member, and a member from the Trellis Institution of Higher Education/Partnership Pathway.

### **Course of Study (Curriculum and Field Experience)**

Documentation demonstrates that the ILP addresses the OETF which is aligned to the California Standards for the Teaching Profession (CSTP). OUSD has provided a road map for candidates’ induction work along with guidance for the mentor in providing support. Components of the ILP include candidate beginning, mid-year, and end of year goal setting, reflection and mentor/candidate rubric scoring for candidate assessment. While candidates are free to establish new or additional goals, the program asks that candidates engage in a mid-year and end-of-year reflection co-assessment of progress. Over the course of an academic school year, candidates are supported by their mentor to engage in ongoing inquiry. Each semester of inquiry includes a reflection of practice aligned to an indicator of the OETF and subsequent goal setting, analysis of artifacts (unit and lesson plans, observation cycle, student learning analysis, peer observation and professional learning) aligned to the ILP goal. The ILP assesses progress towards mastery of the OETF, which addresses the CSTP. With support from the candidates’ trained mentors, candidates develop their teaching practice and enhance student learning outcomes by deeply engaging in goal-setting and professional learning along with data driven inquiry to assess teaching effectiveness and determine next steps.

Interviews and documentation show that throughout the fall semester, teachers and their mentors engage in ongoing formative cycles of inquiry focused on the lesson planning, observation data, analysis of student learning and professional development. Development of the ILP starts in the beginning of the year as the candidates share and discuss their ILP from Year 1 of induction or the Individual Development Plan (IDP) from a credential program. Mentors and candidates collaboratively select an OETF indicator from Domains 1, 2 or 3 to focus the candidates’ inquiry. Candidates reflect on their strengths and areas for growth in relation to the OETF indicator chosen. Candidates capture notes in real time with their mentors, carefully review and discuss the OETF, and assess their own teaching practice with a numerical rating. The rating system consists of “Beginning” with a rating of 1-3, “Developing” with a rating of 4-6, “Proficient” with a rating of 7-9, and “Exceeding” with a rating of 10-12. Candidates along with their mentors complete a fall artifact analysis and reflection of their ILP goal thus far. Mid-year conversations are conducted between the candidates and mentors

focusing on and discussing in what ways the candidate has improved since the beginning of the year, the progress that has been made on the ILP goal, specific teaching outcomes directly related to the candidates' inquiry, and areas of future growth. With their mentors, candidates repeat the inquiry cycle again until the end of spring. At the end of the year, the above documents along with lesson plans, reflections, and artifacts are organized and arranged into a portfolio which are then reviewed by the mentors. A second-year candidate stated, "I've learned so many strategies from my mentor and feel I'm a far better teacher than I was a year ago." Within the ILP, professional learning and support opportunities are identified for each candidate to practice and refine effective teaching practices through focused cycles of inquiry.

The ILP includes candidate professional growth goals, description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. Within the ILP, professional learning and support opportunities are identified for each candidate to practice and refine effective teaching practices. Employer input for the candidate's ILP focus varies by setting and teacher candidate. OUSD is working to incorporate greater administrator input and guidance from staff into the ILP during the 2020-21 academic year. The NTSD team enlists school leader engagement in program enrollment, mentor selection and mentor matching. For example, once the majority of mentor applications have been submitted in August, the NTSD team uses a shared template to communicate with and seek mentor selection input from every OUSD school leader/leadership team. Site administrators are encouraged to meet with their site mentors and candidates to ensure the induction program and established ILP goals guiding the teacher's work are purposeful and aligned to site based professional goals. A site administrator shared with the review team that he finds time "to meet one on one with his teachers enrolled in OUSD Teacher Induction."

OUSD teacher induction program expects candidates to engage in a range of professional learning opportunities throughout the school year along with candidate reflection during the mentoring process. Candidates provide evidence of professional learning by adding their learning experiences into the "Artifacts" sections of the ILP. The program also provides candidates with substitute coverage at least twice per year to observe more experienced peers.

Professional learning in the district is provided by, but not limited to, site-based PD, site based professional learning communities, curricular training facilitated by the district's Academic Division, social emotional learning (SEL) focused training led by the district's PBIS Restorative Justice and Behavioral Health teams, as well as providing trainings and support facilitated by the English Language Learner and Multilingual Acquisition (ELLMA) team.

OUSD's program mentoring support includes multiple pathways for candidates to develop short- and long-term analysis of their teaching practice as well as to help develop enduring professional skills. Induction mentors provide one on one individualized mentoring and support for the candidate for a minimum of one hour per week, communicates to candidates through a Mentor Interaction Weekly Log located in the Google Classroom, and facilitates the candidates ILP process using guidance from mentor training and ILP template. Interviews and

documentation provided demonstrate that the mentor is the most essential role in the development of new teacher practices. The ILP is documented within mentoring sessions by the mentor, so that the teacher has space to reflect, apply, and grow. The mentor trainings are intentionally designed to include mentor forums specifically focused on their preparation for their crucial role. Mentors are guided to spend the first 30-60 days with their teachers gathering evidence of practice to inform the ILP goal and familiarizing teachers with the OETF which is aligned to the CSTP. Throughout the school year, the mentor supports the teacher in identifying, examining, and improving artifacts of practice, which they can upload to their ILP as evidence of growth. During the mid and end-of-year mentor forums, mentors review and provide feedback on ILPs submitted by teachers other than the candidates they mentor.

Evidence from mentor interviews demonstrated that mentors consistently use the OETF as an anchor document and then incorporate additional CSTP resources when needed, especially when working with first year candidates. "Our discussions are always centered around the indicators of the OETF" was a comment made by a nine-year veteran mentor. The majority of the mentors interviewed found that the OETF indicators lent themselves to be more open and accessible for SEL, implicit bias, and culturally responsive practices. One of the interviewees stated, "I feel that the OETF provides a better lens for equity and isn't that what all this is about?" Mentors also stated they use the OETF indicators and conduct a co-pre assessment with their candidates before moving further on with the process. Mentors are in constant communication with their induction candidates, whether it is looking at specific indicator language, diving into what the indicator looks like in practice, as well as providing resources to the candidate to better assist them in being successful. The majority of the mentors also expressed that they feel the induction program has extremely clear expectations and is flexible enough to meet the needs of candidates who may be struggling. Several times during the academic school year, mentors are sent a representative sample of completed ILP's, taking great effort to make sure that the mentors' candidates are not part of the set. The mentors then rubric score the candidate ILPs and the candidates current mentor receives those scores and feedback as well. Mentors appreciated the feedback provided by their peer mentors. Mentors also expressed that many of them have had the opportunity to sit in on peer mentor candidate coaching sessions and then receive valuable feedback from the observing mentor. A mentor stated, "The tools that we get from leadership are extremely helpful and relevant."

### **Assessment of Candidates**

Interviews and documentation demonstrate that the induction program uses specific indicators within the OETF to assess candidate competency. In addition to meeting the one hour per week requirement, candidates must include and reflect on evidence of effective instructional practice, evidence of growth toward the ILP goal, evidence of growth toward creating an equitable classroom for students in order to qualify for the next step in the recommendation process. Candidate ILPs are assessed at the end of each year by a mentor other than their own. If a candidate scores lower than a five, they are provided an opportunity to reflect upon the feedback received and work with their mentor to revise and resubmit their final ILP for a second review.

The NTSD team members are authorized submitters with the CTC. Once candidates successfully demonstrate competency and complete the program, the NTSD will complete the CTC clear credential recommendation process as long as no other credential requirements remain. For candidates who do have additional requirements, the credentials analyst is given their information and facilitates the credential recommendation process. The credential analyst who assists in tracking credentials stated, "The systems are clear cut and easy to interpret." After submission, candidates receive an email notification from the CTC notifying them of their clear credential and outlining next steps to close the process. The OUSD team also forwards each CTC notification to the candidates at their current email addresses to ensure the communication is received. The program's verification includes a defensible process of reviewing documentation, a written appeal process for candidates, and also allows for a program extension or modification.

#### 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, site and district administrators, program leadership, a credential analyst, and IHE partners), the team determined that all program standards are **met** for the Teacher Induction Program.

## INSTITUTION SUMMARY

The Oakland Unified School District Teacher Induction Program provides a high-quality mentoring system that is reflective of district initiatives and customized within the needs of the local context to support new teacher capacity and growth. The support processes are implemented and designed to address equity issues and to develop and retain teachers who are as diverse as the students they serve. The OUSD mentoring system is deeply valued across stakeholder groups as it supports and refines effective inquiry-based teaching practices that serve all learners. As stated by a candidate “One piece that sticks with me is the reflective piece - what's working for you and what's working for your students - and adjusting your instruction based on that reflection. Also, how to change and adjust things if they’re not working. You feel so alone, but then you have this amazing coach to help you.” Across OUSD teacher development is a hallmark of the Oakland Effective Teaching Framework (OETF), an asset focused system which is embedded into the teacher induction program and into the district as a whole to guide and empower teachers.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The OUSD district leadership clearly communicated that the teacher induction program is an integral part of the overall district mission that is focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. The OUSD superintendent commented on the alignment of OUSD goals and induction, “We are constantly working as a system on cycles of inquiry...Our goal ultimately is for students to learn.” The NTSD team, which manages the induction program, has worked in close collaboration with the NTC to design a research-based inquiry process which provides candidates a framework in which they develop the specific skills, attributes, habits of mind, and practice rooted in goal setting, reflective practice, and evidence-based growth. As stated in an interview, the NTC consultant working with OUSD induction said, “We’re working on trying to move away from a compliance-based program to a focus on competency building.” The practices of the OUSD induction program are designed around the OETF which are aligned to the CSTP and embedded in the ILP. This framework is used consistently throughout the district for teacher evaluations and professional development offerings, as well as a measure of growth and competency for new teachers in induction. One interviewee noted, “I feel like the beauty of the framework is that any development is in conjunction with what’s happening in the rest of the district.”

The Chief Talent Office oversees the induction program and is actively involved in many aspects of the program organization and decision making. In an interview she stated, “We plan together not just what happens in induction, but also how to build our team. This year is about more team meetings to learn about each other’s work so that everything flows, and there is a strong

connection between retention work and induction.” The OUSD induction program has formed strong partnerships with institutions of higher education, including St. Mary’s College, Trellis, Mills College and the NTC to provide additional opportunities for support for new teachers. One higher education partner stated in interviews that, “it feels like a true collaborative partnership.”

The Advisory Committee was established in August of 2020 and includes program leadership, district and site administrators, higher education and NTC partners, and mentors. Members defined the role of the Advisory Committee this way: “To bring representatives of different stakeholder groups together, working towards alignment, to look at data, and support the NTSD in problem solving.” All mentors are paired with a peer mentor for one-on-one reflection and feedback and have regular collaboration and reflection opportunities with colleagues during mentor forums three times per year.

One of the priorities for organizational wellness in Oakland Unified is to attract, keep, and grow OUSD employees, while building a staff that mirrors OUSD students and the induction program is a key element of that goal. To that end, there are strong teacher pipelines in place to recruit a diverse group of educators, create sustainable teacher residencies for hard to fill positions, tuition supports, and grant funded retention incentives for debt relief. These retention efforts have been very successful, and a district leader shared that, “Teacher retention has recently reached 85%, the highest rate for the district, and an increase of 5.5% over two years.” Because the induction program is viewed by the district leadership as an essential factor in the goal of increasing the retention of teachers, funding for the program is a priority, and a substantial financial commitment has been supported by the district leadership in staffing, mentor training and release time to ensure that new teachers are supported. The Chief Talent Officer communicates weekly with the NTSD Manager to respond to program needs, and the Chief Academic Officer described how she works with the induction program to set the yearly budget based on changing needs, and to work together to supplement funding through grant opportunities.

The OUSD is solidly anchored in mentor driven guidance and support. In interviews, candidates unanimously praised the guidance and support they received from their mentors, and program leaders spoke about their purposeful decision to invest in mentors and mentor training. One candidate spoke of their mentor, “She’s the human face of induction and makes sure that what I’m doing is relevant to my teaching and my students.” The program has a clear criteria and application process for selection of mentors and assigns mentors to candidates based on their credential area and teaching context, and takes into consideration the requests of the candidates, along with input from site administrators and human resource leadership, which was affirmed in interviews by members of both groups. Through their partnership with NTC, OUSD has implemented a differentiated model of mentor training that will move them through three levels: Foundational, Advanced, and Sustaining, with the majority of the current mentors at the foundational and advanced level. Ongoing mentor support is provided by the program in three mentor forums per year, which are focused on ensuring that mentors are prepared to guide candidates through the process of designing their ILP goals and progressing toward them

and provides opportunities for mentors to self-assess and reflect on their own practice, creating goals on a mentor ILP in collaboration with their peers. One interviewee noted, “The peer mentoring conversations have given us a chance to look at videos and watch and decipher it. You can look at actual data and be supportive of each other in the process of monitoring goals on the Mentor ILP. It really mirrors what the candidates are doing with theirs.” Feedback on mentor effectiveness is also gathered from candidates on the mid-year and end of year surveys to ensure that they are getting effective support from mentors.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b><i>No response needed</i></b>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

A hallmark of the Oakland Unified School District is their commitment to recruiting, supporting, and retaining teachers, and the district has created a variety of community and higher education partnerships to intentionally cultivate diverse and representative teachers to their district. The induction program is a critical component of OUSD teacher retention efforts, and the district has demonstrated that sustained support of teachers in their first years of teaching is a high priority.

In interviews with the credential analyst, human capital analytics specialist, and the recruitment and retention director, all stated that the process for identifying candidates who qualify for induction has been refined and improved collaboratively with input from the induction program leadership. When new teachers are hired, the staffing analyst gathers information based on their credential status and transmits it to the NTSD via a database, and the credential team

completes an introductory email to teachers holding preliminary credentials to connect the new hires to the NTSD. One interviewee stated, “There are checks and balances in place to ensure that teachers don’t fall through the cracks.” Information about program expectations and requirements is made available to teachers entering the program via the OUSD NTSD Programs Guide. This includes a link to an orientation presentation, and new candidates complete a survey regarding their preferences for the mentor match. Interviewees noted that the information regarding credential status and site support needs is also shared with site administrators to ensure that new teachers’ needs are being met.

The induction program is led by the NTSD team, which is responsible for administration of the program. The induction manager and coordinator oversee induction, with targeted support from consultant partners on program improvement and areas of assessed need. Additional assistance is provided by the support staff, whose duties include clerical support, record keeping, mentor matches, and document and artifact reviews. In order to provide more individualized mentor support, the program has recently hired lead mentors to help the new mentors who indicate that they would welcome additional support. As a central component of a distributive leadership design, mentors provide the majority of the guidance, feedback, and assessment of growth for the candidates. The NTSD leadership provides updates on program information through monthly mentor and candidate newsletters and individual status reports every six weeks, which detail current support hours, and which documents their ILP goal and current reported assessed level on their chosen OETF focus domain. The induction coordinator is also available for individual support for both candidates and mentors during weekly office hours.

The induction program is invested in a true mentor-focused system of support and relies heavily on mentor expertise to guide candidates in choosing meaningful goals, assess their growth in practice, and provide formative feedback to them on progress towards mastery in the OETF domains. One mentor stated that, “I see myself as a facilitator for the mentee’s reflection process. I want my mentee to focus on the work with students and build that into this process naturally”. The OUSD induction program monitors candidate progress at mid-year and end of year on the reporting forms within the ILP, as the closing step of the observation and reflection process. Mentors are instrumental in the development and completion of the ILP and collaborate with candidates to gather artifacts of their learning and to assess their growth in their focus goals, using the OETF. One mentor stated, “I use it to help teachers to understand where they are and where they’d like to go. It’s a really important goal setting tool.” This record of growth, along with the meeting hours logged together, is monitored by the program leadership throughout the year. At the end of each year, mentors are paired with a different candidate to assess candidate competency and completion of requirements using a rubric which focuses on two indicators within the OETF. In addition to meeting the minimum expectations for mentoring interaction minutes, a teacher must earn a minimum passing rating to qualify for the credential recommendation process.

Teachers who are struggling with completing the requirements are identified each year of induction and contacted directly by program leadership. A program consultant stated, “We

identify the barriers that are causing them to struggle and work together with their mentor to find ways to overcome them.” She then works with individual teachers and in small groups to assist them in whatever ways they need to be successful.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The OUSD Teacher Induction Program is a two-year, job-embedded, mentor support program that is designed to allow candidates to show growth toward mastery of the OETF, which is aligned to the CSTP. Candidates and mentors participate in an asynchronous orientation outlining program expectations and completion requirements. Upon self-reflection of their current practice in relation to the OETF, each candidate identifies an area of growth on their ILP based upon their individual needs, in collaboration with their mentor. Mentors stated they received extensive training on the protocols for coaching conversations to support the candidate in self assessing their level of the OETF as well as setting a goal. This area of growth establishes their goal, and all efforts, professional development, and reflection are based around this goal. The ILP is a well-planned sequence of coursework and clinical experiences for candidates to learn, practice and demonstrate their knowledge, skills, and competencies as an educator. The socio-economic and cultural diversity of OUSD students ensures that candidates have significant experience in schools that reflect the range of diversity of California’s students. Candidates must provide artifacts as evidence of growth toward mastery of the selected standard on their ILP. Upon a mid-year reflection, with the guidance of their mentor, the candidate may choose to continue with the same goal or adapt their goal. Mentors support their candidate in assessing growth on their ILP as well as linking required artifacts as evidence of the growth. The candidate then submits that self-assessment to program staff for verification of completion. Candidates who did not complete the requirements or need to provide additional evidence to meet the standards receive communication from the program staff with guidance for program completion. One mentor expressed, “Leadership is always flexible and happy to make accommodations.”

Prospective mentors are preliminarily identified through the Mentor Interest Survey. Candidates are also surveyed as to important qualities they would like their mentor to possess, which is considered when assigning mentor matches. OUSD Induction program staff ensures that mentors possess a clear teaching credential and knowledge of the teaching context aligned to the candidate they support. As reported by stakeholders interviewed by the site review team, two key components in the final approval of a mentor applicant are the site administrator input and approval prior to the final pairing to further confirm that the applicant has the knowledge and skills to be an effective mentor. In interviews, site administrators stated that this communication between administrators and the program ensures the candidate is matched with the best fit mentor, ideally on-site. Once paired, a mentor participates in one of three pathways of training based upon their previous experience and training as a mentor. These pathways include “Foundational” for new mentors, “Advanced” for second year mentors, and “Sustaining” for third year and beyond mentors. OUSD began a pilot partnership with the NTC in 2017 to support their mentor development and coaching training. This partnership transitioned from pilot to a scaled-up partnership in 2019 and site administrators interviewed stated this partnership is resulting in a strong coaching capacity throughout the district.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs	<b>Consistently</b>

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
that identifies program and unit effectiveness and makes appropriate modifications based on findings.	
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

As a unit and program, the OUSD Teacher Induction Program continues to place emphasis on continuous improvement through the collection, analysis, and use of data. Data sources include candidate surveys, mentor surveys, mentor feedback on professional development, informal observations by the program staff, and program completer data. The data is collected, compiled, and reviewed by program staff. Program staff work with the OUSD human capital analytics specialist to format data in a method that is more user friendly. Additionally, staff work with the Analytics Specialist to better interpret the data for the application to continuous improvement efforts. Previously, program staff solely addressed continuous improvement activities in partnership with other district leaders. In 2017 the partnership with the New Teacher Center began and has become more robust over the last four years, resulting in the analysis of collected data by a broader group, leading to more program improvements such as focusing on competencies and mentor-support over solely compliance of requirements. A candidate stated during the interview that the mentor support and guidance offered by the program on his ILP is truly making him a “more effective teacher”. Most recently, a formal advisory committee has been established in support of the OUSD Teacher Induction Program which includes members across stakeholder groups including institutions of higher education. The committee meets quarterly to review and analyze collected program data with the goal of collaboration and further driving continuous improvement of the program. District leaders, site administrators, mentors, and candidates stated the continuous improvements of the OUSD Teacher Induction Program are evident and the program has become mentor driven, building the overall coaching capacity of the school district. As specifically stated by one mentor, “I have seen tremendous positive shifts in the program and the ILP over the last three years based upon feedback” from stakeholders.

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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard**

Multiple stakeholders reported that the OUSD Teacher Induction Program is having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students. Site administrators stated the increased skilled coaching capacity developed by the Induction program is not only increasing Induction candidates’ learning and competence, but their school site overall. A third-year mentor stated that he has coached four candidates and all continue working at his school site, which has typically had a high turnover rate. His site administrator has now asked him to coach other teachers at the site who are struggling, to use his strong coaching skills gained through mentor professional development.

The candidates provided feedback that the program design which includes the completion of their ILP and mentor support, has guided them to use formative assessments such as exit tickets to support them in adapting their future instruction. Candidates emphasized that the mentors placed focus on their social and emotional well-being and felt that because of this they are a better teacher for their students. Candidates and mentors collaborate to verify that the candidate is meeting the OETF which is aligned to the CSTP. Through each candidate’s documented work and evidence linked to their ILP, and through the submission of their growth analysis to program staff, candidates demonstrate that they possess the knowledge and skills necessary to educate and support all students.