

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

**Professional Services Division
May 2021**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Burbank 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 with a 7th year report** is made for the institution.

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met with Concerns
4) Continuous Improvement	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: Burbank Unified School District

Dates of Visit: February 22-24, 2021

Accreditation Team Recommendation: Accreditation with 7th Year report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
February 2012	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with a 7th year report** 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, professional development team members, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation recommendation of **Accreditation, with a 7th year report** for the institution was based upon the following:

Preconditions

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

Program Standards

After a review of all evidence provided and interviews conducted, all program standards for the teacher induction program for the Burbank Unified School District are **met**.

Common Standards

After a review of evidence provided and interviews conducted, the site visit team finds all Common Standards for the Burbank Unified School District are met, with the exception of Common Standard 3: Fieldwork and Clinical Practice which is met with concern.

Overall Recommendation

Based on the fact that the team found that all standards for the teacher induction credential program were met and that all Common Standards were met with the exception of Common Standard 3 which is met with concern, the team recommends Accreditation with a 7th year report.

The 7th year report is to provide evidence of:

1. Adjustments to its program design to better align to the 2016 Induction standards, including the reliance of the ILP as the sole documentation of teacher growth.
2. The design and implementation of a system that systematically recognizes mentors and their work.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Burbank Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Burbank 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:

Jodie Schwartzfarb
New Haven Unified School District

Programs Reviewers:

Trisha Fucillo
Los Banos Unified School District

Common Standards:

Caroline Satoda
San Francisco Unified School District

Staff to the Visit:

Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
CA Standards for the Teaching Profession
Candidate Advisement Materials
Candidate Assessment Materials
Candidate Handbooks
Candidate Work Files
Graphic Overview of Induction (Candidate)
Common Standards Addendum

Common Standards Review Feedback
Common Standards Review Submission
Continuum of Teaching Practice
Precondition Responses
Program Leader and Mentor Vitae
Program Review Addendum
Program Review Feedback
Program Review Submission
Survey Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	13
Completers	11
Employers	13
Institutional Administration	5
Program Coordinators	3
Professional Development Team	6
Mentors	12
Credential Analysts and Staff	2
Induction Advisory Committee	8
Institute of Higher Education Partners	1
Support Staff	2
TOTAL	76

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The Burbank Unified School District (BUSD) is located in the greater Los Angeles area of southern California. The district established itself as a unified school district in 1908 with the opening of their first comprehensive high school. The district provides educational programs to a diverse student population of approximately 15,000 students in kindergarten through grade twelve with 35% of the student population identified as low socio-economic status and 10.2% English learners. There are eleven K-5 elementary schools; three middle schools, two comprehensive high schools, and a continuation high school. The District is governed by a five-member Board of Education and served by a central administrative staff.

Education Unit

The BUSD program is housed in the Instructional Services Division with the assistant superintendent providing oversight of the program. Day-to-day administration of the program is provided by a three-person leadership team, teachers on special assignment (TOSA) from secondary, elementary, and special education levels. The secondary level TOSA is a 1.0 % released teacher and serves as program coordinator. The other two TOSA are paid an extra stipend representing 0.2 % of a salaried teacher, on top of their 1.0 % assignments as classroom teachers.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction Program	31	29

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The review team and institutional stakeholders participated in interviews via technology. The visit proceeded in accordance with all other 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

Program Design

The site visit team confirmed that the Burbank Unified School District (BUSD) offers a comprehensive teacher induction program that provides candidates the opportunity to clear their credential through a district-sponsored program. The program is offered to district-employed teachers free of charge and to teachers employed outside of the district for a cost. As evidenced by the organizational chart and program design summary, the teacher induction program is housed within the Instructional Services Division and is supervised by the assistant superintendent of Instructional Services while the day-to-day operations are led by a three member team of Teachers on Special Assignment (TOSA) with the full-time release TOSA serving as program coordinator.

Communication between district administrators and program leaders occurs both formally and informally. The program leadership team reported they work closely together to meet the needs of all program candidates. Additionally, the assistant superintendent confirmed regular ongoing communication occurs between district and program leadership regarding the induction program's direction, challenges, and accomplishments through both formal meetings and informal conversations. As one district administrator stated, since they see each other in the office and at lunch on a daily basis, induction program needs are often discussed.

Program-level tracking sheets confirmed that mentors are assigned to candidates within 30 days of enrollment; the coordinator shared that typically the match is made within the first week of enrollment into the program. As evidenced by both the mentor activity logs and interviews held with stakeholder groups, the induction program candidates receive one hour per week of face-to-face mentoring during their enrollment in the program, which is documented on mentor activity logs. The triad meeting documentation evidenced that the overarching guide for the mentor's work with the teacher candidate is the yearly goals sheet, which is collaboratively developed in the first month of the induction program. A site administrator shared that the triad meeting is their favorite part of the process, as they get to see candidates reflect on their strengths and identify clearly what they want to achieve. The mentor activity log and interviews with mentors and candidates confirm the two major topics of conversation at weekly meetings are support to improve classroom practice, and work on the Individual Learning Plan (ILP).

Program documentation and mentor interviews confirm they are trained to engage their candidates in just-in-time support during weekly meetings, which then moves into learning-focused conversations to develop the candidates' understanding of how to strengthen teaching

and improve student learning through long-term mentoring. Mentor and candidate interviews confirmed mentors use active listening and questioning techniques to elicit information and thinking from teacher candidates, which helps them learn more about themselves as educators and how to help students, as well as how to proceed with ILP action steps.

Review of program documents provided evidence the district has established criteria for mentor eligibility which is followed during mentor selection. This process involves both site and district personnel. The leadership team oversees the application and hiring process while the assistant superintendent of instructional services leads the retention and release of mentors annually.

Program documentation and mentor interviews confirmed mentors have received training in Mentoring Matters for learning-focused conversations in 2016, 2018, 2019 and is planned for 2021. The program coordinator stated that in years without Mentoring Matters, they provide refresher training to mentors as part of the mentors' ongoing training. A mentor shared that Mentoring Matters (training and handbook) is the foundation for their approach to mentoring and is often included in their district-level training throughout the year.

Interviews with program coordinators confirmed stakeholder input comes to the program via surveys, professional development feedback, and conversations, which are analyzed by the Induction Advisory Committee (IAC) who suggest programmatic changes. Members of the IAC confirmed they meet semi-annually to learn about program activities and statistics, to hear about current issues or challenges to the program, and to provide advice and guidance about program activities and outcomes with implementation of approved changes occurring immediately.

The IAC minutes show, and the Institute of Higher Education (IHE) representative confirmed, that program matriculation is offered by a local state university. A member of the IAC shared that if guidance and support are needed from the committee throughout the year, program coordinators communicate those needs and seek input from the committee before making decisions.

Mentors, teacher candidates, and completers noted that they complete mid-year and end of year surveys on program effectiveness and candidate competence, as well as reflections at the end of each professional learning community (PLC) and professional development (PD) they attend. A mentor shared that immediate changes can be seen from feedback, that it is nice to know the coordinators are taking the time to read and listen to stakeholder input. Program coordinators shared, and interview evidence confirmed, survey data, as well as the state's program completer survey results, and feedback from the IAC are used to drive decisions about the induction program.

The program went inactive from 2013 to 2015, then reactivated under the current superintendent. Throughout interviews with a variety of stakeholder groups, there was overwhelming gratitude that the district offers the teacher induction program and for the

addition of induction for education specialist candidates. The credential analysts reported the struggles their office saw new teachers go through, trying to find a way to clear their credentials when Burbank did not have an active induction program. But now that BUSD once again sponsors an induction program, the analysts shared it is a wonderful process, seeing teachers finish within the district with confidence gained.

Program coordinators confirmed the program began serving education specialist candidates in induction in 2018. Interviews highlighted that the program continues to hire and train mentors to specifically serve the individual needs of education specialist candidates, while furthering the needs of district-identified goals. Interviews with the professional development team confirmed that there has been continual work to expand the professional development options specifically designed for education specialist candidates, while opportunities for general education teachers continue to offer a variety of topics in order to ensure individualized learning and current needs for all.

Course of Study (Curriculum and Field Experience)

As evidenced by the ILP template, candidates engage in a recursive action research inquiry cycle while enrolled in the program; evidence shows candidates are strongly encouraged to create a new ILP each semester. At the start of the action research inquiry cycle, the ILP requires candidate self-assessment on the California Standards for the Teaching Profession (CSTP) and establishment of yearly goals for each teaching standard. ILP are developed with the support of the mentor, followed by action research and professional development around the candidate goals. In addition to the ILP, several additional documents are required by the program--the class profile, the triad form, post observation conference form and classroom observation of a colleague form. Candidates reported eight to nine documents outside of the ILP are required to be turned in each semester. Completers stated they would have welcomed fewer work products, especially those redundant to their preliminary preparation program.

Interviews with candidates, completers, and site administrators, as well as a review of candidate ILP, verified that during the triad meeting the site administrator, mentor, and candidate share areas of proposed CSTP focus, discuss the candidate's ILP direction, and scope of their inquiry.

All site administrators agreed they really enjoy the triad process, a chance to have an intentional meeting and learn candidates' focus and strengths, reporting it is a golden opportunity to build a relationship early on in their teaching career. Candidates confirmed that throughout the entire process, weekly check-ins with mentors guide their ILP work, focusing on improving their professional practice.

Candidates attend monthly PLC meetings, designed to meet candidate individual needs. Additionally, candidates are required to participate in two self-selected professional development each semester that fit their growth pathway. The professional development team reported that they provide professional development for both induction candidates and other district teachers. All professional development is aligned to the CSTP, allowing candidates to

select sessions aligned to their ILP goals. Candidates shared they also have the choice to find professional development outside of the district.

Assessment of Candidates

Candidates, completers, and mentors verified there are multiple formal and informal checkpoints throughout their participation to assess candidate competencies and progress towards completion. Candidate self-reflection on the CSTP was confirmed as occurring three times throughout enrollment in the program. Program leaders explained that activity logs act as a progress monitoring tool, allowing them to provide feedback and guidance to the mentor. Mentors commented that the feedback is clear and vivid, explaining that the program leaders both point out their strengths and offer improvement suggestions on the activity logs.

Interviews with both candidates and program coordinators confirm that the work within the action research inquiry cycle is documented on the ILP form, uploaded to Google Classroom along with curated artifacts, and reviewed by mentors and program coordinators for evidence of growth and learning. Formal review of the ILP is done at the end of each semester. Program coordinators reported they use a tracking tool throughout the year to determine progress towards completion and candidate competence. Once the candidate's records show they have completed all program requirements--CSTP self-assessments, the triad meeting and form, classroom profile, classroom reflection, observation by mentor and reflection, observation of a colleague, professional development each semester, monthly PLC meetings, ILP with link to all artifacts, end of year one video or essay and the year two exit interview--the coordinator starts the recommendation process for the clear credential.

The program coordinator recommends a clear teaching credential for those candidates who have completed all program requirements--successful completion of all required documentation, attendance at weekly mentor and monthly PLC meetings, completed professional development, and has demonstrated growth toward mastery of the six CSTP. The coordinator notifies candidates with the Commission requirements to complete the clear credential process. Program completers shared they were notified quickly, with clear information, from the coordinator, and that the entire application process was great.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 76 stakeholders such as candidates, completers, professional development team members, employers, and institutional administrators, the team determined that all program standards are met for the Teacher Induction program.

INSTITUTION SUMMARY

The BUSD Induction Program is built on caring relationships and the desire to help those beginning their teaching careers to progress in their professional practice. The program is led by a team of three district teachers, overseen by the district's curriculum and instruction office, with mentors supporting candidates on a regular basis. Staff involved in the administration of

the program have multiple connections within the district, ensuring support for the program. Respect among and for the different stakeholder groups allows those leading the program to be able to offer a quality induction experience to all of its candidates.

Among the strengths of the program is communication. From candidates, to mentors, to site administration, and the professional development team members, communication occurs both formally and informally, keeping all apprised of the needs of induction candidates. With these different groups working together, candidates have not only their designated mentor to turn to for support, but program TOSA, professional development leaders, principals, and district administrators. Candidates benefit not only from this strong networking structure, but from professional development options provided by the district. With the professional development team working with the induction program to learn about candidate goals and needs, PD offerings are selected to support candidates’ growth and development. Throughout all that candidates do in the program, their focus is on their current teaching context, offering purpose and value through induction.

While activities currently included in Burbank’s program design makes for good teaching practices, to better meet the spirit of the 2016 Induction standards, the program is to take time to refine what is being required of candidates and ensure that the only required documentation is the ILP. Along with this, structuring recognition of the program mentors and all that they do needs to be built into the program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 site visit team confirmed through interviews that the Burbank Induction Program has the infrastructure to successfully conduct program business. Building upon a variety of current educational research, as explained on the induction website, those administering the program support candidates as they develop as professionals and work to meet the needs of their students. Induction aligns with the vision of the district as the superintendent reported that diversity-equity-and-inclusion (DEI) is a focal point for the district. He recognizes BUSD is at a starting point with a long way to go, and that induction provides a pathway to ensure that their newest teachers attain the skill set they need, noting that induction is the first step in Burbank becoming the world-class district he wants it to be.

Per interviews with district administration, the induction program is structured by the leadership team with oversight from district office administration. While the leadership team provides the organization for the program, stakeholder groups report that feedback and input

is sought on a regular basis. Mentor interviews support documentation provided, that surveys are administered a couple of times a year requesting input for program improvement. They also state that there is an open connection with program leadership as they accept feedback at any time.

In collaboration with the program leadership, the IAC provides oversight to induction, meeting semi-annually to review program activities and offer guidance as needed, as is evident in agendas provided. The IAC reported that feedback is given either at group meetings or sent through email.

Outside of the immediate program, collaboration is evident through Memorandums of Understanding (MOU) with neighboring schools and a local district. Through these MOU, BUSD is able to accept candidates from nearby schools when they need induction support, and has a plan to work with neighboring Glendale Unified School District to continue induction should either institution withdraw their program.

District support for induction is evident throughout the program--in financial areas and personnel, from new hires being introduced to the program at their time of hire per credential analyst interviews, through their program orientation and induction activities. Mentors support one to two candidates as reported during interviews. Candidates are invited to attend district sponsored professional development sessions which support their ILP goals at no cost to themselves, as evidenced by district flyers and interviews. The two leadership team members who are full-time classroom teachers are financially compensated beyond their teaching day to assist with administering induction.

Program leadership has been given the authority to make needed decisions which affect the program. When appropriate, program leadership connects with district administration for support as shared during interviews. Taking into account stakeholder input and with the guidance of the IAC, adjustments to the program are made both during the academic year and over the summer, as reported by program leadership.

To ensure that candidates receive the best support possible, mentors are hired via criteria published in the mentor application. Mentors receive ongoing training, centered around Mentoring Matters and program documentation, as evidenced by training materials and interviews with program leadership and mentors.

Using a spreadsheet, program leadership tracks candidates' progress towards completion. Once candidates have completed induction requirements, they are guided through the application process for a clear credential with the assistance of the three coordinators, as reported by the credential analysts. Completers reported that the program coordinator was the one who came in quickly with email, explaining exactly what to do, when to do it, with clear and fast information.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard.

Information about the induction program is available to all through the district website. Human resources personnel reported job postings are now available via EdJoin and partnerships have been made with universities with diverse credential programs to recruit a variety of teachers to BUSD. Credential analysts confirmed that at the time of hire, hiring packets contain information used to analyze who is induction-eligible. The induction handbook details the program, including roles and responsibilities of those involved, and states that new hires in BUSD who hold a preliminary teaching credential are accepted into the induction program. Candidates can decline enrollment in induction, but those who agree sign the Induction Candidate Agreement form. Moving forward, candidates are supported throughout their time in induction by program leadership and their assigned mentors.

While in induction, candidates receive ongoing support from their mentors, PLC groups, ILP work, and observations both of themselves and others, as detailed in the program handbook and confirmed through interviews with candidates, completers, and mentors. Candidates report that at the time of hire, credential analysts walk them through the hiring process, and then they attend induction orientation where the induction leadership team reviews and leads them through the district’s induction program requirements. Candidates report that the process was equally painless, simple, streamlined, and user friendly. Check-ins with mentors and program coordinators also support candidates’ attainment of program requirements.

Candidates reported that while the program offers a recommended deadline for activities, the schedule is flexible to meet candidate needs. As reported, one candidate needed that structure, and noted the calendar was helpful. A completer shared that teachers are not doing this alone as BUSD has a whole big community of people; the completer still reaches out to the previously-assigned mentor as needed.

To track candidates progress, weekly mentor activity logs are submitted by mentors and reviewed by the leadership team. Mentors reported that they receive regular feedback on their logs, around their interactions with candidates and guidance in moving candidates forward in their practice. PLC meetings are another opportunity for check-ins around candidate movement towards program completion. Should candidates need extra support to complete induction, they meet with their designated program coordinator and their mentor to develop an action plan, including a timeline for meeting program requirements, as stated in the preconditions. Coordinators then work closely with candidates to guide them through induction towards program completion. Completers reported that program coordinators were helpful supports to consult when difficulties arose. Both program leadership and IAC members reported that should leadership need assistance in supporting candidates, the IAC is used as a sounding board to offer insights and suggestions, stating the IAC basically tries to be there for the leadership team to see what they can do to help improve program implementation.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Inconsistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

Candidates experience a planned sequence of experiences allowing them to demonstrate the knowledge and skills needed to educate and support students in meeting core curriculum standards and to address issues of diversity. This is evidenced in the comprehensive ILP candidates complete. The ILP documents evidence of the research they conduct and activities they engage in to identify growth goals and reflect on them to improve teaching and learning in their classrooms. A candidate shared during an interview that in the ILP they must submit evidence of growth in the CSTP. Candidates’ ILP are scored on a three-point rubric—exceeds, meets, or does not meet requirements. IAC members participate in the ILP review process so that they may provide feedback to the program.

The program implements a consistent process of hiring mentors who are then matched to the program candidates. Once hired, mentors receive training on their role and responsibilities. As an example of ongoing training, one mentor described PD last year on the ILP, including the development of an ILP for both candidates and themselves, and then training on how to assess the quality of those ILP. They stated that one of the things worked on was to make sure the ILP is useful to the candidate. Numerous stakeholders stated strategic matches of candidates and mentors are made, based on grade level or subject area. Program documentation and program leader interviews stated that mentors regularly support two candidates, with special permission needed to add a third candidate to mentor.

Mentors confirmed they receive initial and ongoing training, are orientated to their mentor role, and have their work evaluated through mentor accountability logs. However, no evidence

was found that the district systematically recognizes mentors for all they do to support candidates throughout the induction program.

Upon review of ILP and confirmed by numerous program participants, BUSD currently requires additional documents beyond the ILP for program completion. These additional requirements do not align with the 2016 Teacher Induction standards that established the ILP as the primary focus of one’s induction experience.

Feedback on the mentor’s work is collected through surveys and service documentation. This data is then analyzed by the leadership team and feedback provided to mentors. Mentors who are deemed unsuccessful or ineffective are not matched to work with new teachers the next school year.

Rationale for the Finding

Currently, the program’s implementation of induction activities does not rely solely upon the ILP as required documentation of teacher growth and completion. Additionally, the site visit team was unable to find evidence that the program recognizes the mentors in a systematic manner.

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

As depicted in the program’s continuous improvement graphic, the program regularly collects and analyzes data from multiple sources to improve their program services. Candidates are asked to respond to mid-year and induction completion surveys to provide feedback to the program. The most recent completer data is from 2017-18 since the 2018-19 cohort of

candidates fell below the threshold of reportable data. To supplement this data from completers, the program asked graduates of the program currently in their third year of teaching, to complete a survey about their experience in the induction program. Respondents reported a high level of satisfaction about the program’s guidance in developing their professional practice. A candidate stated that one strength of the program is that they ask for a lot of feedback, so candidates know that their voice matters, as changes were witnessed between year one to year two. In addition, at the end of the 2020-21 school year, mentors and candidates will complete a new impact reflection, documenting the effects the program has on their teaching and students’ learning. A program leader reported that the coordinators analyze data and build modifications into the program design.

The IAC is a key stakeholder group in the continuous improvement cycle, meeting twice a year to provide feedback to program leadership on the program features and requirements. For example, on one meeting agenda, and confirmed by program coordinators, members discussed the progress of a struggling candidate. After reviewing the ILP and activity logs, the IAC made recommendations for additional support for the candidate to meet the Commission’s competency requirements. The IAC also viewed the high retention rates as additional evidence of the employers’ determination of the candidates’ effectiveness to support all students in meeting content standards. A site administrator reported that principals provide feedback via surveys about the quality of candidates’ preparation. They then added that the program coordinator is very accessible, checking in with them often, and is also receptive to their feedback.

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.

Evidence shows that the program has a positive impact on teaching and learning in the district. The retention data supports that the majority of candidates are re-elected after their first and second years of employment, the time period in which they are enrolled in the induction program. Completers consistently reported that the program components, including the ILP,

were helpful in preparing candidates to reflect upon and improve their professional practice and positively impacted their students' learning.

The institution works to ensure that all candidates in the program are prepared to serve as teachers who demonstrate the knowledge and skills required to educate and support all students to meet state-adopted content standards. Candidates complete a CSTP self-assessment to identify areas of strength and growth, set professional growth goals around the CSTP, and reflect on their teaching practices. One completer reported the ILP work provided the opportunity to hone in on what she wanted to work on in her classroom and impacted her learning that year. Candidates expressed appreciation for being able to target the ILP to help improve classroom practice in areas they self-selected. Completers also stated that after being asked repeatedly to reflect, reflection has become a habit.