

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Hanford Elementary School District

Professional Services Division  
May 2021

## Overview of this Report

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

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	<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

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6		
Clear Administrative Services	5	5		

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

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

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

**Institution:** Hanford Elementary School District

**Dates of Visit:** April 19-21, 2021

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
Date: March 26, 2012  <a href="#">Link to Hanford Elementary School District 2012 site visit report</a>	<a href="#">Link to COA action letter</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 site administrators, district leadership, program leadership, mentors, candidates, completers, and instructional 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 status of the institution was based upon the following:

**Preconditions**

All Preconditions were determined to be aligned.

**Program Standards**

All program standards were determined to be **met** for the Teacher Induction and Clear Administrative Services programs.

**Common Standards**

All Common Standards were determined to be **met**.

**Overall Recommendation**

Based on the fact that the team found that all standards for the Teacher Induction and Clear Administrative Services credential programs were met and that all Common Standards were met, the team recommends **Accreditation**.

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  
Clear Administrative Services Credentials

In addition, staff recommends that:

- The institution's response to the Preconditions be accepted.
- Hanford Elementary School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Hanford Elementary 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.

## Accreditation Team

### Team Lead:

Darby Williams (Retired)  
Sacramento County Office of Education

### Programs Reviewers:

Michael Gomez  
Saddleback Valley Unified School District

### Common Standards:

Dan Schaefer  
San Bernardino City Unified School District

### Staff to the Visit:

Erin Sullivan  
Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Accreditation Website  
Candidate Files  
Mentor Files  
Assessment Materials  
Accreditation Data Dashboards  
Preconditions Responses  
HESD Organization chart

Induction Advisory Committee  
minutes/agenda  
CASC Mid-Valley Regional meeting  
minutes/agenda  
CASC Think Tanks Flyer  
Cluster 3 Induction Directors' agendas  
Induction program brochure  
Individual Learning Plan  
Induction handbook  
New Teacher Networks (NTN) Calendar of  
Events 2020-2021

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	25
Completers	15
Site Administrators	10
Program Coordinators	5
Professional Development Providers	15
Subject Matter Partners	4
Mentors	5
Unit Leadership	4
Credential Analyst and staff	2
Advisory Board Members	15
<b>TOTAL</b>	<b>99</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**

Hanford is a commercial and cultural center in the south-central San Joaquin Valley and is the county seat of Kings County. It is 28 miles southeast of Fresno and 18 miles west of Visalia. Hanford's namesake is James Madison Hanford, an executive for the Southern Pacific Railroad. Hanford is a major trading center serving the surrounding agricultural area. Employment in the area consists mainly of services jobs, followed by government, farming, and manufacturing enterprises jobs. The population area's population of 54,950 is 62.5% white, 47.1% Hispanic or Latino of any race, 4.5% African American, 4.3% Asian, 1.3% Native American, and 21.5% of people reporting from other races. Hanford residents make \$8,480 less than the state's median earnings, with 19.5% of the population living below the poverty line.

The district's enrollment in 2020-2021 was approximately 5,690 students. The district's percentage of foster youth, English learners, and low-income students is approximately 80%. HESD's student population includes 76.3% Hispanic, 16% Asian or Filipino, 13.9% White, 4.6% African American, and 2.8% reporting two or more races. HESD serves students that have been identified as socioeconomically disadvantaged, English learners, students with disabilities, foster youth, and homeless. The district participates in the National School Lunch Program Community Eligibility Provision, which means all students are provided with free breakfast and lunch.

The goals of HESD are to provide their students with a broad educational program of English language arts, mathematics, science, history, visual and performing arts, and physical education; ensure that all students make progress toward proficiency on state-adopted academic standards and share that progress with parents and students; hire, support, and retain qualified teachers, support staff, and administrators; ensure safe and well-maintained schools that give students access to standards-aligned materials; and to communicate regularly and meaningfully with students and their families. HESD sees its students as tomorrow's leaders and is committed to student success in living and learning by providing all students with the academic, social, and leadership supports necessary to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

## **Education Unit**

Hanford Elementary School District (HESD) sponsors two programs: Teacher Induction and Clear Administrative Services Credentials. Both programs are housed in the Department of Curriculum, Instruction and Induction and overseen by the Assistant Superintendent of Instruction, Curriculum and Professional Development. Of the district's 273 teachers, 20 participate in the Teacher Induction program to earn a clear Multiple Subject, Single Subject, or Education Specialist credential; and, of the 24 site administrators, 5 participate in the Clear Administrative Services Credentials program to earn a Clear Administrative Services credential. In 2019-20, HESD recommended 12 Teacher Induction program participants and 4 Clear Administrative Services Credential program participants for clear credentials. These educators tend to reflect regional demographics by being majority white followed by Hispanic. The district is dedicated to the grown-your-own model of educator recruitment and retention.

**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	12	20
Clear Administrative Services	4	5

**The Visit**

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

### **Characteristics Common to All**

The Teacher Induction program (TIP) and the Clear Administrative Services Credential (CASC) programs are housed in the Department of Curriculum, Instruction and Induction of Hanford Elementary School District (HESD). The TIP and CASC are overseen by the Assistant Superintendent of Instruction, Curriculum and Professional Development. Program management and operations for both TIP and CASC are led by the HESD Induction Program Director with the support of two full-time release mentors and an administrative secretary. The TIP and CASC programs are single district programs that serve only HESD employees. During the interviews, there was a profound sense of ownership for the programs. This was most clearly observed by Superintendent Joy Gabler who had oversight over the programs in her role prior to her superintendency and maintains a very active role in the programs. The value and commitment to the programs was observed as the program leadership described the intricacies of their design and implementation. Fiscal, human resources, and material support for the success, viability, and sustainability of the programs were explicit. Induction Program Director Colvard shared that the superintendent “supports the needs and provides resources... anything the program needs, the district is good to provide support.”

There is a strong and cohesive level of communication at all levels of the TIP and CASC programs. This was evident during interviews with candidates as they shared about personalized communication and time that was devoted exclusively to them. Candidates were also able to articulate how resources and strategies were so interconnected that there was never a lag in communication. One TIP candidate said, “There is constant communication and resources sent to me.” Within the leadership team, there was a sense of genuine ownership for the success of both TIP and CASC. The cohesiveness of the team was clear in how they processed and structured the work of the program. Program leadership described weekly meetings where they are all “asking for examples, how is this strategy used in action” to provide resources for candidates. All participants described a high level of contact with the TIP/CASC director and praised the open-door policy. The leadership should be recognized for their commitment to transparency and communication as candidates praised communication as a strength. Most recent program completer data from HESD’s Accreditation Data Dashboards rated the TIP as very effective (90.9%) or effective (9.1%) at responding to their needs. The Induction Advisory Council (IAC) is deeply involved in reviewing all program data and engaging in productive dialogue about the design and revision of the programs to better meet the needs of all candidates.

The TIP/CASC programs provide ample opportunities for stakeholder input. Candidates provide survey feedback about the programs and their mentors three times a year. All professional

learning opportunities are accompanied by feedback surveys with opportunities to provide input for future sessions. TIP Candidates commented that they picked the topics for New Teacher Network sessions based on their own feedback. TIP/CASC programs regularly assess the quality of their services. This assessment of services is completed by candidates and mentors/coaches after each training or workshop as well as summatively at the end of each school year by candidates, mentors, and site administrators. Data is collected and disaggregated by Sinclair Research and reviewed by program leadership and the Induction Advisory Council (IAC). The TIP Program Completer Survey results from the Commission on Teacher Credential provide additional program data to inform program revisions, growth and development. During the interview with members of the IAC, they were able to share in depth knowledge and perspectives about the TIP/CASC programs and demonstrate IAC responsiveness to program-related data and feedback.

## **Teacher Induction Program**

### **Program Design**

The TIP is a two-year, job-embedded, mentor-based program designed to support new teachers as they work to earn their clear teaching credential. Candidates are paired with a mentor shortly after admission and work with the mentor to review the Individual Development Plan (IDP) – or bridging document – from the preliminary programs which lays the foundation for the Individual Learning Plan (ILP). A collaborative approach that includes the candidate, mentor, and site administrator helps develop goals aligned to the individual context, credential, and personal professional needs of the candidate, which are documented in the ILP. The ILP documents the candidate’s inquiry project including links to a professional goal tied to the California Standards for the Teaching Profession (CSTP), identification of a dilemma or challenge, clear success criteria, outcomes for student learning, resources, site administrator collaboration, reflection, and evidence of action. During 2018-2019, program completers responded that the HESD Teacher Induction program was very effective (81.8%) at helping them to develop the skills, habits, or tools needed to grow in their teaching practice.

In August 2018, the TIP updated the ILP document to reflect the candidate's growth regarding professional growth goals, inquiry, collaborative meetings with site administration, and reflection. The New Teacher Networks (professional learning opportunities) moved to “options of choice” rather than mandatory requirements for candidates. In response to the COVID-19 pandemic in August 2020, and the district’s subsequent need for teachers to deliver distance learning instruction, one induction mentor was reassigned to the classroom and the program director assumed that person’s mentoring responsibilities. This is a temporary measure due to extraordinary conditions caused by the COVID-19 pandemic. In order to provide stronger support for candidates, five veteran employees with single subject credentials in Music or Physical Education and one Educational Specialist credential holder were selected as Subject Matter Partners to provide content-specific support for induction candidates.

HESD employs two full time release mentors in the role of Instructional Coach - Beginning Teacher Support and Guidance, as they are officially classified in the district. These and all HESD mentors each have a clear credential with appropriate English Language authorization and a minimum of three years of teaching experience. Mentors support all induction candidates and train all teachers on pedagogy, curriculum, strategies, etc. related to district and state frameworks, standards, and textbook adoptions. Current mentors have been in their positions for many years and selected through a rigorous selection process at the time of their hiring.

All professional development personnel have the same minimum qualifications as mentors. They have specialized training or experiences to design and deliver professional development. The vast majority of professional development providers are HESD employees and are well suited to ensure both relevancy and contextualization of all professional learning. The professional development personnel include instructional coaches, curriculum specialists, school counselors, Subject Matter Partners, Learning Directors, principals, induction mentors, the induction director, cognitive coaching agency trainers, and the Assistant Superintendent of Curriculum, Instruction & Professional Development.

The Subject Matter Partners (SMPs) are veteran teachers that are paired with single subject or educational specialist credential candidates. SMPs also meet the same requirements as the mentors with at least three years of teaching experience, a clear credential, and subject matter expertise. They fill the gap between the mentor who might not have the subject matter expertise as the induction candidate and are the extra layer of support. One SMP shared, "I remember being a first year [teacher]. I remember I had a friend to support me, but not all teachers have that opportunity." Another SMP shared, "It is a dynamic relationship that has developed more than a mentor, but a colleague."

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

The Individual Learning Plan (ILP) is the document which, along with mentor support, guides the candidate through the TIP program. The ILP document includes a pre-assessment based on the California Standards for the Teaching Profession (CSTP) which supports the development of each candidate's goals. Candidates are required to develop a plan of inquiry and identify evidence that will be provided to show growth related to the CSTP.

Candidates collaborate with mentors to gather and review data as they engage with colleagues through the process of inquiry. At the completion of each cycle of inquiry, candidates collaborate with their mentor to complete a post-assessment of the individual CSTP and complete a written reflection of their learning.

The TIP provides a multitude of professional development and growth opportunities for candidates aligned with their goals. New Teacher Networks are professional development sessions offered throughout the year to all candidates at no charge and are aligned to meet the needs of the CSTPs candidates are working on within their ILP. Candidates described the variety of topics from instructional strategies, mental health, equity, etc. One candidate described these training opportunities as "hands on... and [gave] you things to implement the next day."

Program completer data showed that the TIP was very helpful (81.8%) in providing candidates with strategies to support English Learners and very helpful (70%) in providing candidates with strategies to support students with disabilities. This was further corroborated during interviews with candidates as they shared the variety of professional learning opportunities, strategies, and support the TIP program provided.

Candidates are assigned a mentor within the first 30 days of enrollment to guide, assess, and assist them in meeting the complexities of their job and in completing the requirements of the TIP. Candidates are paired with mentors who have experience in teaching the same grade level/subjects or hold the same credential authorization. If there are no mentors available who hold the same or equivalent credential (single subject or educational specialist), the candidate is paired with a SMP in addition to their mentor. The mentor-candidate partnership is the most important aspect of the TIP. Mentors meet with candidates a minimum of one hour per week to plan, problem-solve, and reflect on teaching practice. Meetings and support activities are recorded on a contact log. Mentors guide candidates in their consideration of formative assessment evidence to help them develop planned, systematic opportunities to improve their teaching. A candidate described their mentor as their “saving grace” and never felt like the mentor was “looking [at my practice] with a critical eye.” The success of these mentoring systems is founded in relationships based on trust, confidentiality, and a commitment to the goals of induction, which was abundantly obvious during stakeholder interviews.

Recent program completer data revealed that there is cohesion between the professional development received in-district or on-site and induction program goals and activities. End of year data collected by the program further corroborated that candidates agree that professional development that they participated in, professional development activities, and/or district/site professional development activities were connected to their ILPs. Although some of the professional development was curtailed due COVID-19 restrictions, candidates raved about the professional development during interviews especially the New Teacher Network, writing lab, and the veteran teacher observations.

### **Assessment of Candidates**

Candidate ILPs are monitored on an ongoing basis in the TIP. The ILP document is stored in the candidate’s electronic portfolio on the district’s intranet which is a folder shared by both the candidate and mentor. Program staff review the candidate portfolio and ILP throughout the inquiry cycle to ensure that the candidate is moving forward as well as to ensure that they are receiving mentor support. Program leadership review the portfolios for completion as well as evidence supporting the candidate’s self-assessment of growth toward mastery of the focused CSTP. Candidates are provided multiple opportunities as well as support to provide evidence that shows growth, until the document and evidence meets requirements.

Candidates complete reviews/self-assessments on the CSTP three times a year. At the conclusion of each trimester, candidates complete a trimester reflection on their professional growth goals. These are collaborative formative assessment processes with specific feedback to

the candidate. In addition, candidates meet with their site administrator to review their goals and progress in a collaboration meeting twice a year. Site administrators also help determine additional support or resources for the candidates to continue to make progress.

Candidates are provided with a suggested pacing to capture major activities over the school year. The program uses a portfolio review checklist to provide concrete feedback to candidates during the review process. The program also uses an Affirmation of Program Completion Rubric which rates the candidate's performance on Induction Program Standard 3: Individual Learning Plan, Program Standard 5: Candidate competence for the clear credential recommendation, evidence of professional growth and evidence of next steps in teaching practice.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with site administrators, district leadership, program leadership, mentors, candidates, completers, and instructional personnel, the team determined that all program standards are met for the Teacher Induction program.

## **Clear Administrative Services Credential Program**

### **Program Design**

The HESD Clear Administrative Service Credential Program (CASC) is a two-year, job-embedded, coach-based program designed to support beginning administrators as they work to earn their Clear Administrative Services credential. The CASC program serves only administrative candidates employed in HESD. The Individual Induction Plan (IIP) is the principal vehicle for a candidate's induction journey. The IIP documents the mastery of the California Professional Standards for Education Leaders (CPSEL) with evidence of professional growth and movement toward mastery of each CPSEL over the two-year program. The IIP includes a self-reflection of strengths, areas for growth, projected actions, and outcomes for each CPSEL. Each candidate develops three leadership professional growth goals. Professional development to support leadership growth goals accounts for 20-30 hours. The IIP has a section to document a timeline and milestones for the year and collaborative meetings with the superintendent and/or assistant superintendent.

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

As part of the on-boarding process, the HESD Human Resources Department determines eligibility of all new administrators for the CASC program based on their credential status. CASC leadership then assigns a trained coach prior to orientation. The candidate, with the support of an assigned coach, will complete the two-year, job-embedded program through a system of coaching, support, and professional learning.

After developing an IIP through self-assessment using a CPSEL related rubric, each candidate's starting point of mastery is determined. The candidate, with the assistance of an assigned coach, then identifies and documents a goal and the learning activities, coaching support, and

additional assistance needed to achieve that goal. In interviews, one CASC coach said, “Candidates have the opportunity to meet requirements by doing things that make sense in their jobs.” On an ongoing basis, the IIP provides an opportunity for the candidate to document actual progress towards that goal and the time spent participating with professional development and coaching during the cycle of inquiry. The inquiry provides candidates with the experience of personalizing their learning and knowledge and to build a repertoire of effective practices. “The most important aspect is coaching support. It is focused around standards and based on the day to day needs and challenges of their job,” commented another CASC coach. Opportunities are provided on the IIP for the candidate to revise goals and other components based upon candidate needs. CASC completers shared that the IIP was “individualized, it was what we needed to help us grow and meet the mission and vision of the district.” A unique aspect to the program, as noted by reviewers, lies in development of the IIP through a collaborative meeting each CASC candidate schedules with the district superintendent. The superintendent provides valuable input pertaining to the candidate’s CPSEL competency.

The HESD CASC program provides a multitude of professional development and growth opportunities for candidates aligned with their identified goals. The HESD CASC calendar of events contains scheduled training throughout the year for candidates to self-select based on needs. Topics support candidates in their job and goals. A CASC completer shared, “I did so much professional development, more than I ever thought about. It is a continuous learning process for us.” In addition, the HESD Office of Professional Development provides additional training throughout the year.

All coaches are current HESD district administrators, hold a Clear Professional Administrative Services credential, with a minimum of five years of successful administrative experience within HESD, a commitment to work collaboratively with the candidate for two years, a thorough understanding of the CPSELs, willingness to participate in appropriate training for program implementation, knowledge of andragogy, training in Cognitive Coaching, demonstration of effective problem-solving and communication skills with an emphasis on understanding the challenges that new administrators face, and an understanding of the unique needs of beginning administrators. Coaches participate in a two-day Cognitive Coaches training in order to effectively support their candidates. A CASC Coach shared that, “Training is ongoing. First year: cognitive coaching; beyond that with multiple opportunities including time with the CASC director, and Kings County Office of Education training.” Some of these trainings are jointly attended by the CASC coach and candidate.

The superintendent and CASC Program Director collaboratively determine the CASC coach/candidate pairing, though the final selection of coaches is at the discretion of the superintendent. One CASC completer shared, “[They] matched us thoughtfully... paired us with someone with new experiences.” Another CASC completer noted that, “They know us, our styles, and personalities.” From the CASC Coach perspective, one stated, “We have been there in their shoes. We give them [candidates] our experiences, outside of theory, but based on the real. It is tied to the district – we know how it operates and it is very helpful.” Interviews with

stakeholders demonstrated purposeful pairing that was mutually beneficial for the coach and the candidate.

The program is individualized and job embedded with a strong system of coaching, support, and professional learning. A CASC Coach described the program work as “strongly linked to the day-to-day work. It’s personal. There are components we have to do, but most coaching is what [the candidate] wants and what [the candidate] needs.” A candidate described the program by saying, “I am not checking boxes off for work. I feel work is meaningful and applicable to my interactions with staff and students.” Another candidate described the program as, “Tailor made. My mentor gets in with me, really looks at where I am at as a leader, what my campus needs, and where my school is located (the community environment).”

### **Assessment of Candidates**

The CASC program has several layers of assessing candidate competencies. The primary evidence for determining competency is the candidate’s IIP. Since the IIP includes a self-assessment of each CPSEL including strengths and areas for growth, action steps, and professional learning goals, there are multiple embedded assessment indicators. CASC coaches review the evidence collected in the IIP to make the initial determination that the candidate has achieved mastery of the CPSEL. Then CASC leadership reviews each candidate's progress and growth which is assessed through multiple measures which include self-assessments with input from the coach to measure proficiency growth on the CPSELs; an examination of the candidate’s success in reaching goals on the IIP; participation in the coaching process; a record of artifacts, evidence, and documents with examples of candidates’ efforts and accomplishments; and, a record of completion of 20-30 hours annually of professional development, self-assessment in written reflections, and an e-portfolio review.

The final assessment for the candidate is the oral presentation of the portfolio. The program uses a rubric to assess candidate competency in the six CPSEL proficiency areas. If this final review of the IIP identifies that CPSEL mastery has been achieved, the candidate can then be recommended for the Clear Administrative Services credential.

If it is identified that further evidence and inquiry is required, that information is communicated to the candidate and coach. Opportunities are provided for the candidate to revise the IIP as needed until evidence of mastery is presented. Once the candidate has successfully completed the two-year program and compiled evidence of achieving mastery of all six CPSELs, the process for recommendation begins.

The CASC Program Handbook contains clear descriptions of the progress that is expected in each year. There are program completion rubrics that not only act as a checklist, but also capture levels of attained competency.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with site administrators, district leadership, program leadership, coaches,

candidates, completers, and instructional personnel, the team determined that all program standards are met for the Clear Administrative Services credential program.

### INSTITUTION SUMMARY

The Hanford Elementary School District (HESD) has developed quality Teacher and Clear Administrative Services Induction Programs that offer a formative assessment system to support teachers and administrators in strengthening professional practice while supporting the district's vision. The district intentionally creates a "positive and caring culture that creates a sense of community and team," and candidates in both programs rave about the timely support offered through what they refer to as a "sought-after" district of employment. Support is accomplished through intentional collaboration and communication with all stakeholders. The program leaders work with a large and active advisory committee that includes district leaders, site administrators, mentors, candidates, completers, IHE partners, and union representatives. The advisory committee members play a hands-on role in the governance of the program. They are knowledgeable of program activities and use various assessment tools to inform decisions on program direction. District leaders are also active in their support of the program, working closely with the program director to ensure professional learning opportunities are available for candidates.

Interviews with candidates demonstrated that they view the induction programs as relevant and supportive of their daily instruction and administrative duties. They value the choices they have in goal setting, and the opportunities provided to network and collaborate. Candidates shared that they are learning the power of building relationships with students and with colleagues. As one candidate shared, "I have learned to engage in continuous reflection. I am learning to adjust my lessons to better meet my students' needs."

Across all stakeholder interviews, there was an overwhelming appreciation for the personal, individualized attention, availability, and dedication to educational excellence on the part of the program leaders. Under the director's leadership, the priority is to provide the resources, support, and training so that all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice.

### 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:	<i>No response needed</i>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</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>Consistent</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistent</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>Consistent</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>Consistent</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>Consistent</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistent</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>Consistent</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistent</b>

**Finding on Common Standard 1: Met**

### **Summary of information applicable to the standard**

The Hanford Elementary School District (HESD) Teacher Induction (TIP) and Clear Administrative Services Induction (CASC) Programs are part of the Department of Curriculum, Instruction, and Professional Development. Documents and interviews confirm that the HESD induction programs have a clearly stated vision that is understood and supported within the educational unit. The induction programs provide support to candidates through the Individual Learning Plan for general education/education specialist candidates and the Individual Induction Plan for the administrative candidates. The process utilizes intensive mentoring, focused professional development, collaboration, and reflective conversation to help candidates establish professional goals and foster professional growth.

Interviews confirm that the advisory committee, composed of relevant stakeholders (candidates, mentors, union representatives, CASC coaches, administrators, unit leaders, IHE partners, county office colleagues, and representatives from personnel), work with program leadership to ensure that all parties are engaged in continuous improvement. Advisory is actively involved in supporting meaningful changes to the program. A successful collaboration with neighboring induction programs and university partners ensures that Hanford stakeholders remain current and effective.

Interviews with the superintendent and assistant superintendent confirm that management and operations are successfully led by the program director, two full-time release mentors, and an administrative secretary. The Covid pandemic necessitated the temporary reassignment of one mentor to the classroom and the transfer of candidates to the director. Once schools resume normal operations, the position will be reinstated. The educational unit is well supported and resourced. Interviews with district leaders confirmed that the district values "growing our own" and appreciates the understanding and experience teachers and administrators bring through long-term district affiliation. The superintendent, a former induction leader, has worked with the program to successfully stem the tide of teacher attrition that marked the early years of the program. Program leaders have the authority and institutional support for creating strategies for success.

Candidates reported that information regarding requirements for completion is readily available and clearly communicated to them. Mentors carefully monitor candidate progress and provide in-time support for completion. The program has a system for hiring well-qualified mentors, subject matter partners, and professional development providers. Highly qualified mentors are selected through a rigorous process of application and interview that focuses on experience and qualifications. Administrative coaches are current district administrators who have a thorough understanding of the CPSELs and demonstrate effective problem-solving and communication skills. The final selection is at the discretion of the superintendent. Professional development providers reported a strong connection to the programs with value placed on their input. Induction candidates similarly reported that program leaders care about their success and were responsive to their concerns, "the support in this district is amazing!"

With the support of well-qualified mentors and coaches, candidates follow a clear path to completion of induction. The credential recommendation process is clearly defined for all programs and reviewed and monitored by the program director. Upon successful completion of all induction work, the program director informs Human Resources of all qualifying candidates for the clear credential. The credential analyst ensures that a completed recommendation for clear credentials is processed through the Commission.

<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.	<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.	<b>Consistent</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>Consistent</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistent</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>Consistent</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Document review and interviews with leadership, mentors, site administrators, and completers confirmed the HESD Teacher Induction Program (TIP) and Clear Administrative Services Credential (CASC) program accepts applicants with clear criteria including multiple measures of candidate qualifications. Interviews with leadership evidence the district’s purposeful recruitment of candidates to diversify the educator pool as demonstrated by evidence of participation at a variety of job fairs, partnerships with local IHEs, and the Kings County Office of Education. HESD admits candidates to the educator pool in part through the use of interview questions designed using the Haberman method, an approach that emphasizes techniques and strategies with special consideration for working with students in poverty. Human resources shared, “We are always seeking candidates who can give to the district something we don’t already have.” Additionally, there is strong evidence of a desire and commitment to grow teachers and administrators from within district ranks.

Interviews with program stakeholders confirm appropriate personnel are available to support each candidate through the two-year induction process and ensure successful entry into the profession. Candidates and mentors are matched during the early days of school according to site assignment, credential held and levels and courses being taught. The induction program is job-embedded with experiences being guided and led by candidates' needs as developed in the Individual Learning Plans (ILPs). Subject matter partners assist candidates in the areas of Music, PE and Special Education. These partners support candidates in content specific areas. Survey data indicate candidates' learning experiences led to professional growth and increased efficacy.

The TIP regularly utilizes evidence from candidate practice to determine progress toward meeting candidate competency goals and to guide advisement and candidate support efforts. Program survey data indicate candidates and mentors consistently report high levels of support and guidance from program staff to direct and improve their practice. ILPs for candidates and mentors guide and support each individual's goals and developing practice. Candidates who require additional assistance are identified through an Advisement Status protocol which designates a prescribed plan of action for candidates who may fall behind in meeting their portfolio requirements and timelines.

<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>Consistent</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>Consistent</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>Consistent</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>Consistent</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistent</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistent</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistent</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistent</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>Consistent</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The HESD Teacher Induction Program (TIP) and Clear Administrative Services Credential (CASC) programs are job-embedded, individualized and goal-driven and allow candidates to choose their needed areas for growth through the development of an inquiry process Individual Learning Plan (ILP) and Descriptions of Practice. Candidates develop inquiry questions and student outcome goals in order to learn, practice, and demonstrate competencies required to clear their credential. Appropriately matched mentors, self-selected professional development options, and feedback cycles are the primary support for candidates. Additional program support includes clearly delineated collaboration roles for candidate, mentor, and site administrator to help to further articulate a planned sequence of professional experiences.

Candidates complete a minimum of two veteran teacher observations which provide opportunity for the candidate to reflect on instructional practice and apply new learning to their own teaching. Timely and relevant professional learning opportunities include *Social and Emotional Learning (SEL)*, *Equity, Disrupting Poverty*, and *Diversity*. Candidates report receiving support from their mentors using research-based practices including *Positive Behavioral Interventions and Supports (PBIS)* and *Social and Emotional Learning (SEL)*. Reflective of the diverse needs of the students within the district, teaching and learning about culturally responsive approaches and instructional differentiation are often ILP focus areas for candidates. Interviews affirm program experiences relate to mentoring, observations, training, and examination of research-based strategies aligned to the content standards, framework, technology, English Learners, special populations, and classroom management.

Mentors participate in the Induction Mentor orientation, Induction Mentor collaborations, and additional professional development experiences scheduled for induction mentors to improve skills and knowledge. Mentor training includes program processes and documentation,

*Cognitive Coaching, Mentoring Matters, and Adult Learning Theory.* Regularly scheduled meetings provide opportunity for the calibration of the use of mentoring tools and practices to improve candidate outcomes and experiences. Highly qualified mentors are selected through a rigorous process that includes a panel interview and a final interview with the Assistant Superintendent of Curriculum, Instruction and Professional Development and the induction director.

The CASC Administrative Coach provides ongoing, comprehensive support and guidance for new administrators designed to increase a beginning administrator’s efficacy and capacity to lead standards-based instruction that results in improved student performance in language arts and mathematics. Professional development for administrative candidates include topics such as: *The Assistant Principal; Legal Requirements of IEPs and 504s; Navigating the California Dashboard; Planning, Organization and Time Management; Collective Bargaining Agreements, Board Policy, and Education Code.* One candidate commented, “My coach understands the specific needs of my school site, clientele, socio-economic status, and he caters support to our unique needs.”

The CASC Administrative Coach holds a Clear Professional Administrative Credential, has a minimum of five years of successful administrative experience within HESD, and commits to work collaboratively with a HESD administrative candidate for two years. They have a thorough understanding of the California Professional Standards for Education Leaders (CPSELs) and selected candidates receive training in *Cognitive Coaching* pedagogy. The final selection of a CASC Administrative Coach is at the discretion of the superintendent.

<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 that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistent</b>
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>Consistent</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>Consistent</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>Consistent</b>

**Finding on Common Standard 4: Met**

### **Summary of information applicable to the standard**

The HESD Teacher Induction Program (TIP) and Clear Administrative Services Credential (CASC) assess program effectiveness through a multi-year unit assessment cycle focused on continuous improvement. Candidate reflections throughout the inquiry cycle provide qualitative data on teaching and learning experiences. Quantitative data is recorded through candidate self-assessment over time in the CSTP and CPSEL. The HESD TIP Induction Advisory Committee (IAC) meets three times per year to “monitor and review the effectiveness of the Induction Program” and to “advise the program in ways to improve and strengthen delivery of services.” The IAC reviews a variety of data and makes recommendations for program modifications and improvements based on data reviewed. Data sources include: Candidate and Mentor Mid-Year and End-of-Year surveys, Program Completer surveys, Professional Development (PD) surveys, Mentor contact logs, and the candidate Continuum of Teaching Practice self-assessment.

Interviews with program completers provided further context for a culture of continuous improvement. Candidates described cycles of inquiry that resulted in a “colloquium” experience that included meaningful artifacts demonstrating candidate growth in the profession. One completer shared, “We became a family and the support is still there. I continue to text my coach...”

Additional evidence is collected in the form of candidate ILP artifacts that demonstrate both teacher and student growth and development. Program leadership provides clear guidelines and multiple means for candidates to identify artifacts that best represent their growth and development as a teacher. Multiple opportunities are provided for mentors and program leadership to give feedback on the quality and nature of the candidates’ artifact evidence. Candidates and mentors expressed their appreciation for the timely response and quality of resources and advice provided by program leadership throughout the inquiry process.

Candidates reported that the program valued their feedback regarding current professional development and used their input to determine future New Teacher Network professional learning topics. One candidate mentioned the value of the writing learning lab experience. “I was an active member in the writing process” and was able to ask questions of a veteran teacher’s instructional practice in the moment.

Interviews with the Induction Advisory Committee provided specific detail describing how the committee has “evolved for the diverse vantage points” of the committee membership. One defined their role as a “decision-making body” for program processes and practices. Specific examples of program modifications that have come as a result of IAC input include the development of the subject-matter specialist role to come alongside candidates for targeted support in music, physical education and special education.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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>Consistent</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>Consistent</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

The HESD Teacher Induction Program (TIP) and Clear Administrative Services Credential (CASC) has a system of support for candidates that begins with the development of an ILP that is collaboratively designed with guidance by the mentor and site administrator. The ILP includes a professional growth goal and measurable outcome. This goal, or professional dilemma, is based on the California Standards for the Teaching Profession (CSTP) and forms the inquiry focus. Throughout the inquiry the candidate plans student learning experiences utilizing research-based best practices and reflects upon the teaching and learning experiences. These experiences include two veteran teacher observations. Candidates self-assess on the CSTP in each year of the induction program using the Continuum of Teaching Practice (CTP). Mentors provide suggestions to support candidates to move their teaching practice to the next level.

HESD induction regularly collects data for program evaluation. Inquiry documentation, survey data, and stakeholder feedback is reviewed regularly in order to measure the positive effect of induction on teaching and learning. In interviews, candidates shared examples of professional development sessions they attended and how their participation supported them in the inquiry process. One candidate shared, “As a white male working with minority students, I found the professional development on diversity to be very helpful in understanding my students better.”

When asked, “What is having the most positive impact on your work with students?” one candidate responded, “The most positive thing in the induction program is the one-on-one support that is offered to help with specific needs of my classroom and students to create a positive learning experience for the students.”

Multiple teacher and administrative candidates enthusiastically described how immediate and timely feedback provided opportunities for increased student engagement through the challenge of distance learning. Teacher candidates highlighted the use of specific tools (Nearpod, Flipgrid, and Google sheets) that mentors, professional development providers, and subject-matter partners introduced which led to improved student outcomes.

Candidates further described a great appreciation for the “grace” and “moral support” that was extended to them throughout their induction experience, especially during distance learning. This led to teachers extending that same grace and moral support to students and families as they transitioned through the different challenges of distance learning.

Site Administrators shared multiple, specific examples of the impact of induction on student learning. One principal expressed an appreciation for the multiple layers of support that district coaching has provided to her new teachers. “My TK teacher was able to develop sentence production with her students through the combined efforts of our ELA and Induction coaching staff.”