

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

Professional Services Division

June 2021

Overview of this Report

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

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

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

Program Standards

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

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

- Preparation for the accreditation visit
- Preparation of the institutional documentation and evidence
- Selection and composition of the accreditation team
- Intensive evaluation of program data
- Preparation of the accreditation team report

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

Institution: Campbell Union School District (South Bay Induction Consortium)

Dates of Visit: April 19-21, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: <u>03/12/12</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, professional development providers, candidates, completers, district 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** the institution was based upon the following:

Preconditions

After review of all relevant preconditions for Campbell Union School District, all have been determined to be **Met**.

Program Standards

All program standards for Campbell Union School District's Teacher Induction Program (TIP) have been found to be **Met**.

Common Standards

All Common Standards for Campbell Union School District have been found to be **Met**.

Overall Recommendation

Based on the fact that the team found that all standards for Campbell Union School District's Teacher Induction credential program were Met and that all Common Standards were **Met**, the team recommends **Accreditation**.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.

- Campbell Union School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Campbell Union 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:

Aleeta Powers
Los Angeles Unified School District

Programs Reviewers:

Chad Lanting
San Diego County Office of Education

Common Standards:

Malaika Bryant
Kern County Superintendent of Schools

Staff to the Visit:

Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Candidate Advisement Materials
Candidate Assessment Materials
Candidate Program Handbooks
Candidate Work Files

Common Standards Addendum
Common Standards Submission
Local and State Survey Results
Precondition Responses
Program Review Addendum
Program Review Submission

Interviews Conducted

Stakeholders	TOTAL
Candidates	33
Completers	11
Mentors	22
Steering Committee Members	6
Credential Analysts and Staff	2
Institutional Administration	4
Principals	12
Professional Development Staff	4
Leadership Team	3
IHE/Induction Collaborators	8
TOTAL	105

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

Campbell Union School District (CUSD) serves as the local education agency (LEA) for the South Bay Induction Consortium which is located in the greater San Jose geographic area of the San Francisco Bay. The consortium is comprised of six TK-8 public school districts (Campbell, Cambrian, Franklin-McKinley, Luther Burbank, Moreland, Orchard), one independent charter school (Voices College-Bound Academy) as well as interested private schools in the Santa Clara County area. The consortium provides induction for the partnering schools' beginning teachers, to clear their preliminary multiple subject, single subject, and education specialist credentials.

A Memorandum of Understanding (MOU) details the responsibilities of each educational partner in order to maintain continuity of expectations and service for all candidates. The program is a collaborative model, with a steering committee comprised of representatives from each partner district, which is charged with maintaining and monitoring program quality and implementation, and meeting program requirements within their district or school. The program provides professional development for both candidates and mentors.

Education Unit

Campbell Union School District, as the LEA for the South Bay Consortium, sponsors a single educator preparation program, a teacher induction program. The induction program is housed within the Campbell Union School District instructional services department. The induction

consortium coordinator oversees the day-to-day operations of the program and reports directly to the assistant superintendent of instructional services as well as the superintendent, who serves as the unit head. The induction consortium coordinator organizes the work of the steering committee which is comprised of representation from the consortium’s partnering districts which are district coordinators as well as a staff that includes a lead mentor and a classified staff clerk.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction Program	26	86

The Visit

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

PRECONDITION FINDINGS

After review of all relevant preconditions for Campbell Union School District, all have been determined to be met.

PROGRAM REPORT

Teacher Induction Program

Program Design

Campbell Union School District's superintendent stated that their sponsorship of a teacher induction program helps in the retention of teachers and allows them to "Campbellize" new teachers, teaching them the ways the CUSD does things. The CUSD organizational chart outlines the program's position in the district's administration structure. The program's leadership team includes an induction consortium coordinator whose duties include day-to-day implementation of the program, overseeing program personnel, and developing professional learning opportunities, a lead mentor who provides individual and group mentoring, and a clerk who maintains all records. Interviews confirmed that all stakeholder groups highly value the members of the leadership team. Teacher candidates, mentors, and district administrators all highlighted the availability and responsiveness of the program leadership team both for program input and supportive guidance.

The induction consortium coordinator works with the steering committee, (representatives from partnering districts within the consortium) to govern the program. These representatives serve as district induction coordinators, overseeing implementation within their own districts. The handbook explains that district induction coordinators strive to find mentors for the candidates from within their district personnel but can also use mentors from other districts in the consortium. Mentor interviews confirmed that mentors are responsible to both the district induction coordinators and the induction consortium coordinator.

Stakeholder groups reported that communication is strong within both the program and the institution. The program's leadership team works within the same office and meet informally daily. The induction consortium coordinator meets with her direct supervisor, the assistant superintendent of instructional services, at least once per month to keep her apprised of program needs and meets with the superintendent on an as-needed basis throughout the year. Agendas confirmed that the steering committee meets 4-5 times a year to discuss implementation, professional development, and candidate progress, as well as address any program concerns. The consortium coordinator explained how the program uses the concept of professional learning communities to develop relationships amongst all education professionals involved in the program. Multiple stakeholder groups commented on the responsiveness of program leadership, be it through meetings, email, or phone.

Program documentation and interviews with mentors and candidates verified that the program seeks to pair candidates with mentors that teach/have taught the grade level the candidate is teaching; having mentors teaching at the same site is also preferred. Previous year tracking indicates that 93% of the mentors are classroom teachers who have the same credential as and are in a similar assignment to the candidate they support. 5% are teachers on special assignment who have the same credential and have taught in a similar assignment as the candidate, and 2% are retired teachers.

The mentor agreement stipulates that mentors will meet one hour each week with an assigned candidate and keep a collaborative log summarizing the meetings; these logs are collected and tracked for both mentor and program adherence to requirements. Mentors verified that they attend academy meetings monthly to support their candidates, work on program documents, and receive information regarding maintenance of their coaching skills. Mentors reported that they see their main responsibilities as coaching their candidate through “just-in-time” support, long-term Individualized Learning Plan (ILP) development, and documentation of candidate competence. Observations were cited as the mentors and candidates favorite coaching tool. Review team members were unable to identify where and when the program provides formative feedback or systematically recognize the mentors for their time and expertise in serving new teachers.

The mentor application outlines the qualifications and responsibilities for those seeking to become mentors, which are confirmed by the program leadership team. Interviews highlighted that possible mentors are first identified by site administrators, who then submit applications, and are hired to match current candidates’ credentials and teaching assignments.

The mentor professional development calendar provides an overview of mentor training throughout the year; topics include coaching skills such as observation and development of the ILP. The consortium coordinator discussed how Mentoring Matters, cognitive coaching, and coaching for equity (Elena Aguilar) provide the foundations for all mentor training. However, mentors were unable to articulate that they had received any skill training, instead describing informational meetings on program tools. It is recommended that program leadership consider ways to delineate mentor training sessions as such, ensuring that mentors are aware, can practice, and are articulate regarding the training received. Mentor checklists, maintained by program leadership, help track mentors’ ongoing training as well as their support of their candidates.

The program assesses the quality of induction services through a variety of stakeholder input. Firstly, mentors have a personalized growth plan which includes receiving feedback from teacher candidates and mentors provide monthly input through submitted Google-form surveys following their meetings. Secondly, professional development providers have session evaluations following training to help the session, assess future candidate needs, and prepare their future workshop offerings. Stakeholder and steering committee meetings are then held to review this input, as confirmed by meeting notes reviewed by the site visit team. Finally, CUSD has an existing MOU with the Sinclair Research Group to assess the quality of services for its

induction program. Using the data from a variety of surveys given, the program continually monitors its effectiveness and makes adjustments as needed.

As confirmed in interviews, the program makes modifications based upon input from different stakeholders. For example, after gathering input from several stakeholder groups, the program shifted to using Google Drive digital portfolios for documenting Individualized Learning Plans (ILP), where candidates develop goals based on California Standards for the Teaching Profession (CSTP) standards and complete an inquiry cycle. Also, mentor professional development has shifted to more online formats based on low attendance for in-person meetings and has become more individualized.

Course of Study (Curriculum and Field Experience)

A review of CUSD's program sequence shows that the candidates' induction participation begins with an orientation, providing a comprehensive overview of the program and its requirements. Agendas confirm that it is here where candidates meet their mentors, who provide individualized, job-embedded professional development through coaching sessions. The program design calls for weekly meetings between the candidate and the mentor. These meetings focus upon the development and implementation of an annual ILP that documents candidates' professional growth, based on individual teaching assignment, unique needs, and identified elements of the CSTP.

To demonstrate growth in their classroom practice, candidates rank themselves on CSTP elements and complete a series of inquiry cycles that include evidence of their growth, and support for a diversity of student populations. A review of ILP documents confirmed candidates' use of the inquiry cycle through the identification of CSTP focus elements, development and implementation of an action plan, and a self-reflection three times a year. The ILP also provides a space to indicate whether their identified goal was met or not and requires student work evidence. Finally, candidates confirmed they revisit the CSTP elements and mark areas where their classroom practice has grown through the completion of their inquiry cycle within the ILP. In interviews, candidates discussed how their university program's individual development plan/transition plan, previous induction experience, CSTP elements, and teaching context helped them develop their first ILP. Candidates further confirmed that site administration provided input on ILP goals. Interviews with candidates highlighted that the ILP may be revised as needed during the year, completed with input and feedback from the mentor. Mentors verified they help review and evaluate candidate progress within the ILP throughout the course of the year.

Interviews highlighted how budget considerations and feedback prompted the program to transition from face-to-face workshops provided by a variety of professional learning experts to mostly online opportunities from four CUSD professional learning providers. Candidates now have access to an online database, *Edpuzzle*, where the leadership team continuously lists workshops that align to CSTP elements; candidates are expected to choose ones that align to their ILP goals and action plan. Candidate interviews did illuminate the need for more widely

diverse options, including sessions that meet the needs of special education teachers or non-core academic teachers such as music, art, or physical education teachers.

Assessment of Candidates

The program design features both guidance and support for candidates with the goal of demonstration of growth and competence in the CSTP; both features are evidenced in the handbook and website. The handbook describes the program's length as two years with an Early Completion Option for the more advanced candidates.

The leadership team confirmed they read each ILP two times per year to provide specific feedback to the candidate through a rubric based scoring system. Each ILP is also read by the candidate's site administrator and the candidate's mentor for alignment to school and/or district goals. Each candidate receives a minimum of four mentor observations each year, focused upon the ILP's identified CSTP elements and instructional goals.

Mid-year and year-end digital portfolio reviews are conducted by program leaders, with candidates informed of their progress toward completion, as well as any concerns regarding their ability to complete the program on time. Program documents confirm that in order for a candidate to successfully complete the program a minimum rubric score of three (3) must be earned on each review.

Within the ILP's inquiry cycle, candidates self-assess their classroom practice, marking all 38 elements on the CSTP's Continuum of Teaching Practice twice per year. They use this information at the end of Year 2 to document their growth toward mastery on the CSTP elements over time. An annual colloquium is held, where candidates provide a presentation to district leaders that demonstrates their growth in the CSTP throughout their enrollment in the induction program.

Interviews with program leadership, candidates, and mentors confirmed that each candidate's competency is assessed as outlined above, through a portfolio review, using a rubric to provide summative feedback. Evaluation of program documentation and interviews provided verification of a program design structured to provide formative feedback throughout a candidate's participation and a summative assessment of candidate competence prior to completion of the program.

After assessing a candidate's progress towards mastery of the CSTP, the consortium coordinator verifies that the candidate has completed all program activities and requirements, including the attainment of a score of 3 on all portfolio rubrics. If it is determined that there is enough evidence, the induction consortium coordinator then makes the recommendation for the clear teaching credential. Credential staff confirmed they support this process through monitoring candidates' extra needs, such as basic skills requirements, reading competency passage, etc.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of 104 interviews with candidates, completers, professional development providers, and site and institutional administrators, the team determined that all program standards are **met** for the Campbell Union School District.

INSTITUTION SUMMARY

Interviews confirmed that the Campbell Union School District induction program/South Bay Consortium is valued by all stakeholders involved. The program is supported by the district in both fiscal resources and advocacy. Candidates reported experiencing a responsive, job-embedded induction program.

The consortium recruits mentors from classroom teachers who hold the same certification as the candidates (93% match). Mentors provide just in time support and long-term support, using the ILP as a focal point for communication and collaboration. Professional learning opportunities align to the CSTP.

Mentors receive training using research-based resources and survey data. While procedures are in place and implemented, transparency in processes for formative feedback, training and recognition for mentors could be strengthened.

Site-administrators indicated that the program is effective in preparing new teachers, integrating school goals and aiding in retention. Administrators report participating in examining ILP goals in collaboration with the candidate and mentor, providing feedback, then providing support throughout the year.

Campbell USD provides a balanced approach to teacher inquiry through their individualized, contextualized mentoring and the Individual Learning Plan that is based on candidate-selected goals. Survey data and interviews indicated that expectations were closely tied to their teaching experiences and time-consuming documentation minimized. Candidates were especially appreciative of the response to feedback leading to the new format of the ILP as one year-long document available as a Google doc.

Stakeholders indicated that the program elicits feedback and uses it to adjust program design. Induction leadership is integrated within the unit and engages with district leadership, who demonstrate detailed knowledge of the program, and the steering committee to continually engage in program improvement. The induction consortium coordinator meets with a variety of groups, including Institutes of Higher Education, to discuss best practices and inform program changes.

Interviewees concurred that candidates are experiencing a well-organized individualized, integrated induction experience and that the program is highly valued by consortium members and educational partners.

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.	Inconsistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

A review of program evidence and interviews with a variety of stakeholders confirm that the CUSD induction program has the infrastructure in place to operate an educator preparation program characterized by a research-based vision of teaching and learning, with a mentoring relationship as its center. The induction program is embedded in the leadership of the Campbell Union School District. The superintendent and assistant superintendents spoke knowledgeably about the program and their commitment to supporting it. Senior staff from partner districts in the consortium also responded that the program was instrumental in serving the needs of their new teachers. When addressing recruitment and faculty development efforts to support hiring and retention of faculty who represent and support diversity and excellence CUSD's assistant superintendent for human resources and several other human resources staff from some of the partner districts were able to articulate the ways the district is meeting this need. However, there was some inconsistency across districts. Each was able to articulate plans already underway to address this concern but not current implementation. Likewise, although practices were described indicating that each institution employs and assigns those with knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation some program forms and applications could use revision to reflect the ongoing changes in practice occurring in this area.

Document review, interviews with program leadership, mentors, site administrators, institutional administration, teacher induction candidates and completers from across the consortium districts confirm the strong commitment the program has to guide and serve novice teachers. There is a well-developed vision for the importance of mentoring and developing beginning educators. Interviews provided significant evidence of the collaborative work at both the unit, program and consortium levels to collect, analyze, and implement a strong array of data that engages the candidate in reflective practice across and throughout the CUSD program.

The program's steering committee meets four-five times a year and its membership is representative of all consortium districts. Each stakeholder group was able to articulate the ways in which the program elicits feedback from them. Interviews showed that this group is English Learner (EL) Authorization or testing requirements. Those who have not met the requirements are given guidance on their next steps. The process is detailed in the handbook and their website and was confirmed during interviews.

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

Document review and interviews with leadership, mentors, site administrators, and completers confirmed the CUSD Consortium program accepts applicants who meet clearly defined criteria. Interviews with human resources personnel from partner districts discussed current efforts to recruit a diverse educator pool and identified specific strategies already in early implementation to increase recruitment of teachers who reflect the demographics of their student population. 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. Numerous interviewees gave concrete examples of how program leadership is accessible, and routinely elicits feedback then takes action to resolve issues.

Interviews with credential analysts confirm that there are established clear procedures in place to ensure that induction candidates are identified at point of hire and enrolled in the program within program standard expectations. A system with clear checks and balances allows for the credential recommendation process to proceed efficiently and accurately. The program has developed a handbook for all stakeholders, providing all the necessary information about program requirements. This handbook is distributed online to candidates at their orientation and referenced throughout the year with both candidates and mentors.

Interviews with a broad base of stakeholder groups provided compelling evidence that program leadership and staff are committed to providing meaningful, job-embedded induction experiences designed to meet each candidate’s unique needs. The program design, verified by candidate interviews, ensures that candidates are supported to successful program completion. Particular mention was made of the value of the new Google document that allows candidates to modify the scheduled due dates based on their contextual needs. Mentors and site administrators reported a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. Candidates and program completers consistently discussed the importance of having the right induction mentor and the support they received during the induction experience.

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

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The CUSD Consortium program has designed and implemented a planned sequence of coursework and experiences for candidates to further their development of knowledge and skills. Interviews with candidates and program leadership confirmed that the core of the program’s requirements is centered on the interaction of the candidate-mentor pair with the ILP, which is tailored to each candidate’s needs. Candidates complete the log monthly and document a minimum of one hour per week of support directly from or coordinated by their mentor. The ILP is based on the candidate’s self-selected goals based on their transition plan and CSTP self-assessment. It includes an action plan, reflection twice per year, and a space to indicate whether their self-selected goal was met. Student evidence is linked throughout the ILP showing teacher growth in the CSTP standard element. Candidates, mentors, and program staff can add questions, comments, and recommendations in the ILP which is in a Google doc format. Candidates affirmed that the work is contextualized and well-integrated with their job responsibilities. Candidates engage in focused research, implementation of new strategies, and reflection on the effectiveness of their practice related to their learning goals, with support and guidance from their mentor. Program leadership reviews and interacts with the ILP on a regular basis.

Mentors are an integral part of the candidate’s induction experience. The importance of being matched with the right mentor was a topic in every candidate interview group. Several candidates and completers spoke of the dedication and skill of their mentors. Mentors assist candidates in developing their goals, identifying areas of strength and growth, analyzing and using student data to plan instruction, implementing strategies to improve teaching and student learning, and completing program documentation. The program leaders discussed both design and implementation of ongoing mentor training and provided documentation of professional development sessions. The program has an individualized mentor professional development plan where mentors regularly assess their practice against a rubric and develop professional growth plans based on the assessment. However, although the mentors were able to discuss the structure of training attended and some of the topics covered, there were inconsistencies in perception of their responsibilities for follow up implementation.

Although most candidates spoke highly of their mentors, and program staff gave a detailed explanation of how mentors are evaluated, there could be greater transparency in sharing the process with the mentors. Documentation from the program demonstrated that clear criteria is used for the selection of mentors. This was evidenced by resumes, applications, the published experience and qualifications document and interviews. Additionally, interviews with the induction consortium coordinator and the district induction coordinators reinforced that mentors with specific content and/or skills were sought out by the program and that mentors are selected each year based on the needs and placement of the candidates.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Document review and interviews with program leadership, mentors, site administrators, and completers confirm the CUSD induction program implements a comprehensive continuous improvement process and makes appropriate modifications based on findings. During interviews, multiple examples were provided of changes made based upon feedback to the program. For example, the streamlining of the CSTP self-assessment and implementation of all documents on the Google platform and electronic document submission protocols were referenced by multiple stakeholder groups--site administrators, CUSD administrators, steering committee members and mentors--as specific changes made in response to feedback solicited by program leadership. Multiple candidates expressed appreciation for the responsiveness of program leadership.

The program, in partnership with the Sinclair group, has designed a systematic continuous improvement process which includes a regular cycle of soliciting stakeholder feedback with program evaluation and modification procedures, as confirmed by survey links and timeline and unit assessment system documents. Interviews with candidates, mentors, steering committee, and program leadership corroborate these data are used to inform program improvement cycles and to make changes to program design based upon feedback.

Documented in the candidate continuous improvement chart, and confirmed through stakeholder interviews, the program has embedded collection of multiple sources of data, data analysis, improvement, and communication protocols throughout each year’s program structure. Additional documentation within the Accreditation Data System provides verification of program effectiveness in responding to candidate needs.

Program staff utilizes mid- and year-end rubrics to provide program completion guidance, and once completed, provides feedback to candidates on the quality of each submission. Rubric results are also used by program leadership and key stakeholders evaluate the quality of candidate preparation and inform future practice.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard

The CUSD induction designed a program structure that ensures candidates know and demonstrate the knowledge and skills necessary to educate and support students. Interviews with program leadership, candidates, and mentors verify program structures designed to support candidate growth and validate candidate skills. Verification of program procedures such as the mid-year and end-of-year portfolio check, and corresponding documents, such as the portfolio review rubrics, confirm there are assessments and procedures in place to ensure candidates meet the Commission adopted competency requirements. Candidate interviews validate the program feedback procedures in promoting professional growth in their teaching practice.

Interviews with site and human resource administrators from across the consortium confirm the program has a positive impact on candidate competence in teaching and learning. Completer survey data within the Accreditation Data System provides substantiation of candidate's perception of the program as effective in helping them develop the tools, habits and skills needed to grow their teaching practice. Documentation provided by the program such as academic indicators, candidate feedback, and results of candidates' self-ranking on CSTP elements provide confirmation of program design structured to facilitate the positive impact on candidate learning and competence and on teaching and learning.

Interviews with candidates, mentors, and steering committee members verify the program design and structure provides ongoing opportunities for candidates to learn, grow, and develop competence throughout enrollment in the program and beyond. Site and human resources administrators from districts across the consortium confirm the value of the strong mentorship structures and positive impact of the induction program on teaching and learning across the geographic region.