

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

**Sacramento City Unified School District
Professional Services Division
February 2022**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Sacramento City Unified School District (SCUSD)**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** 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 with Concerns
2) Candidate Recruitment and Support	Met with Concerns
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met with Concerns
5) Program Impact	Met with Concerns

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	4	2	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: Sacramento City Unified School District

Dates of Visit: October 25-27, 2021

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Report	Accreditation Status
June 2014	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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, candidates, completers, mentors, advisory board members and program 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 General Institutional Preconditions have been determined to be **Met**.

Out of the six Teacher Induction Preconditions, two were found to be not in compliance:

- Precondition 2 (identify and assign a mentor within 30 days) and
- Precondition 5 (ILP must solely be used for the professional growth and development of the participating teacher).

Program Standards

Teacher Induction Program Standards 1 through 4 were found to be **Met**.

Teacher Induction Program Standards 5 and 6 were found to be **Met with Concerns**.

Common Standards

Common Standard 3 was found to be **Met**.

Common Standards 1, 2, 4, and 5 were found to be **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of Sacramento City Unified School District's Teacher Induction program documents and conducted interviews with candidates, completers, mentors,

site administrators, advisory board members, program personnel, and district leadership. Based on the findings from this review and from the interviews, the team unanimously recommends a decision of **Accreditation with Stipulations**.

The team recommends the following stipulations:

That within 10 days of Committee action, Sacramento City Unified School District provide evidence related to the following preconditions:

- Teacher Induction Precondition 2:
 - how the induction program identifies and assigns a mentor within the first 30 days of the participant's enrollment in the program effective immediately
- Teacher Induction Precondition 5:
 - that the induction program immediately provides consistent communication with site administrators that ensures their understanding that the ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes

In addition, within one year of COA action, Sacramento City Unified School District will provide evidence documenting the following:

- that the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the teacher induction program
- that the unit provides sufficient resources to allow for the effective operation of the teacher induction program, including, but not limited to, coordination, admission, advisement, and professional development
- the establishment of a systematic process in which the unit uniformly identifies and supports new hires and newly qualified teachers' awareness of eligibility for the teacher induction program
- that the induction program has a system by which the program assesses candidate competency and progress toward mastery of the California Standards for the Teaching Profession, with feedback on progress given to the candidate
- that the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates
- that the institution implements a comprehensive continuous improvement process in which both the unit and the induction program regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations
- that 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

- that the program evaluates and demonstrates that it is having a positive impact on candidate learning and competence
- that the institution provides a progress report within 6 months on actions it is taking to address the stipulations.

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

In addition, staff recommends that:

- Sacramento City Unified School District immediately respond to the preconditions not in compliance as noted in the stipulations above.
- Sacramento City Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Sacramento City Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Julie Sheldon
Walnut Valley Unified School District

Program Reviewer:

Kelly Farrell
Placentia Yorba Linda Unified School District

Common Standards Reviewer:

Gina Smith
Stanislaus County Office of Education

Staff to the Visit:

Poonam Bedi
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission

Program Review Submission

Common Standards Addendum

Program Review Addendum

SCUSD Accreditation Website

Advisory Board Agendas

SCUSD Teacher Induction Program

Handbook

Support Provider (Mentor) Onboarding

PowerPoint

Participating Teacher (Candidate)

Onboarding PowerPoint

Support Activity logs

Peer Review Report

Colloquium Presentations

Capitol Region Induction Cluster agenda

Support Provider Meeting PowerPoints

Peer Review Reports

Individual Learning Plans

Survey Results

Precondition Responses

Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Participating Teachers (Candidates)	24
Completers	10
Site Administrators	11
District Leadership	6
Program Director	1
Program Support Staff	1
Support Providers (Mentors)	28
Instructional Coaches	8
Credential Auditors & Human Resources Staff	3
Advisory Board Members	3
TOTAL	94

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

Background Information

The Sacramento City Unified School District (SCUSD) was established in 1854, making it one of the oldest K-12 school districts in the Western half of the United States. SCUSD is the 13th largest school district in California and serves 40,711 students across 75 Pre-K - Adult campuses spread across 70 square miles. The 75 campuses include three public Waldorf schools and, at one of the elementary schools, the only Hmong language immersion program in the state.

The SCUSD Board-adopted mission statement promises the community that the district's students will "graduate as globally competitive life-long learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society." The SCUSD vision includes the following CORE Value: "We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness." The district is also led by an Equity, Access, and Social Justice Guiding Principle that "All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options."

The student population enrolled in SCUSD reflects the diversity of the Sacramento region. Approximately 40% of the students are Hispanic or Latinx, 17% Asian, 14% African American, 18% White, and 7% two or more races or ethnicities. Residents within the district speak more than 51 languages with 38% of students speaking a language other than English at home, and nearly 18% of students designated as English learners. Seventy-two percent of students are socioeconomically disadvantaged, including foster youth and 250 homeless students. Nearly 20% of families in the district live below the poverty line. All but nine of the campuses in the district are Title I funded.

Education Unit

The SCUSD is comprised of nine different offices (departments): the Superintendent's Cabinet, which includes the Superintendent, Deputy Superintendent, and six officers; the Deputy Superintendent's Office and K-12 schools; the Academic Office, which is where the teacher induction program is housed; Business Services; Communications Office; Continuous Improvement and Accountability Office; Facilities Support Services; Human Resources Services; and Technology Services. Currently, the teacher induction program staff include an office technician and induction coordinator. The induction coordinator reports to the Assistant Superintendent of Curriculum and Instruction who, in turn, reports to the Chief Academic Officer.

The teacher induction program at SCUSD is a single district program that began in 1998 when the district implemented the Beginning Teacher Support and Assessment program (BTSA). In 2011, the district partnered with Bechtel and California State University, Sacramento to implement the Alternative Induction Program as part of BTSA. In 2013, state funding for the program shifted to Local Control Funding. In 2015, the new Teacher Induction Program Standards were adopted, and implementation began in 2017. The vision of the Induction program is that the program "will guide and support Participating Teachers by providing flexible

individualized support, implementing a structured curriculum and offering guidance through induction specific standards; yet will remain flexible enough to address unique issues faced by Participating Teachers.”

In addition to overseeing the SCUSD Teacher Induction Program, the induction coordinator also oversees student teacher placements in the district (as of the writing of this report, there are a total of 106 student teachers placed at 35 sites). The induction coordinator also oversees the Commission-administered Teacher Residency Grant (with five teacher residents and one guest teacher resident placed across three sites) and the New Teacher Support offered to new teachers. New Teacher Support includes the “pre-induction support program,” for employees on a Short-Term Staff Permit (STSP), Provisional Intern Permit (PIP), or an Intern Credential (which has 39 participating teachers across 27 sites supported by 30 support providers currently); two Career and Technical Education (CTE) teachers, and those in the induction program. In the SCUSD Teacher Induction Program, there are 92 participating teachers being supported by 51 support providers across 43 school sites.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction	53	91

The Visit

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 this institution, all have been determined to be met with the exception of the following:

Teacher Induction Precondition #2: The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

While the evidence provided in response to this precondition stated that all participating teachers will receive a support provider within 30 days of enrollment into SCUSD's Teacher Induction Program, interviews confirmed that some candidates were not matched within 30 days. The team determined this is due to there being no consistent and systematic manner by which new teachers are identified by the district or by the program for enrollment.

Teacher Induction Precondition #5: The Individual Learning Plan (ILP) must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

While the evidence provided in response to this precondition stated that the ILP must be designed and implemented only for the professional growth and development of the participating teacher and not for evaluation for employment purposes, interviews with site administrators identified inconsistency in implementation of this precondition as a few site administrators mentioned that they use the ILP, and whether a candidate has made progress towards meeting their ILP goals, in the teacher's evaluation.

PROGRAM REPORT

Teacher Induction

Program Design

The SCUSD Teacher Induction Program supports candidates by providing individualized opportunities for professional growth through the development of the Individual Learning Plan (ILP). Candidates self-assess using the California Standards for the Teaching Profession (CSTP), which, in addition to site administrator and mentor input, guides their choice of element focus for the ILP. Each candidate creates an individualized Specific, Measurable, Achievable, Realistic, and Timely (SMART) goal centered on learning and improving their teaching practices. Those goals are revisited, reflected upon in conversations with their mentor, and revised as needed throughout the induction process, as verified by candidate sample documents and stakeholder interviews.

The Induction program is housed in the Academic Office and the induction coordinator meets with that office's leadership team weekly, and bi-weekly with the Assistant Superintendent of

Curriculum and Instruction, who is overseen by the Chief Academic Officer. Interviews with district leadership indicated that coordination and collaboration with the induction coordinator is in the beginning stages, due to changes in leadership. The induction coordinator shared in interviews that she solely makes program policy and improvement decisions at this time. The SCUSD Induction Advisory Board, which includes district and site administrators and representatives from institutions of higher education (IHEs), meets twice a year. Meeting agendas and interviews with advisory members indicate that they are kept apprised of candidate enrollment numbers and program changes each year. Advisory members stated that the mentor and candidate quarterly survey data is shared and analyzed during meetings, but the team did not see evidence of analysis of other sources of data used for program improvement. One advisory member shared, “The advisory board’s advice goes into the mix, but I’m assuming that she [the induction coordinator] works collaboratively with her supervisors in terms of policy and procedure.” The team also learned through interviews with advisory board members an example of collaboration between an institution of higher education advisory member and SCUSD’s induction coordinator regarding the university’s Individual Development Plan (IDP) transition process. The higher education interviewees reported that they had worked collaboratively with the induction coordinator over the course of a year to align the IDP and ILP documents. They also shared that the induction coordinator visits a university seminar class to share induction expectations and answer any questions about the SCUSD teacher induction program. The university then uses this information to connect the IDP to induction.

Mentors provide regular, job-embedded mentoring and support to candidates, as evidenced by mentor and candidate interviews, mentor support logs, and candidate completer survey data. Program materials, along with mentor interviews, confirm that the book, [Mentoring Matters: A Practical Guide to Learning Focused Relationships](#) is used as a guide for mentor training and monthly meetings. The majority of candidates shared that their mentor’s support was the most valuable aspect of induction. One interviewee stated, “The most important part to me has been the relationship with my support provider. Building that relationship has been very beneficial for me.” Another shared, “My support provider always asks how I’m doing and she’s very positive. She tells me what I’m doing well and expands on it. She’s there to help guide me and reflect on what I’m doing.” Commission on Teacher Credentialing completer survey responses from 2019-2020 indicated that most completers found the mentor/support provider/system of support helpful or very helpful in all areas.

Program documentation and interviews confirmed that there are a number of ways mentors are selected. The induction coordinator has a list of veteran mentors she uses to match candidates by site, credential, and subject whenever possible. If an appropriate match is not available, district Instructional Coaches are matched or the induction coordinator works with site administrators to identify and recruit mentors. A site administrator shared, “I have a lot of new teachers on my site. We connect our new teachers with veterans and pair the best we can. We then connect with the induction coordinator for induction...We are in great need of good support teachers. We do what we can to get the best.” Once they are identified, mentors then

submit an application and resumé directly to the coordinator and a site administrator recommendation is completed. Mentors complete a mentor on-boarding training session, which may be synchronous or asynchronous, depending on when they are assigned, and which is focused on strategies related to creating mentor relationships and goal setting. Mentors verified that they attend seven mentor meetings per year, at which they receive continuous professional development on mentoring practice. Interviewees stated that they were able to collaborate during meetings with peers, and one mentor shared that, “At the last meeting we had time to have a focused conversation and give each other support.”

At this time, there is no system in place to give mentors individualized feedback on the quality of their work nor to assess their services. Mentors are provided with data on candidate satisfaction with their support, but because the surveys are anonymous, the results are presented in aggregate form. Mentors engage in Peer Reviews, at which they review each other’s candidate’s ILPs and provide feedback on completion. One mentor stated about this process that, “Most of our feedback was getting the work in on time and not getting it kicked back.” During one of the mentor meetings, mentors engage in self-assessment using a mentoring continuum to develop a mentor Individual Learning Plan (ILP) to identify areas of strength, areas of growth, and a goal for the year, but those ILPs are for their personal use and are not used as part of the mentor evaluation process. Should a candidate feel the need to request a mentor change, they follow the information in the program handbook and complete the Reassignment Request form and submit it to the induction coordinator, who reported in interviews that she then follows up with both the mentor and the candidates to see if a resolution of any issues can be found, and if not, a mentor change is made.

Within the last two years the SCUSD Teacher Induction Program has made modifications to the program based on input from advisory members, mentors, and survey data analysis, as evidenced by interviews with stakeholders and review of program materials. These modifications include the use of online platforms, including Google platforms to give both mentors and candidates access to directions for induction requirements, resources, and to upload documents. The induction coordinator stated that she responded to mentor requests to access candidate materials by shifting the online platform for this year. Mentors confirmed this in interviews and one stated, “The things that have changed are procedures for how we’re turning things in. Sometimes it’s us, sometimes it’s the [participating teacher] because they’re trying to refine it and make it easier for all of us to find what we need.” Although the induction coordinator has stated that other changes have been made to program documentation and processes, and more are in the planning stages, the team did not see evidence of them at this time.

Course of Study (Curriculum and Field Experience)

Mentors and candidates shared that weekly meetings take place with mentors and candidates either in person or via Zoom for no less than one hour per week. Mentor support is documented in a Google form that is shared with the induction coordinator. A review of SCUSD’s ILP guidance and completer survey data confirms that the candidate’s development of an initial ILP begins within the first 60 days of enrollment in the Induction program. Sample ILPs

show that candidates record information from the university transition plan, when available, and document areas of strengths and growth. They then select a CSTP focus, after engaging in a self-assessment in each of the CSTP and record their assessed levels in a linked document. One mentor stated that they have “a conversation with the [participating teacher] to help prioritize goals for the year, then deconstruct to help make the larger goal more attainable.” Candidates then create short term goals to revisit at each quarter. These goals are shared with the site administrator at the triad meeting, and the principal affirms this on the ILP. As one principal noted, “Everyone has different needs, and some teachers need to get support in basic skills, but there are some teachers who can be pushed in their development. It varies from teacher to teacher where we guide them. It’s more of a collaborative effort between me and the supporting teacher.” According to interviews with site administrators, progress on goals is reviewed periodically and may be shared with principals. Although the program handbook states the ILP shall not be used for district evaluation purposes, interviews with site administrators revealed that some principals tie candidate progress on the ILP goals to their evaluations of the new teachers.

ILP documentation shows that, at the end of each year, candidates again self-assess in the CSTP and self-report progress on their goal. For their second year, they either choose a new goal or continue with the same one with written justification for each choice, although, at this time, no supporting evidence is currently required by the program. The ILP process is then repeated in the second year of induction. The induction coordinator includes a list of professional learning opportunities in program resources to support the professional growth goals developed in their ILPs. Interviews with instructional coaches confirmed that Education Specialist candidates have the opportunity each Wednesday to attend professional learning opportunities and receive additional support with special education needs. Candidate and site administrator interviewees shared that although there are some professional learning opportunities offered through the district, most of the support for candidates is offered at the individual school sites, based on available staff and resources. One candidate, when asked about available professional development opportunities, shared, “You look for it by yourself or your [mentor] might suggest some things. If you are lucky, your site may provide additional coaching.”

Assessment of Candidates

At the end of each quarter, a Peer Review process takes place in which mentors are paired with another mentor and review their respective candidates' documents. Interviews confirmed that mentors exchange feedback on completion of requirements to take back to their candidates. This is recorded on the Progress Report which is then uploaded for the induction coordinator to access. One mentor shared, “We have a checklist that we use ... and you check it off to make sure that all components are completed.” Although there is no process currently in place for calibration by which mentors can assess satisfactory completion, the induction coordinator communicated plans to revise this process in the future. If a candidate is missing any documentation or requirements, as recorded on the Progress Report, the induction coordinator contacts the candidate. Program feedback is not currently given to candidates who have completed the documentation, and candidates note that the input and feedback they received from their support provider was the only feedback they received. Although one mentor stated

that, “[The Induction Coordinator] makes herself available for any mentor as they need help with requirements, a difficult situation, etc.”, program communication flows primarily through mentors, and interviews with candidates indicated little to no communication from the induction coordinator, especially regarding satisfactory progress on program requirements.

Candidates orally share their induction process informally twice each year, at the end of each semester, with small groups of other candidates and mentors at the Winter seminar and at the colloquium, respectively. According to induction documentation, and confirmed by the induction coordinator, evidence of teacher practice in the CSTP is only required of those candidates who are purchasing induction units from an IHE. When a candidate has completed the list of requirements, the induction coordinator reviews the Progress Report to confirm, and the induction coordinator submits the recommendation for the clear credential. If specific renewal requirements in addition to induction apply and are still pending (COVID flexibilities, for instance, that may include completion of a Teaching Performance Assessment or passage of the RICA examination), the program staff notifies the candidate of the requirements and continues enrollment until they complete the additional requirements.

Findings on Standards

After a thorough review of all available documentation and evidence and interviews with candidates, completers, district and site administration, program personnel, mentors, and other stakeholders the team determined that all program standards are met for SCUSD’s Teacher Induction program except for the following:

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation - Met with Concerns

Interviews conducted with candidates and mentors showed insufficient evidence that the Induction program assess candidate progress towards mastery of the CSTP, beyond candidate self-assessments, to support the recommendation for the clear credential. Although there is a system of mentor review of induction documentation, there is currently no system of assessment to measure successful completion of all program activities outlined in the ILP. Documented evidence is currently not consistently required of all candidates.

Standard 6: Program Responsibilities for Assuring Quality of Program Services - Met with Concerns

The team did not find sufficient evidence of a system to regularly assess the quality of services provided by mentors to candidates, using criteria that includes candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their ILP, and the opportunity to complete the full range of program requirements. At this time, the Induction program coordinator gathers data in aggregate form, and, as a result, provides only generalized feedback to the mentors as an entire group.

Interviews and evidence reviewed showed that there is inconsistent collaboration, communication and coordination between candidates, mentors, school and district administrators, and the program coordinator. One district administrator stated, “One of the

things we're working on is to break down those silos ... we need to have direct communication to make sure that we follow through, and a feedback loop to make sure that it's happening. We need to ensure coherence of alignment and how that impacts everything we do."

INSTITUTION SUMMARY

The Sacramento City Unified School District’s (SCUSD’s) teacher induction program’s foundation is mentor support centered on achievement of individualized candidate goals and growth in professional practice. The work of induction is based on the development of the ILP, which guides candidate reflection and development of effective practices. Stakeholders at all levels communicated the common objective of developing, sustaining, and retaining good teachers in their district, and candidates spoke of their appreciation for the support that their mentors provided. The induction coordinator has worked hard to maintain a consistent induction experience for new teachers, despite district leadership changes, and additional duties supporting pre-interns, interns, and student teachers. Consequently, the induction program has functioned under the sole responsibility of the induction coordinator and has become “siloed” from other district departments. This isolation has led to recurrent themes of weakness in the program. The first is that there is a lack of involvement of individuals beyond the induction coordinator in the coordination and decision making for the program, and there is no consistent system in place to identify teachers who qualify for induction. The second theme is the lack of a system to document and assess candidate competency. Neither candidates nor mentors receive guidance regarding how to measure satisfactory completion of requirements, other than notification of missing documentation. The final theme is there is no evaluation system in place for assessment of mentor effectiveness. Each of these areas have a limiting effect on the program leadership’s ability to gather evidence of program effectiveness and candidate competency, which in turn limits continuous program improvement.

COMMON STANDARDS FINDINGS

<p>Common Standard 1: Institutional Infrastructure to Support Educator Preparation Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:</p>	<p>Team Finding</p>
<p>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.</p>	<p>Consistently</p>
<p>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</p>	<p>Inconsistently</p>
<p>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.</p>	<p>Consistently</p>

<p>Common Standard 1: Institutional Infrastructure to Support Educator Preparation Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:</p>	Team Finding
<p>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.</p>	Inconsistently
<p>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.</p>	Consistently
<p>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>	Consistently
<p>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.</p>	Inconsistently
<p>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	Consistently

Finding on Common Standard 1: Met with Concerns

Summary of information applicable to the standard

The SCUSD’s teacher induction program is a mentor-focused program which seeks to support new teachers and create a smooth transition from their teacher preparation program to the first years of teaching. The program is centered around the ILP and individualized goals that support candidate growth and learning. As one district administrator said, “I see this work as being able to recruit and retain the best of the best – we need teachers to stay here and understand the impact of their role.”

The SCUSD Advisory Board, which includes site and district administrators and higher education partners, meets twice per year, and reviews program information and quarterly survey data to advise the induction coordinator in making program improvements. One advisory member stated, “We’ve had some really interesting discussions about the paperwork and how we make this work better for the teachers.” The induction coordinator has long-standing collaborative

relationships with higher education partners and has worked extensively with them to ensure that the transition from teacher preparation to induction is a smooth one. One example of this collaboration was a conversation between the coordinator and higher education advisory members concerning the development of informational resources for teachers with executive order credentials to support their successful completion of the RICA and TPA.

The SCUSD has made, and continues to make, concerted efforts to recruit, support, sustain, and retain teachers who represent diversity. Some examples of these efforts include working with the classified staff in helping them move to a certificated pathway through partnerships with Brandman University and the Sacramento County Office of Education. In addition, there were efforts in recent years to create a pipeline for SCUSD students who attend Historically Black Colleges and Universities (HBCU) to come back to work in the district. One district administrator stated, “Our induction program, and we really see it as our induction program, is a bright spot and we use it in recruiting because it’s available to everyone.”

Although the induction coordinator meets every other week with the Assistant Superintendent of Curriculum and Instruction and participates in weekly Academic Office department leadership meetings, the team found that decisions about program coordination and design are currently made solely by the coordinator. Several members of the district leadership expressed hopes for future collaboration with the induction coordinator to incorporate the district’s vision and core values into the induction design and experience for new teachers. One district administrator stated that she looked forward to working with the induction coordinator “on a long-term strategic plan for how we get to where we want to go” including using the district’s “vision and core values to drive the work that is happening in induction” with priorities such as MTSS, anti-racism, and equity training. Another stated, “we need to have direct communication to make sure that we follow through, and a feedback loop to make sure that it’s happening. We need to ensure coherence of alignment and how that impacts everything we do.” Program information and budget needs are communicated through the Assistant Superintendent of Curriculum and Instruction to district leadership, and, although it was reported in interviews that the induction budget has remained constant, despite “fiscal difficulties” faced by the district, adjustments have not been made for increases in the number of candidates served by the program.

The induction coordinator oversees the coordination, admission, advisement, induction requirements, assessment of completion, and credential recommendation process, as well as the pre-intern, intern, and student teacher placements. Although interviews with both mentors and site administrators consistently indicated that the induction coordinator responds quickly to their emails, there is currently no system in place to provide consistent feedback to mentors nor to evaluate the services of mentors, other than the anonymous feedback provided by candidates through the quarterly surveys. Interviews with candidates revealed that there is little direct communication between the coordinator and candidates, and there are delays in giving feedback on progress. In addition, results from the 2019-20 completer survey showed

that approximately 20 percent of completing candidates stated that the program was either somewhat or not effective in responding to their needs.

Rationale for the Finding

There is inconsistency in the coordination, communication and admission of qualified candidates, advisement, and professional development/instruction. The program does not routinely involve faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the induction program. In addition, the team did not find a clear system of evaluation of mentor services in order to retain only qualified persons.

Common Standard 2: Candidate Recruitment and Support Candidates are recruited and supported in all educator preparation programs to ensure their success.	Team Finding
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Inconsistently
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.	Inconsistently

Finding on Common Standard 2: Met with Concerns

Summary of information applicable to the standard

When new teachers are hired, they receive a welcome email from the district, which includes a link to apply to the program. Those teachers who complete that form are contacted by the program technician who asks them to complete a New Teacher Application, which documents information about their credential status, teaching assignment, contact information, and demographic information. That information is then used by the induction coordinator to complete an assignment form which details any additional credential renewal requirements, if applicable, in addition to induction. Teachers who don't complete the application form might be identified by site administrators, mentors, a colleague at their school site, or self-identify, and are then referred to the induction coordinator. This inconsistent practice of identifying teachers who need to be supported by the teacher induction program was reflected in 2019-20 completer survey results which indicate that up to 34% of teachers who are qualified to begin

induction wait anywhere from three months to over a year to begin receiving support through the program. Some candidates noted their own personal experiences in this inconsistent process. One of these candidates expressed a “lack of communication” and shared that they were informed by a coworker of the need to start induction.

Once a teacher in need of induction support is identified, the induction coordinator enrolls them into the induction program and begins the mentor matching process, often with input from site administrators. As noted by one site administrator, “I have a lot of new teachers who are on my site, and we connect our new teachers with experienced teachers on my site. We talk about characteristics she’s looking for in support providers, and it’s important to me and [the induction coordinator] that we get the best.” Advice and assistance are provided through an onboarding presentation, as well as through a Google sheet, where induction guidelines and resources are linked. The mentors guide candidates through the self-assessment, goal setting, and ILP reflection process, in addition to giving just in time support during weekly meetings together.

Mentors engage in peer review of candidate ILPs and provide that feedback to each other, which is then communicated to the candidate. A review of evidence shows that progress toward requirement completion is provided in the form of a Progress Report checklist to the induction coordinator, who contacts candidates only if they are missing any documentation. There are plans in place to revise the progress monitoring process, based on feedback from mentors, and which may include development of a rubric for the ILP and calibration of submissions prior to the progress monitoring process. In addition, evidence regarding meeting competency requirements and program expectations is not consistently required of all candidates at this time.

Candidate progress on completion of assignments is monitored by the induction coordinator, but interviews with candidates indicated that there are often significant delays in providing feedback to mentors or candidates. If a candidate is falling behind on assignments, or the mentor reaches out to the induction coordinator, she then works with them to verbally create a plan for completion or to give them more time to complete requirements, as confirmed by interviews with mentors. The coordinator has stated that she plans to revise the current peer review process by selecting ten mentors to review candidate ILPs and participate in a calibration of the review process using a rubric, which is still to be developed.

Rationale for the Finding

The education unit has an inconsistent system for identifying and accepting applicants for the induction program. The team found that this area of concern was also noted in SCUSD’s 2014 Accreditation Site Visit report: “Candidate, completer, and site administrator interviews reveal that a systematic process which uniformly identifies and supports new hires and potential candidates’ awareness of program eligibility is needed. Implementing stronger communication and collaboration processes will allow for all induction candidates to be appropriately identified in a timely manner.” Also, although the induction coordinator employs a system to track

completion of program requirements, the team did not find evidence of clear competency expectations.

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.	Inconsistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Inconsistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

SCUSD's teacher induction program has designed the ILP process around support for candidates to develop their knowledge and skills around individualized goals. The ILP is developed with input from site administrators and mentors during the triad conversation, the university transition plan, and candidate self-assessment on the Continuum of Practice to identify individual areas for growth and create individualized goals. Candidates are asked to then create short term goals and reflect on their progress on the ILP. Candidates get both just in time support and support for ILP goals from their assigned mentor and from site administrators, which was verified in interviews with school principals, mentors, and candidates.

The students in SCUSD represent a diverse population, and candidates have ample opportunity to experience issues of diversity. District administrators expressed in interviews that their goal is to incorporate the district core values regarding issues of equity and diversity into the induction experience. However, there is currently no program expectation that all candidates effectively implement research-based strategies for improving teaching and student learning specifically related to the diverse student needs of their district.

The induction Google sheet resources made available to all candidates lists a variety of optional district professional development opportunities offered through the district Curriculum and Instruction department. Weekly support meetings for Special Education teachers are offered through district Training Specialists. Other professional development opportunities are offered through the school sites and can vary based on resources. Principals reported a variety of ways that they offered additional support for candidates, including providing funds for conferences, giving substitute time for individual support, and utilizing site staff with expertise in particular areas to provide professional development opportunities. As a result, professional development opportunities for supporting students with diverse needs varies by school site due to resource limits and district contractual constraints.

The SCUSD program maintains a database of experienced mentors and recruits new mentors on a case-by-case basis, either by using the Training Specialists as mentors or with the assistance of the site administrator where the candidate is teaching. There is an on-boarding training requirement that mentors must participate in once hired. Regular professional development for mentoring practice spans through the course of the year using Mentoring Matters as a basis. The team found that, although mentors reported engaging in self-assessment and had opportunities for peer feedback, there is no system in place at this time for the program to evaluate nor recognize individual mentor practice. As previously stated, the program gathers feedback from candidates about their induction experience in quarterly surveys but data regarding mentor support is shared in aggregate form and does not identify individual mentors. The induction coordinator reported that she relies on candidates reaching out to her to communicate a complaint or request a change in mentor.

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.	Inconsistently
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.	Inconsistently

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

A review of SCUSD documents and interviews conducted revealed that the induction coordinator routinely collects candidate and mentor input through quarterly surveys and makes program improvements based on that feedback. As part of that process, the induction coordinator considers input from advisory board members, as confirmed by interviews. One interview participant noted, “We use quarterly survey data from participants. The induction coordinator shares them with the group, and we see qualifications and assignments and then provide input at that point for mentors and candidates. Advisory members then give input to the coordinator to share.” Advisory board members, along with many other participants, highlighted the induction coordinator as approachable and proactive in her work.

The completer survey data for SCUSD in 2018-2019 and 2019-2020 had over 86.6% of responses from program completers. Although completer data is shared with the advisory board, it was not evident through documentation or interviews as to how the program uses this information for program improvement. Documents reviewed showed that the teacher induction program reintroduced a site administrator feedback survey last academic year to gather feedback regarding candidate preparation and the support they received from their mentor. However, only six site principals responded to the survey and several site administrators interviewed did not have knowledge of this survey. The induction coordinator noted that she is developing a plan to get more feedback from site administrators this year.

Rationale for the Finding

Although the team found evidence of data being collected and analyzed (though not at the unit level) the data is not being used consistently across the program and to improve program

services. Also, there is inconsistency in the feedback collected from stakeholder groups. For instance, site administrator surveys were recently reincorporated but there is no evidence that the data from this survey has been used for program improvement.

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.	Inconsistently
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.	Inconsistently

Finding on Common Standard 5: Met with Concerns

Summary of information applicable to the standard.

The SCUSD teacher induction program matches candidates with mentors at their school sites and in their grade level or subject area whenever possible to ensure that they have support in meeting state adopted standards. Interviews with candidates confirmed that mentors are the center of the work guiding candidates as they progress toward the accomplishment of ILP goals and growth toward mastery of the standards. However, there is currently no system of consistent assessment of competency used by mentors who review induction documentation or the induction coordinator who assesses completion. Documentation of candidate progress in the CSTP is shown through candidate self-assessments on the Continuum of Practice but no additional evidence is required of all candidates in order to show competency in the standards.

The program uses quarterly survey feedback and advisory board input to demonstrate their positive impact on candidate learning and competency. The induction coordinator shared with the team that, “The positive impact of the program is from the feedback from the teachers each quarter” but the team did not find any additional evidence that demonstrated that the program is having a positive impact on candidate learning and competence. Although the induction coordinator indicated that revisions to the ILP will require candidates to include student achievement data to demonstrate the positive impact of their learning, this was not in place at the time of the site visit.

Rationale for the Finding

Although candidates are preparing to serve as professional school personnel, there is not a clear assessment system in place, beyond candidate self-assessments, that indicates that candidates have met the Commission-adopted competency requirements (CSTP) as specified in

the Teacher Induction program standards. The team found inconsistent evidence of program evaluation systems or data to demonstrate that they are having a positive impact on candidate learning and competence.