

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

Los Banos Unified School District

Professional Services Division

February 2022

Overview of this Report

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

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

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: Los Banos Unified School District

Dates of Visit: October 18-20, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 2014	Accreditation with Stipulations
June 2015	Accreditation

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 candidates, program completers, program personnel, mentors, coaches, and other stakeholders. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All preconditions were determined to be aligned.

Program Standards

All program standards for the teacher induction program were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based upon the determination that all preconditions, Common Standards, and program standards were met, the team unanimously recommends **Accreditation**.

In addition, staff recommends that:

- LBUSD's response to the preconditions be accepted.
- LBUSD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

- LBUSD 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:

Constance Best
Davis Joint Unified School District

Programs Reviewers:

Patrick McKee
West Covina Unified School District

Common Standards:

Tonya Almeida
Riverside County Office of Education

Staff to the Visit:

Hart Boyd
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Candidate Files
Mentor Training Materials
Annotated List of Data Sources
Mid-Year Assessment Cycle Graphic
Advisor Council Documentation
Mentor Survey Data
Site Administrator Survey Data

Candidate, Mentor, Site Administrator
Survey Data
Completer Survey Data
Professional Development Data Charts
CSTP Growth Chart
Positive Impact Documentation
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	51
Completers	40
Mentors	33
Site Administrators	11
Institutional Administration	5
Program Coordinators	2
Credential Analyst and Staff	6
Advisory Council	11
IHE Representatives	3
TOTAL	162

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 Los Banos Unified School District (LBUSD) is a public school district located in Merced County in the central Californian city of Los Banos. LBUSD is composed of approximately 11,242 students in grades TK-12. Students are housed in nine elementary schools, one district-wide Transitional Kindergarten Center, two junior high schools (grades 7-8), two comprehensive high schools, one alternative high school, and one alternative education center. Additionally, LBUSD has an adult education program and operates the Learning Enrichment After-School Program (LEAP), a before/after school program. Governed by a seven-member Board of Education, the LBUSD employs approximately 585 certificated and 510 classified employees.

Education Unit

LBUSD is a single district induction program under the leadership of the Department of Human Resources and serves TK through 12th grade preliminary credential holders in both general education and special education. The district superintendent serves as the Unit Head. The induction unit consists of a program coordinator and assistant program coordinator, and the unit reports to the assistant superintendent of human resources. As a part of the Department of Human Resources, the program coordinators communicate with the credential analyst and the assistant superintendent of human resources throughout the hiring process and the credential recommendation process.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction	32	52

The Visit

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

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

Los Banos Unified School District (LBUSD) has developed a Teacher Induction program designed to support candidates in successfully navigating their first years as a teacher. Leadership within the program is provided by the induction coordinator and assistant coordinator who collaboratively lead all functions of the program. The induction coordinator also serves as the chair of the induction advisory council, which is made up of district administration, site administration, and mentors from a variety of service levels and departments. Through interviews with each stakeholder group comprising the advisory council, it was evident that this wide range of participation ensures positive communication and collaboration within the school district. The variety of perspectives within the advisory council ensures ongoing program development as well as the assurance of overall program quality.

A strength of the LBUSD Teacher Induction program that was evident across all interviews with all stakeholder groups was the responsive, supportive, and clear communication provided by the program office. Within the district, the coordinator communicates with the credential analyst, fiscal analyst, and the assistant superintendent of human resources to ensure that all program and candidate needs are met. This includes the allocation of resources as well as candidate support from hiring through the clear credential recommendation process. Within the program, the coordinator communicates regularly with candidates and mentors alike. It was clear through interviews and shared evidence that induction candidates and mentors all have classes on Google Classroom, resulting in all groups sharing that they have access to what is needed to ensure that program requirements are completed. Both candidates and mentors spoke highly of the office hours and prompt feedback provided by the program office.

Mentors in the program provide a combination of assistance to develop the Individualized Learning Plan (ILP), “just in time” support for individual candidate needs, and guidance to promote enduring professional skills. This includes facilitating guided reflection on practice, feedback on classroom instruction, connecting candidates with available resources to support their professional growth and accomplishment of the ILP, and reviewing the ILP with candidates to make adjustments as needed. The word “supportive” came up frequently during candidate interviews, with many candidates sharing that they would not have made it through their first two years of teaching without the support of their mentor and the program office.

Both mentors and site leadership confirmed that prospective mentors apply to the program and include a recommendation by the site administrator. Prospective mentors then participate in an informational meeting prior to being onboarded as a mentor. Through evidence reviewed during interviews with program leadership, it was clear that once mentors begin – and each

subsequent year – they attend a kick-off meeting to gain an understanding of program requirements and mentoring practices. Site leadership shared the binder that includes all pertinent documents and information related to the mentoring role and the induction experience. Mentors are then assigned candidates based upon program design, with most candidates sharing that they are matched with a mentor at their school site. To support mentor practice throughout the school year, the binder serves as a resource for all program elements and is referred to at each year’s kick-off meeting. As evidenced through documentation and interviews, mentors are also provided a menu of options of pre-recorded trainings to watch, and they are required to submit a reflection on one training per semester. Additionally, site leadership shared how the program also interweaves content from the Teachers College of San Joaquin’s Intersegmental Project to support mentors with ongoing mentor training and support.

Input from stakeholders is gathered in a variety of formats, which was shared through documentation and interviews. Surveys are sent to candidates and mentors that identify possible areas for additional options for professional learning. The candidate survey also asks candidates for feedback on their experience with their mentor, and site administrators also receive a survey annually. As evidenced during interviews with the advisory council, survey results are shared with the council. The survey results provide the council with the opportunity to share specific concerns, express needs for additional support, and highlight strengths of the program. During interviews, it was clear that through an analysis of the input from stakeholders, review of program documents, and periodic classroom visits, the effectiveness of the program is evaluated and adjustments are made. Examples of how the program has evolved based on this feedback was evident through the revisions made to the professional learning options for mentors, revisions to the tools to ensure they are meaningful and not repetitive in nature, and the revision of the ILP. These examples were shared by program leadership during interviews.

Overall, feedback on LBUSD’s Annual Data Survey shows the following:

- 90% of candidates felt the program responded to their needs
- 90% of candidates stated that the program helped them develop the skills, habits, and tools necessary to grow as a teacher
- 90% of candidates stated that they plan to stay in teaching

Course of Study (Curriculum and Field Experience)

Through the review of documents submitted and shared during interviews, the ILP includes the candidate’s job assignment, current areas of need, California Standards for Teacher Preparation (CSTP) placement, goal, reflection towards meeting the goal, impact of professional learning, evidence, and reflection on outcomes. Development of the ILP occurs after the candidate has met with their mentor to reflect on their teaching context and after the mentor and candidate have met with the site administrator to review site initiatives. Program leadership shared that a significant component of the mentor-candidate experience is the use of the Continuum of

Teaching Practice to support teachers with understanding and reflecting upon effective teaching practice.

Document review and interviews with candidates and program leadership confirm that professional learning opportunities are provided to candidates on a menu of options available through Google Classroom. The professional learning opportunities for candidates are optional and were designed based upon candidate feedback to support candidates in meeting their professional goals. The mentor works with the candidate throughout the process, from initial development to ongoing reflection. During interviews with program leadership, candidates, and mentors, it was clear that mentors conduct multiple candidate observations throughout the year. Reflection is documented on the mentor collaborative log, the candidate's ILP, and other tools utilized by the program. These are submitted twice annually, and samples were shared by the program.

Overall, feedback on the LBUSD's Annual Data Survey shows 80%-90% of respondents noting that the mentor system of support met all 11 areas of support surveyed. This was corroborated through interviews with current candidates and program completers. Additionally, program completers specifically spoke to the positive impact of their induction experience, and how skills like reflection and goal setting have remained with them long after program completion.

Assessment of Candidates

Candidates are formatively assessed throughout their two years in induction, and the process and tools utilized were shared by program leadership. Through interviews with candidates, mentors, and leadership, it was evident that candidates are provided formative feedback with each submission of paperwork. Leadership ensures that candidates are meeting program requirements on an on-going basis by using a program completion tool, which was shared by program leadership during interviews. Interviews with each stakeholder group confirmed that candidates, mentors, and site administrators are provided with an updated completion document three times per year. During interviews, program leadership shared that the assistant coordinator reviews time logs monthly to verify that each candidate is receiving on average one hour a week of support.

At the end of the first year, candidates participate in an end-of-year "Action Research Reflection," and at the end of the second year, they participate in a symposium. Reviewed documentation confirms that both events are opportunities for candidates to share what they have learned as well as the impact of this learning within their instructional practice. Program leadership shared that upon verifying that candidates have successfully completed all program requirements, candidates are recommended for a clear credential by the program coordinator. The program coordinator also noted that she provides documentation to both the human resources department and the county office of education once the clear credentials are recommended.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the LBUSD Teacher Induction program.

INSTITUTION SUMMARY

Los Banos Unified School District (LBUSD) has developed an induction program centered on a strong reflective cycle of new teacher practice with mentored support. LBUSD leadership at all levels of administration – throughout the district office and individual school sites – supports the induction program and views it as a key to both the quality of teachers and their retention. Interviews with the superintendent and associate superintendent pointed to the support of the induction program as one of the district’s assets in attracting and retaining the teaching workforce from their local community as they both work “hand-in-hand.” Site administrators reported that “Our teachers are better prepared because of the program.”

Interviews with district leadership, site administrators, mentors, and candidates confirmed the responsiveness of the program to the needs of the candidate and the district initiatives. All stakeholders described the program as supportive and having clear communication to assist candidates. Candidates repeatedly praised the support and availability of the mentor in meeting the challenges of teaching during these times. The program is designed to work closely with the human resources department to create a system of support for all levels and entry points to the teaching profession in LBUSD. Many candidates, mentors, and site administrators spoke of the benefits of mentored support at the intern teacher stage through induction. Some candidates began working with the program as permit holders while others became mentors because of the support they received in the induction program. Although the program has transitioned to the 2015 Teacher Induction Program Standards from the Formative Assessment for California Teachers (FACT) system, program leadership acknowledges it would benefit from incorporating current research into mentor training and support.

All interviewed stakeholders verify that the system of support and growth is a highly collaborative “team” approach and is deeply valued as a part of their district culture.

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.	Inconsistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
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

Interviews with all stakeholder groups and review of program documentation confirm that LBUSD has the infrastructure in place to create and provide a research-based vision of teaching and learning consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. While unit leadership were able to articulate their vision of the program, a research-base for a program of mentoring support and coaching to develop teaching and learning practices was not clearly

articulated. Leadership indicated their vision is based on surveys of teachers' and the district's needs. Stakeholders indicated the institution actively seeks their feedback through the use of surveys and involves them in decision-making formally through the advisory council and informally during institution leadership meetings. Interviews with representatives from institutions of higher education highlighted a regular, “very collaborative relationship” which enables a smooth transition for candidates from preparation programs into the LBUSD induction program. Additionally, program leadership also indicated a larger collaboration of various institutions, both institutions of higher education and local employing agencies.

LBUSD provides the unit with sufficient resources for the effective operation of the induction program. Monies are allocated through the three-year Local Control and Accountability Plan (LCAP) on file with the county as well as through Title II funds, indicating dedicated ongoing fiscal support. Funding supports unit leadership as well as mentor stipends and release time for mentors to observe candidates for field-based and clinical experiences.

Institutional leadership spoke highly of the unit leadership’s responsiveness, organization, and the formative, proactive support of new teachers. Authority to implement the program and address educator needs has the full support of the institutional leadership while they also “work hand-in-hand” to meet the needs of the district. The education unit has a credential recommendation process in place which monitors completion of requirements, including those included in the recent Executive Orders due to COVID-19. Furthermore, the institutional leadership spoke to the “intentional recruitment” of diverse educators from their local community, including former students. Recruitment data collected by the institution indicated that local recruitment was a more successful venture and a better use of limited resources. The institutional leadership also spoke to the support provided by the unit, through the mentor support to all new educators in the district. The consistent and continuous mentored support from permit status and/or intern credential into preliminary and ultimately clear credential status creates a qualified, high-quality teacher who demonstrates effective professional practices in teaching and learning, as well as service. Many current mentors were former candidates in the program and site administrators view themselves as an additional resource to candidates which, in turn, improves their site as a whole. It was reported that “teachers see it as a responsibility and duty to mentor other colleagues” and that “our new teachers are better prepared because of the program.”

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

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 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

LBUSD’s education unit accepts applicants for its induction program based on clear criteria that include multiple measures of candidate qualifications. Unit leadership and institutional leadership noted the benefit of providing mentor support to all new educators and based on candidate qualifications, determined the amount and type of support, such as in induction or other. Through one-on-one intake meetings, unit leadership provides the advice and assistance to promote successful entry, and in conjunction with mentor support, the retention of candidates in the profession. Many current candidates spoke of their program-assigned mentor as the key to their successful teaching experience and retention in the position. In addition to the assigned mentor, candidates clearly identified various personnel available to guide and support their attainment of program requirements. Many candidates spoke of their three-way meeting with their mentor and site administrator as a way that “everybody was on the same page” and viewed it as “a collaborative team with everyone accountable.” Additional supports were identified to assist candidates with meeting assessment requirements, such as the Teaching Performance Assessment (TPA) and the Reading Instruction Competence Assessment (RICA). Candidates reported the induction program to be “highly-organized and structured” with information being easy to locate and understand. Some candidates noted that assignments were integrated and “pushed” to them from the online learning platform, Google Classroom. During interviews, candidates reported that reflection on their practice is the main component of their ILP. Candidates noted that if they have questions or need clarification, the unit leadership will “go above and beyond” and are “extremely responsive, even responding within the hour or on weekends.” One candidate wanted to “brag on them” about the unit leadership’s support in preparation and recording of lessons for TPA and RICA – leadership

secured six sets of iPads, tripods, and wireless microphones for candidates to use and assisted with recording; this accomplishment was also reported by institutional leadership, site administration, and unit leadership and was realized through a collaboration with site administrators and the fiscal department.

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.	Inconsistently
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.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
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

Candidates enrolled in LBUSD's Teacher Induction program engage in a process of developing ILP goals and reflecting on growth in the CSTPs. Candidates reported meeting with mentors at least once a week, often aligning goals with campus initiatives. Candidates are assigned classroom settings representative of the diverse district student population. With 75.1% of students qualified for free and reduced lunch, 25.6% of students identified as English learners, and with 60 students living in foster care, candidates are afforded opportunities to experience issues of diversity that affect school climate and effectively implement research-based strategies, such as the use of data to guide differentiated instruction. As confirmed by review of samples of reflective cycle outcomes, candidates reflect on and share evidence of goal attainment in formal presentations in December and April. Program leadership reviews submission of all induction activities by utilizing a criteria rubric to verify program completion and process requests for clear credentials.

In addition to being in regular communication with program leadership, site administrators also ensure that all candidates participate in professional learning opportunities provided to all teachers while also providing program effectiveness feedback, as evidenced in a review of the annual Site Administrator Survey.

Mentors confirmed experiencing an application process that involves an interview and site administrator recommendation which is followed by training, support, feedback, and evaluation from program leadership. Pairings of mentor and candidates are confirmed by the human resources office per the following match-descending criteria:

1. School site and grade level or department
2. Same school site, a different grade level or department
3. Different school site, same grade level or department

Through interviews, mentors noted that they engage in individualized goal setting and collaborative conversations to guide their continuous development.

The mentor selection process for LBUSD's Teacher Induction program is effective with candidates stating the following: "My mentor is here on site. We are a perfect match! She makes me feel reassured and confident. I feel very lucky"; "My mentor and I meet weekly, but I can text or email any time. She is a huge advocate, and we have a peer/reciprocal relationship. She always has strategies to share, especially with ELD"; "My mentor is in my same area of work as a reading specialist. I feel lucky to have that connection." Additionally, the advisory council is provided a schedule of collaborative log submissions and mentor Individual Mentoring Plans (IMPs) to facilitate the council's monitoring of mentor support provided to candidates.

Overall, it is evident that the unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators. LBUSD is encouraged to update, clearly identify, and strengthen the common thread of current research in which the candidate and mentor experience is grounded.

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 completion 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

LBUSD met the standard for continuous improvement as evidenced by review of surveys, graphics of feedback loops, and stakeholder testimonies. Stakeholder groups, including candidates, mentors, site administrators, and advisory council members indicated that there are opportunities to provide feedback on program effectiveness. Surveys are analyzed at the end of each program year, and the advisory council makes recommendations and decisions based on stakeholder input. One example of a program change, as a result of candidate feedback, was the attainment of technology devices needed to support candidate TPA and/or RICA completion. Candidates had voiced concerns about not having sufficient equipment required to complete these statutory requirements. Program leadership brought these concerns to the advisory council, and candidates were ultimately provided with iPads, tripods, and wireless microphones as needed. Overall, interviews confirmed LBUSD’s systematic approach to continuous improvement as outlined in their “Unit and Program Evaluation System” document.

Additionally, interviews revealed awareness and comfort with formal and informal feedback processes leading to program changes and improvements. As stated by one site administrator, “Program leadership is so responsive and catches changes before principals can request them.”

Program leadership shared a file in which candidate pre- and post-CSTP self-assessment results are charted to show program-wide growth in the CSTPs. This overall monitoring supports the extent to which candidates are prepared and the quality of the preparation.

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.

LBUSD met the standard for program impact as evidenced by sample ILP reflections, candidate presentations, survey results, and testimonies from various stakeholder groups. During site administrator interviews, the following commendations were shared: “Induction candidates bring the newer strategies and resources to the school site, which filters into other teachers wanting to implement new strategies too”; “Throughout the school year, participants start to demonstrate greater confidence and less reliance on mentors.” Additionally, impact of teaching and learning in schools was also confirmed by site administrator survey responses which noted that all new teachers showed “some growth” in their teaching practices.

As reflected in reviewed documentation, LBUSD monitors program-wide CSTP growth, which demonstrates a focus on ensuring that candidates are prepared to serve as professional school personnel and know and demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards.

During candidate interviews, participants noted their growing competency in daily preparation and professional accountability. One candidate stated that “The induction program boosts my confidence and helps me to be the best version of me” while another expressed an increased ability to best utilize curriculum for effective lesson design.

Overall, candidates indicated an appreciation for the positive encouragement they receive from program leaders and mentors which helps the candidates get the support they need to improve their practice. Several program completers highlighted a lasting development of a reflective “habit of mind” which continues to serve them well in their teaching practice today.