

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

**Palo Alto Unified School District
Professional Services Division
March 2022**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Palo Alto Unified School District (PAUSD)**. 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: Palo Alto Unified School District

Dates of Visit: February 14-16, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2014	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, completers, mentors, advisory board, consortium representatives, institutional staff, and the program director. 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 have been determined to be **met**.

Program Standards

All program standards for the Teacher Induction program offered by Palo Alto Unified School District were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based on the fact that the team found that all program standards were **met** and all Common Standards were **met**, the team unanimously recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

In addition, staff recommends that:

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

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Programs Reviewers:

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Common Standards:

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Staff to the Visit:

Hart Boyd
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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Candidate Files
Assessment Materials
Program Handbook
Survey Results
Precondition Responses
Examination Results

Accreditation Data Dashboard
Progress Monitoring Tools
Candidate Tools
Mentor Training Materials
Mentor/Teacher Pairing Document
Letter of Commitment
Mentor Qualifications
Professional Learning Resources
Individualized Learning Plan
Actions Plan
Mentor Timeline

Interviews Conducted

Stakeholders	TOTAL
Candidates	35
Completers	14
Mentors	14
Site Administrators	30
District Administration	3
Partner District Administration	2
Program Directors	1
Credential Analysts and Staff	2
Steering Committee	9
IHE Representatives	1
TOTAL	111

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 Palo Alto Unified School District (PAUSD) is a public school district located in Santa Clara County in the Northern Californian city of Palo Alto. PAUSD was founded and had its first school open in 1893 with two teachers and 70 pupils that were crowded into a temporary two-room schoolhouse. PAUSD is composed of approximately 12,000 students in grades PK-12 and adult education. Students are housed in 1 preschool, 12 elementary schools, 3 middle schools, 2 high schools, 1 adult school, and 1 children’s hospital school. Governed by a five-member Board of Education, the PAUSD employs approximately 260 certificated and classified employees.

Education Unit

PAUSD leads the Palo Alto Induction Consortium which is a regional consortium that has been in continuous operation since 1999. Currently, the consortium is comprised of PAUSD and Mountain View-Los Altos (MVLA) and Los Gatos-Saratoga (LGS) Union High School Districts. The program serves TK-12th grade preliminary credential holders in both general education and special education. PAUSD’s superintendent serves as the Unit Head while the induction program director leads and guides the program. The program director reports directly to PAUSD’s associate superintendent and works in concert with the associate superintendents of the partner districts to ensure effective program operation throughout the consortium, especially in relation to identification of candidates 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	22	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

Palo Alto Unified School District (PAUSD) operates a consortium that includes partnering districts, Los Gatos-Saratoga Unified High School District (LGS) and Mountain View Los Altos High School District (MVLA). PAUSD is led by the Board of Education and the Superintendent of Schools. The induction program's leadership includes the Director of Professional Learning and Induction, who reports directly to the associate superintendent and works closely with the director of human resources and credential analyst. MVLA's Associate Superintendent of Personnel and LGS's Associate Superintendent of Curriculum and Instruction and Human Resources, as well as the human resources director, are also involved in the program. During an interview with PAUSD's superintendent, it was shared that frequent meetings occur with the program director to "formally and informally" discuss induction and professional learning. Interviews also confirmed that all stakeholder groups highly value the program's leadership. District and school site administrators, candidates, and mentors specifically noted the responsiveness and availability of program leadership for guidance, support, and resources.

The overarching goal of the PAUSD's induction program is to prepare teachers to address the academic and social needs of all students, allowing each student to meet or exceed academic content standards. PAUSD's program director is responsible for all aspects of program leadership and oversight. The director provides direct support to all mentors and candidates when issues arise to ensure there is clear communication and that goal setting and problem-solving processes are in place. During mentor interviews, it was stated the program director asks specific questions of them which allows the mentors to improve documents and better work with their assigned candidates. The program director communicates with school administrators and evaluators to ensure understanding of the program goals and to hear feedback. Conversations with site administrators confirmed open communication with the program director. Additionally, administrators noted they are provided with program information, reminders of mentor requirements, and are available to address all program needs.

The induction steering committee provides invaluable leadership and direction setting. This committee meets four times annually. The committee is comprised of a range of stakeholders: administrators from each district, the PAUSD credential analyst, a mentor from each district, and partners from local preliminary preparation programs. The committee examines data, sets and monitors goals, and makes decisions about Early Completion Option (ECO) applications. Interviews with committee members confirmed that their role as committee

members includes the review of program information and providing input relating to program data and improvement.

Mentorship for candidates within the PAUSD induction program is grounded in adult learning and self-reflection as the basis for continual growth on the part of candidates. Program mentors are teacher leaders and, as stated by district school administrators, they provide hiring recommendations to the program director in addition to providing input in the hiring process of mentors. Mentors are essential contributors to program design and development. Mentors are paired with candidates by taking into consideration the credential types, experience, and context of the mentors and candidates. Whenever possible, candidates are matched by credential or broader category. When a mentor is not a direct credential match, candidates confirm the mentor “brokers” direct support in the areas he/she is not able to provide. Mentors meet on a monthly basis to foster their professional learning where topics are determined based on program goals and mentor needs and interests. These meetings also serve as a forum for mentors to have a voice in program design and development and learn about program updates. Mentors engage in analyzing data, making suggestions for goals and how to attain them, and contributing to decision-making that supports candidate professional growth.

Interviews with candidates verified the mentor plays a pivotal role in supporting them and that mentors are committed to developing a sustaining mentoring relationship characterized by openness, sharing, and reflection. It was stated that the most helpful and impactful part of the induction program is the mentorship received during weekly meetings. Candidates noted that, during check-ins, mentors first address their questions, concerns, and just-in-time needs before working on teacher practice. Candidates stated this is important because of the multi-faceted nature of their work and having someone to have confidential conversations with is “treasured.” Candidates identified reflection on teacher practice, as guided by their mentor, as a key element to foster growth within their classroom teaching. This sentiment was evident in program completer survey data that indicated 85.7% felt that the program was effective or very effective in responding to their needs. The superintendent stated that the induction program encourages educators to ask “next-level” questions of themselves to increase reflective practice. Candidates added that with the support and guidance of their mentors, they are able to try new strategies aligned to their action plans. Regarding the mentor/candidate relationship, one candidate expressed that “pairing mentors to mentees is a gift.”

The program assesses the quality of induction services through a variety of stakeholder input, which is collected annually. Candidates complete a program survey and program completers are strongly encouraged to complete the State Completer’s Survey each spring. In addition, the program director meets yearly with administrators from all sites with candidates to offer information about the program and collect feedback. Mentors also complete an annual survey. Additionally, the program director states that an administrator survey will be rolled out this year. Quality of support provided to candidates is assessed regularly across the year. Candidate feedback is formally elicited during the local surveys mid-year as well as at the end of the year. During candidate interviews, it was stated that they recently completed a mid-year

survey focusing on identifying what is working and to request any individual or group needs for additional support. This year, the program will also elicit feedback from candidates via focus groups. Individualized Learning Plans (ILPs), support logs, and program milestones are regularly reviewed by mentor peers and the program director to inform the quality of service the program provides to candidates. Collectively, this data supports continuous monitoring for program effectiveness and allows for modifications for program improvement.

Examples of program modifications within the last two years include:

- ILP modifications to ensure an authentic and reflective experience for candidates
- A clear definition of the ECO process and revisions to its timeline
- Candidates can submit a single semester's worth of work for review
- Targeted professional learning module to engage candidates to learn about dyslexia
- Administrator checklist to identify ways they can provide input to the ILP
- Support for candidates with COVID-related impacts on credentials
- An experienced mentor providing support to new mentors
- Mentor resources section added to the program website

During an interview with the program director, it was stated that additional program modifications consist of changes to the web pages that now include resources to support responsive teaching, Universal Design for Learning (UDL), and English learners. It was also stated that links were added to the ILP for candidates to access these new resources for professional learning in order to make sure goals and areas of focus are more visible.

Course of Study (Curriculum and Field Experience)

A review of PAUSD's program sequence illustrates that the program begins with candidates signing a letter of commitment which outlines program benefits, confidentiality, what they commit to as participants in the induction program, and an agreement to program aspects of the program and fee schedule. The PAUSD Induction Consortium Important Dates document confirms a beginning of the year orientation and meeting opportunity of mentors. Listed are also dates for candidate training and program timelines. Candidates are provided with an induction handbook which outlines policy, program overview and goals, roles and responsibilities of induction staff, and criteria for mentor selection. Program goals are:

- To provide professional learning, assistance, and support to each participating teacher;
- To develop and implement an effective ILP that reflects each teacher's individual needs and supports their growth in addressing the needs of the range of students present in their classroom; and
- To assist each participating teacher in the completion of requirements needed in order to obtain a clear credential during the two-year program.

Meeting induction program expectations includes mentoring, inquiry cycles, and professional learning. First, candidates and mentors are required to meet an average of not less than an hour a week to focus on both "just-in-time" needs and progress towards longer-term goals.

Second, each candidate is guided by their mentor to develop an ILP that identifies the candidate's strengths and areas for growth, based on the California Standards for Teacher Preparation (CSTP) Continuum of Teaching Practice. The ILP includes growth goals and action plans with measurable outcomes, based on student learning. The ILP can be adjusted over time and is revisited frequently throughout the year. Finally, areas of focus for professional learning are identified by the candidate and mentor and are based on feedback from the site administrator and the CSTP Continuum of Teaching Practice.

The ILP serves as the organizing document for all induction work. A review of the ILP document depicts the fact that the same document is used for the two years the candidate is in the program. There is confirmed space for year 1 and year 2 candidates to check each completed task leading to goal setting, completion of each action plan, and addressed CSTPs. There is also space for the candidate to list strengths and areas for growth for each CSTP for each year of induction. The document provides an itemized list of essential CSTPs. There are sections to write focused growth goals and add reflections of how site administrator input was used to create goals.

The ILP action plan is used to document candidate inquiry cycles. There is space for the candidate to connect the action plan to a specific goal and to describe the current teaching situation and vision for change in the classroom. There is a section to write a SMART goal to support planning for teaching and learning. Candidates are then prompted to write out planned action steps and measurable outcomes. Under the planning for professional growth section, there is space for the candidate to self-rate their practice to a specific CSTP element and provide a rationale for their rating on the continuum and identification of ways to develop knowledge and skills. The cycle of inquiry section prompts candidates to list student outcomes, data, and artifacts. The last section elicits candidate reflections of the action plan.

The candidate's ILP provides a platform for the mentor and candidate to work together in a reflective manner. The mentor encourages the candidate to connect with and become part of the larger learning community within the profession and provide guidance, assistance, and information that leads the candidate to effective professional practice. With the mentor's support and input from the site administrator, the candidate self-assesses against the CSTP with their experiences in their preparation program and their current teaching context in mind. Collected evidence shows the candidate develops goals within the context of the ILP within the first 60 days of program enrollment. The mentor supports the candidate through CSTP reflections, goal creation, action plan articulation, peer observations, gathering administrative input, and cycles of inquiry which focus on the gathering and analysis of student work. There are multiple ways in which a site administrator is involved in the ILP process: initial meetings, post-observation conference reflections specific to each candidate, mid-year reflective meetings with the candidate and mentor, as well as formal and informal feedback. When appropriate, the candidate adjusts goals and areas of focus to align with administrator input throughout the program.

Prior to this year, each partner district provided professional learning to new teachers independently and in alignment with goals reflective of district priorities and teacher needs. Now, the PAUSD induction consortium has added professional learning resources that are directly connected to key district goals. The updated ILP includes a section for candidates to identify professional learning connected to action plan goals, with a suggestion to start with the resources available on the website. Resources focus on UDL, culturally responsive teaching, supporting English learners, supporting students with disabilities, implicit bias, anti-racist education, classroom culture, engagement and student agency, and trauma-informed instruction.

Assessment of Candidates

Candidates are assessed for competency on an ongoing basis by trained mentors at the scheduled mentor meetings. Mentors complete reviews of each other's candidates' current ILPs for completion as well as evidence of development and growth toward mastery of the CSTPs. Feedback is provided and candidates have multiple opportunities to provide evidence if the candidate is not meeting program requirements. A spreadsheet is created to monitor the completion progress of all candidates throughout the two-year program, and leadership intervenes if progress is not being made. Summatively, the program director completes a final verification to ensure that each candidate has completed all program requirements and communicates candidate completion to the credential analyst and provides a recommendation form.

The credential analyst stated that they accept the recommendation form from the program director and also verify that any additional renewal requirements have been met. At this point, the credential analyst makes the clear credential recommendation and communicates with the candidates that the recommendation has been made. The credential analyst follows up with candidates who do not complete their portion of the online recommendation process to ensure that all steps are taken for processing. The credential analyst noted that communication within the program has become increasingly fine-tuned and systematic as a result of many years of experience in the role.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, mentors, advisory board members, consortium representatives, institutional staff, and the program director, the team determined that all program standards are met for the Teacher Induction program.

INSTITUTION SUMMARY

The Palo Alto Unified School District (PAUSD) Teacher Induction program is a job-embedded program that supports new teachers in their first two years as an educator. The program operates as a consortium led by PAUSD that supports both Mountain View Los Altos Union High School District (MVLA) and Los Gatos-Saratoga Union High School District (LGS). Interviews with leadership at all levels of the three districts confirmed the high value of the program in recruitment, support, growth, and retention of a diverse group of educators. All three districts confirmed that resources are allocated to support the consortium and the results are worth the invested resources.

Mentors are at the heart of the program and mentor training and ongoing development is a strength of the program. New mentors shared the extra layer of support they received from a lead mentor, resulting in their ability to well-support their paired candidate(s) even in their first year of mentoring. To continue developing mentor skills, mentors establish goals to allow the program to determine future mentor training topics. In interviews, mentors expressed they are highly trained and supported by program leadership.

Candidates confirmed that the mentor support they receive and the new learning they document and reflect upon on their ILP – around the CSTPs – results in increased competencies as an educator and greater positive outcomes for their students. Professional learning opportunities are plentiful with resources focused on key goals around Universal Design for Learning, culturally responsive teaching, supporting English learners, supporting students with disabilities, implicit bias, anti-racist education, classroom culture, engagement and student agency, and trauma-informed instruction. Candidates felt available professional learning opportunities are a strength of the program.

The Induction Steering Committee is a group of stakeholders that analyzes collected data and provides input into program design four times annually. The result is a program that is already well-designed to fully support new educators but still strives to continuously improve on an ongoing basis.

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>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
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

Program review evidence as well as interviews with a variety of stakeholders confirm that the PAUSD induction program has the infrastructure in place to operate an educator preparation program characterized by a research-based vision of teaching and learning, with the mentor relationship and support of a new educator at its center. Document review, interviews with program leadership, senior district leadership from all partners, mentors, site administrators, candidates, and completers confirm the strong commitment the program has to guide and serve novice teachers. All districts involved mentioned that the strong reputation of the induction program has become a positive aspect during the recruitment process.

The induction program is led by the program director who is part of the PAUSD Education Services Division. PAUSD is the lead district of the induction consortium, also supporting teachers and mentors from MVLA and LGS. Documentation review and interviews with all stakeholders provide evidence that communication and collaboration is in place to ensure that all stakeholders, including partner districts, are part of the decision-making process for the program. Senior leadership from all three districts shared that communication between the program and the district is ongoing both formally through the development of annual memorandums of understanding (MOUs) and participation in the steering committee meetings, as well as informally, if needed, through phone calls, emails, and in-person check ins. The program's steering committee meets four times annually and its membership includes partner district and IHE representatives. A steering committee member stated, "I have the opportunity to review stakeholder input and use that information to affect program decisions." PAUSD's superintendent and other senior leaders spoke knowledgeably about the benefits that the induction program offers their district. They shared that those benefits are worth the financial investment, assuring the site visit team that the program has institutional support. Additionally, one consortium member stated, "I am grateful to be a partner in the PAUSD induction program as it helps our district recruit and retain educators."

When addressing recruitment and faculty development efforts to support hiring and retention of faculty who represent and support diversity, mentor interviews substantiated that program materials outlining the application process are thorough and that mentor positions are in high demand which allows districts to choose their mentors carefully. Mentors also shared that their application and interview focused on how they support equity and diversity in schools, as the districts are very much internally focused on these topics. One senior leader noted that as he travels out of the area to recruit educators, prospective candidates are aware of efforts by the district to train all district staff in culturally responsive teaching, equity, and unconscious bias. It is his belief that these internal efforts are supporting district efforts to recruit a diverse staff.

After reviewing programmatic documentation and based on interviews with the credential analyst and leadership, it is evident there is a systematic process in place to ensure that candidates recommended for a clear credential have met all program requirements. Mentors shared that they are involved in the review and assessment of all candidate ILPs through a shared spreadsheet. Once all program requirements are completed, program leadership shares

the completion list with the credential analyst. The credential analyst monitors additional renewal requirements and makes the recommendation once all requirements are complete. Additionally, the credential analyst monitors that each candidate completes their portion of the recommendation process.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The PAUSD induction program consortium is designed so that candidates are recruited and supported to ensure successful entry into the teaching profession. Interviews confirm the strong connection between program and district leadership in order to inform candidates about their participation in the induction program. In the consortium, the human resources departments for each district and PAUSD’s program director share hiring data in order to ensure all eligible candidates are enrolled in the induction program. Upon verification of eligibility, candidates are contacted by the program director and informed of the program orientation, where candidates complete a letter of commitment to formally enroll.

District leadership indicates that they work closely with the program director in order to ensure that all program needs are met throughout the year. During interviews with district leadership, the program director, and mentors, it was evident that the district is working to diversify their teaching force in order to reflect the student population that they serve. Professional

development opportunities are available to mentors and candidates to expand their practice in addressing culturally responsive practices within their classrooms.

Candidates are presented with information regarding induction by the human resources department upon hire within each district. Additionally, candidate and mentor matches are handled within each individual partner district. All candidates attend the induction orientation in order to learn the specifics of the program, understand completion requirements, and receive the induction handbook.

PAUSD’s consortium mentors and program director monitor candidate progress toward attaining program requirements while they are enrolled in the induction program. Candidate progress toward meeting program requirements through the ILP and action plan activities are monitored and documented on a spreadsheet by the program director and shared with mentors. Mentors and the program director utilize a rubric to assess candidate progress at three specific milestones during the year: October, mid-year, and end-of-year. This provides the program with information regarding candidate progress in order to determine if additional targeted support is necessary for candidates or mentors. Candidates, who feel that they need additional support or those who are identified as needing additional support, are provided targeted assistance by the program director. Candidates are recommended for a clear credential following verification of completion of all program requirements by the program director.

During interviews, it was repeatedly expressed that candidates feel supported by their mentors throughout their two years of being enrolled in the program. The resounding theme from candidates was that due to the relationships their mentors had worked to build with them, they felt “safe to take risks” in their classroom practice. One second year candidate even expressed sadness that she could not participate in a third year of the program because she felt her first year was diminished due to the pandemic.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

The PAUSD induction program consortium provides individualized support that results in candidates’ demonstration of their progress towards mastery of the CSTPs. The theme across stakeholder group interviews is that the cornerstone to this work is the highly effective system of mentoring support that candidates receive. Recruitment of the mentor position is not a challenge because it is seen as a highly coveted position. Although not the sole job responsibility of each mentor, candidates noted that they feel great support from their mentors, who wear multiple hats. District leadership indicated that it is intentional to not have full-release mentors, as the intention is to keep them closely tied to the classroom to stay current while supporting their candidates. Recruitment includes an application process and interview prior to being selected as an induction mentor.

The induction program provides individualized support through a planned sequence of experiences that allow candidates to develop and demonstrate the knowledge and skills to educate and support all students while being guided by both the program director and an

assigned mentor. Candidates specifically expressed during interviews that their mentors provided opportunities during weekly meetings to check in on immediate needs as well as provide guidance and support on the ILP. One candidate stated that he appreciated the choice his mentor built into the structure of the meetings, though always through the lens of the goals he had set on the ILP.

Review of evidence and interviews confirmed that collaboration among the program director and mentors during monthly meetings are an integral part of the process for ensuring mentors receive feedback on their work with candidates. These meetings provide mentors an opportunity to collaborate as well as to calibrate on candidate work. Additionally, new mentors receive their own type of mentoring support from a veteran in the program. Interviews with mentors indicated that feedback from the program director has been beneficial in assisting them with meeting the individualized needs of their candidates as well as strengthening their own coaching skills. Mentors receive feedback on their skills in a variety of ways, including candidate survey data regarding mentor support and program feedback from the program director.

During candidate interviews, it was evident that the work they were doing with their mentors helps them to meet the wide range of needs within their student population. The overwhelming theme was that the mentors are highly skilled at building relationships and creating a safe space for candidates to be comfortable with taking risks within their professional practice. One recent program completer stated, “I was able to be vulnerable in induction. My mentor was able to safely push me to areas I was scared to work on previously as an intern. The induction program took all of my rough edges and smoothed them down and took all my flaws and supported me in how to be a better professional.”

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Document review and interviews with the steering committee, program leadership, mentors, site administrators, candidates and completers confirm the PAUSD induction program implements a continuous improvement process and modifies the program design based on findings. During interviews, mentors shared that the development of mentor goals will determine the next monthly mentor meeting while completers shared that their input was heard, noting as evidence that mid-year enrollment is now possible. All stakeholders interviewed shared that their voices are heard by the program.

The program, in partnership with the steering committee, has designed a Yearly Continuous Improvement Cycle which includes the collection, analysis, and use of stakeholder feedback from multiple sources, both locally and through the state survey. Steering committee members shared that they have an opportunity to review program feedback, have conversations around program improvement, and provide input into continuous improvement efforts. A steering committee member noted that the committee meets and truly analyzes survey results to have conversations regarding potential changes to the program. Another committee member stated that through continuous improvement, “PAUSD has a strong induction program that focuses on the support of candidates, not just completing tasks.”

Documented in the Yearly Continuous Improvement Cycle chart and confirmed through stakeholder interviews, the program regularly collects multiple sources of data throughout the year from candidates, mentors, and administrators. Additional data within the Accreditation Data System (ADS) provides verification of overall program effectiveness in providing support and responding to candidate needs. Specifically in the area of Impact on Teaching Practice, PAUSD completer results show substantial improvement from 2018-2019 when asked the question “how well ILP activities prepared the candidate in meeting each CSTP.” The data supports program and stakeholder statements that improvements to the design of program are having a positive impact on candidates and teacher 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.

During interviews with stakeholders at all levels, it was reported that, through the ILP, there is strong evidence of the program's impact on teaching practice and student learning outcomes. One site administrator specifically indicated that "The students are doing better in the classroom. The management is better because of the work of the coaches to support their candidates." Candidates indicated that their mentor effectively guides them through the process of developing the ILP goals based on the CSTPs, and they meet weekly to identify appropriate resources and strategies for meeting the needs of all their students. Candidates shared that their weekly meetings are a balance of addressing the just-in-time support needs of the new teacher as well as the long-term impact of ILP goals on student learning in the classroom.

District leaders and site administrators indicated that the program has a positive impact on professional practice and student learning in their respective districts. Interviews confirm that candidates are able to demonstrate the skills necessary to effectively meet the needs of their students as a result of their participation in the induction consortium. In particular, the ongoing weekly support and feedback provided by their mentor resulted in the candidate's ability to reflect on and refine their instructional practices through active engagement in cycles of inquiry that have resulted in positive changes within their classroom.

On the 2020-2021 completer survey, 78.6% of respondents stated that the program was effective or very effective at helping them develop skills, habits, or tools needed to grow their teaching practice; this was confirmed by recent completers in interviews. One specifically noted, "This program is crucial for new teachers. It allows you to have a safe space to speak your mind and describe your vision and try to get better at it. Had it not been for this program I would have been lost. It allowed me to ask questions and be part of the school and grow in my practice." All stakeholders communicated the strength of the program in supporting candidates and mentors in the work they are doing to improve instructional practices and student learning outcomes.