

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

Sanger Unified School District Professional Services Division March 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Sanger 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 Program	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: Sanger Unified School District

Dates of Visit: February 28-March 1, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
July 2014 Accreditation Report	Accreditation Letter

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

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

Program Standards

All Program Standards for the Sanger Unified School District’s (SUSD) Teacher Induction Program were determined to be met.

Common Standards

All Common Standards for Sanger Unified School District were determined to be met.

Overall Recommendation

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

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

Teacher Induction Program

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Sanger Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Sanger 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

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Programs Reviewers:

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Assessment Materials
Candidate Graphic (Course of Study)
Candidate Advisement Materials
Candidate Handbooks
Candidate Work Files
Common Standards Addendum
Common Standards Submission
ILP Documents
Recruitment Materials
Surveys and Survey Results

Mentor and Candidate Logs
Mentor and Professional Learning Vitae
Mentor MOU
Mentor Training Materials
Organizational Chart
Precondition Responses
Program Review Addendum
Program Review Submission
Progress Monitoring Documents

Interviews Conducted

Stakeholders	TOTAL
Candidates	16
Completers	14
Employers	17
Institutional Administration	5
Program Leadership	2
Professional Learning Personnel	7
Mentors	17
IHE Partners	2
Collaborative Partners	4
Credential Analysts	1
Advisory Board Members	9
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

Sanger Unified School District (SUSD), located in California’s Central Valley 15+ miles east of Fresno, is comprised of twenty-two schools including fourteen elementary sites, a middle school and one comprehensive high school; the district sponsors two K-8 and one K-12 charter schools. In addition, there is an alternative education continuation school, an alternative education independent study school, a community day school, and an adult school. The district covers 180 square miles and serves a general population of 31,000. Attendance in the district's schools currently numbers 14,500 students.

The SUSD leadership is committed to their vision of providing options for students to demonstrate their learning and opportunities to be successful and achieve their dreams. SUSD has established firm goals that they believe build the foundation of success for district students, which focus on raising all students' achievement through high quality instruction, closing the achievement gap with all student groups via academic rigor, and ensuring a safe environment for all. To reach these goals, the district partners with a wide variety of educational and business partners who provide enhancements such as computers for each student in the district, visual and performing arts for all students, dual language/immersion opportunities, magnet schools for music and science, focus programs with state universities, and afterschool enrichment.

The district participates in a teacher residency program in partnership with Fresno State University and employs around 90% of the teachers prepared through this pathway. Pairing with the district’s teacher induction program, the district is equipped to credential teachers from the diverse population around the greater Fresno area.

Education Unit

SUSD employs approximately 745 certificated and 260 classified employees. SUSD sponsors one educator preparation program, the Teacher Induction Program (TIP) which is housed in the Human Resources Division. The program director, who is also the assistant superintendent of Human Resources, provides oversight for the program while the program coordinator provides day-to-day leadership for both the TIP and teacher residency programs as well as providing oversight for student teacher placement within the district. The program mentors, all of whom are full-time classroom teachers or full/part time instructional coaches, provide mentoring services as an extra-duty stipend.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction	24	88

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 OR describe any other unusual circumstances.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction Program

Program Design

The Sanger Unified School District New Teacher Induction Program (SUSD TIP) serves General Education and Education Specialist Preliminary Credential holders via either a traditional two-year program or an Early Completion Option (ECO). Specific criteria must be met for a candidate to qualify for the ECO. Interviews with district and program leadership confirmed that program leaders, both the director and the coordinator, collaborate with various stakeholders to plan, develop, and implement an induction program that fosters candidate development and growth, supporting the credentialing needs of preliminary credential holders in order to attain a clear credential. The program is under the supervision, direction, and guidance of the superintendent and receives further consultation from the induction advisory committee which consists of school site administrators, mentors, district credential analyst, local universities, teachers, and retired induction program founders. The program has traditionally been supported by an administrative assistant, but this position has been vacant since December 2021 due to retirement; the position is being filled currently.

Published professional learning options include a widely varied range of topics. Interviews and documentation review confirmed that there is ongoing communication within the induction program, and between district and program leadership to ensure quality of services and support for candidates. Program leaders consistently messaged that “Collaboration and community are Sanger’s top priorities” because “it’s the Sanger Way.”

Candidates expressed they felt overwhelmingly supported by their mentors, the induction program coordinator, and district leadership, the availability of resources, and the collaborative nature of the induction program. One candidate described the program as a safe learning environment “where I can authentically reflect on my professional practice.” Another stated her appreciation that induction was “about the process, not the paperwork.”

In completer survey data, candidates described their mentor’s skills in meeting their needs as highly skilled (86.7%) and skilled (13.3%) and 100% of them indicated that they were well matched with their mentor.

Interviews and documentation review confirmed that SUSD TIP provides guidance and clear expectations for the mentoring experience. Training provided is differentiated based on the mentor’s level of experience. New mentors attend two days of training to learn about the Individualized Learning Plan process and just-in-time mentoring. Veteran mentors attend an orientation and a one-day refresher training in the ILP process and mentoring skills. Mentor training is based on research-based practices and includes support with coaching skills and program documents. Both groups also attend two mentor meetings, to strengthen their

mentoring skills, and two network meetings, to work alongside their candidate's on the ILP and best practices. Guidance and clear expectations for the mentoring experience is also provided to mentors via program resources which include the MOU, Mentor Handbook, and New Teacher Induction Program Handbook.

Multiple interviews commended the induction program coordinator for being open and receptive to feedback about the program, sharing it with stakeholders, and basing programmatic changes on recommendations shared by the groups. One candidate stated, "She loves hearing feedback as much as possible" and several site administrators indicated that the induction program coordinator was very receptive to feedback and deliberately sought to represent various perspectives in the data collected. Recent changes to the program include modifying mentor/candidate monthly logs to include the explicit identification of CSTP in an effort to highlight the role of the CSTP in induction. This change was in response to summative report data indicating that candidates were not connecting the teaching standards with the support they were receiving from their weekly mentor meetings.

Course of Study

Multiple interviews and candidate online portfolios confirmed that the ILP document, based on the candidates' self-identified needs, provides a roadmap for their induction work, along with guidance for the mentor in providing support. A review of candidate ILPs confirmed the process includes the development of professional growth goals, participation in professional learning and support opportunities to meet those goals and focused cycles of inquiries.

A pacing guide with soft deadlines is shared with mentors and candidates to support their induction experience. Interviews with candidates, site administrators, and advisory committee members affirmed that although the ILP process is thorough, it is not overwhelming. One candidate stated, "the ILP is not an overload because it is broken down into manageable sections, it's well organized, and I can reach out for assistance." The ILP is submitted in the *Canvas* learning management platform, where the induction program coordinator monitors progress towards completion and provides timely formative feedback.

Completer survey data confirm an alignment between candidates' ILP goals, their personal and professional goals, their teaching context, the mentor's input, site administrator input, site and district initiatives, and their preliminary transition plan. Completer survey data also indicate a strong collaboration between the induction program and site administration and correlations between the ILP goal-based activities and the preparation of candidates to meet all six CSTP.

Assessment of Candidates

A review of candidate online portfolios in *Canvas* and interviews with candidates, completers, mentors, and program leaders indicate that candidates are formatively assessed throughout induction via monthly logs, observations, the ILP, and inquiry cycles, and professional development logs.

SUSD TIP assesses candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential via self-

assessments embedded in the ILP and exit interviews for completers. Teachers assess their professional practice on the CSTP that are addressed in their ILP via a pre and post self-assessment, which the induction program then uses to evaluate candidate growth. Year two candidates participate in an exit interview where they explain what they learned about addressing their students' needs and how they grew in their teaching skills that directly relate to the CSTP through the ILP and inquiry process.

A verification of completion is completed and signed by the candidate, mentor, site administrator, and induction coordinator verifying that all requirements were successfully completed. When the document is submitted on the online portfolio, the induction program coordinator verifies completion and submits a recommendation for the candidate's clear teaching credential. A verification of completion transcript (41-Induction) is created and given to each program completer. Interviews with program completers confirm that the verification of completion forms are collected at the end of the year and checked for signatures verifying that all program requirements are met.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 94 candidates, completers, professional development personnel, employers, collegial partners, and district administrators, the team determined that all program standards are **met** for the Teacher Induction Program.

INSTITUTION SUMMARY

Sanger's teacher induction program is highly regarded by all groups interviewed by the review team. Many commented on their belief that besides providing job-embedded professional development experiences and individual support that results in both improvement in teacher practice and student achievement, the program fosters a feeling of community and support that has had a lasting impact not only on the induction program but the district as a whole.

The SUSD induction program is part of a continuum of partnerships with local preparation programs. Their teacher residency program and the partnership with Fresno State University has strengthened SUSD's recruitment and retention efforts significantly with approximately 90% of resident teachers obtaining a full-time teaching position in SUSD upon completion of their residency.

Collaboration, communication and coordination is seen as a strength across all groups involved in Sanger's educator preparation programs, across all internal departments and with regional induction programs and college partners as well. These relationships and the intentional collaboration are highly valued by all stakeholders. Collaboration and community is known as the "Sanger Way" which was cited in multiple interviews across stakeholder groups. As their district slogan states, 'Every Child, Every Day, Whatever It Takes' is a philosophy embraced throughout the district's personnel.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	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

A variety of interview groups expressed their belief that the SUSD induction program design reflects a clear understanding of quality, ongoing, job-embedded professional development that creates reflective habits of mind and fosters the concept of lifelong learning. SUSD's program incorporates existing district practices into their vision for inducting new teachers into the profession. Within the district, there is a strong belief that teachers have a positive impact on student achievement. The district's continued provision of the program—through funding, personnel, curriculum and time—confirms its commitment to meet the needs of all students; funding also allows for on-site curriculum mentors and pedagogy-focused professional development that enhances the program's support for new teachers.

Program leadership supports the needs of candidates through job-embedded professional development experiences, partnered with individualized support from their mentors. The day-to-day administration is provided by the induction coordinator while program oversight is the jurisdiction of the assistant superintendent of Human Resources. Interviews confirmed that the assistant superintendent ensures the induction coordinator has the time, resources, and support necessary to manage the program and that he keeps district leadership informed of program successes and areas of need. The induction coordinator presents information to the Board of Trustees on an annual basis. SUSD regularly and consistently participates in collaboration efforts with key stakeholders and partners through cluster meetings, teacher residency program meetings and regional institute of higher education (IHE) collaboratives. In addition, SUSD has a strong recruitment process in place which was affirmed through interviews with the Human Resources department as well as program leadership. The assistant superintendent of Human Resources shared that their partnership with Fresno State University and their intentional focus of recruitment and hiring of alumni has contributed to their efforts of hiring a diverse workforce that is representative of their student population. In addition, interviews with IHE partners confirmed that the teacher residency program has created a pipeline that promotes recruitment from within the community into preliminary credential programs with student teaching placements in SUSD that have resulted in 90% of resident teachers being hired by SUSD upon completion of their residency.

The program has a system for hiring well-qualified mentors and professional learning presenters. Mentors are selected by site administration in consultation with program leaders to ensure that only the most qualified and skilled mentors serve new candidates as outlined in their published mentor criteria. The candidate's journey is well delineated through the program handbook, online resources, and support from mentors and program leaders. The Verification of Completion monitoring document is completed by the mentor and the candidate as they progress through the two years of induction. After the program is successfully completed, the Verification of Completion is signed by the mentor, the candidate, the candidate's administrator, and the program coordinator to verify the candidate's growth in their professional practice and completion of program requirements. The induction coordinator then generates a transcript that shows the candidate's finished program documents, attendance at

meetings, professional development hours completed, and monthly mentoring hours logged. The program coordinator then recommends the candidate for a clear teaching credential.

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

A review of program documentation confirms SUSD intentionally recruits and admits eligible candidates to the teacher induction program based on specific and clear criteria that include multiple measures of candidate qualifications. The SUSD induction program handbook includes the induction eligibility criteria of first- or second-year teachers with a California preliminary credential or out-of state credentials with 0-2 years teaching experience. Flyers are used to recruit candidates from the local newspaper, Fresno State University, and other colleges and district websites with a SUSD board policy that, “provides a guideline to ensure all candidates are sensitive to our diverse population, are effective communicators and have the academic skills to be an effective teacher within the district.” Interviews with district leadership highlighted that specific efforts are made to purposefully recruit candidates representative of the diversity of the local community through the Sanger Teacher and Residency (STaR) program. One district leader stated, “We are a small and diverse community and a lot of our students come back to be teachers in the district and it’s pretty neat to really see their connection with the district where they are back home.”

Program requirements that include completion of an ILP, driven by reflection within the CSTP, supported regularly by mentors and input from site administrators, is established and understood by mentors and candidates. Interviews with current candidates and completers demonstrated that they feel extremely supported in the process by their mentors, their administrators, district leadership, the induction program coordinator, and the professional resources provided. One candidate stated, “I created a focus area based on the CSTP and I met weekly with my mentor to do an initial self-assessment. Throughout the whole process I felt a lot of support from my mentor.”

There is evidence of a clearly defined process for meeting competency and performance expectations found in the induction program handbook that outlines requirements for both year one and year two of the program. This also includes a process for progress monitoring and a verification of completion process that includes the mentor, candidate, administrator, and induction program coordinator. Documentation includes candidate portfolios showing evidence of regular formative assessment of candidates through monthly logs, ILP submissions and professional development logs. Interviews with the induction coordinator and completers highlighted that there is a system in place for ongoing support and feedback throughout the program as the ILP is completed with a process in place to identify and support candidates that need additional assistance. One completer stated, “We used Canvas to submit our ILP and we received feedback in a timely manner and we also had verification at the end signed by 3 people and verification of professional development.” Interviews from multiple candidates and completers praised the program coordinator as very supportive and always being available to answer questions with one candidate stating, “she is very responsive and usually answers emails within 20 minutes,” and another stating, “she always lets us stay after meetings, so we have a lot of opportunities to ask questions.”

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 SUSD teacher induction program guides new teachers in developing their classroom practice through an individualized series of activities, mentoring support, and formal professional learning. A review of the program’s template and candidate work files confirm that the ILP includes candidate CSTP self-assessments, action research, and mentor observations that collect evidence that candidates grow in their professional practice via their CSTP focus. Documentation and interviews of candidates, mentors and site administrators show evidence that school curriculum is aligned with California content standards and frameworks and that candidates have an opportunity to work with a diverse range of students.

Candidates engage in professional learning through attending district workshops, conferences, observations of colleagues, induction professional development and through participation in site-based PLC. Interviews with professional development providers indicated professional development addresses research-based strategies including professional development centered around Universal Design for Learning, Guaranteed and Viable Curriculum and Guaranteed and Viable Instruction. Candidates chose professional development specific to their own learning goals, developed collaboratively with mentors and site administrators. One candidate stated,

“We choose our professional development based on our focus area. My focus this year was a safe classroom environment and the district provided professional development that I attended once a month.” Evidence from the ILP and interviews demonstrate a systematic implementation and evaluation of classroom practice, supported through regular feedback throughout the program. Mentors, candidates, administrators, and the induction coordinator all confirm a strong system of support and evaluation of the induction program requirements for candidates on the effectiveness of the professional learning components that culminates in an induction verification completion process and credential recommendation.

Evidence for collaboration between the program and school sites in the selection of site-based supervisors was found in a timeline of mentor/candidate assignments as well as the candidate ILP. The induction coordinator works with administrators to coordinate the selection and assignment of mentors, based on matching criteria. The school site administrators also provide input and feedback to candidates that are then included in the ILP development process. Interviews with administrators confirmed they, “work with the induction coordinator to find a mentor that is the best match for candidates.” Agendas and PowerPoint presentations confirm that returning mentors receive an orientation refresher while new mentors participate in both an orientation and training, including an overview of the requirements, just in time support, ILP information, and self-assessment processes. Interviews of mentors confirmed that they receive professional development consisting of the components of the ILP as well as opportunities to collaborate with other mentors in a professional learning environment. Mentors are recognized at the end of the year in a celebration that includes comments from candidates. A ‘mentor of the year’ is recognized during this celebration, nominated by candidates and selected by a panel that reads the nominations. Interviews of candidates and completers as well as survey data also show that mentors are evaluated through regular surveys that go out to candidates.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

SUSD implements a comprehensive continuous improvement process at both the unit level and at the program level, gathering program data from candidates, mentors, and site administrators throughout each program year. A review of survey data and multiple interviews confirmed that the SUSD TIP collects stakeholder input in a variety of ways such as leadership, mid-year, end-of-year, and completer surveys, professional development evaluations, candidate feedback on mentor effectiveness, and mentor and candidate self-assessments. Leadership surveys include feedback provided by the superintendent, associate superintendent of HR, area administrators, and advisory board members on the induction program. Mid-year and end-of-year surveys poll the program's mentors, candidates, and site administrators. Completer surveys poll year two and Early Completion Option candidates. Mentors participate in a self-assessment survey at the beginning and end of each year, indicating growth achieved in their mentoring practice. Candidates also provide feedback regarding their mentor's knowledge and skills and the effectiveness of the support provided in implementing their ILP. Lastly, candidates complete a pre and post self-assessment, showing the CSTP that were a focus for candidates and the growth achieved. Interviews and documentation review confirmed that the induction program coordinator shares the survey data with district leadership, the school board, the advisory board, candidates, and mentors to seek stakeholder feedback and guide program improvements. The induction program coordinator responds and makes changes to the program accordingly.

The advisory committee is made up of stakeholders with varied roles and perspectives, which informs a range of program modifications. Interviews with the members of the advisory committee confirmed that although they meet formally once each spring, the induction coordinator routinely shares information and seeks feedback outside of their scheduled annual meeting.

Interviews with mentors, candidates, completers and advisory board members emphasized that feedback drives change in the program. The program and the unit consistently collect and review data for program effectiveness. Program improvements that resulted from data reviews included tailoring mentor training experiences to include adult learning theory principles as well as providing explanations on how mentor and candidate matches are made. Interviews with the professional development leaders in the Educational Services department confirmed that they routinely receive and review feedback from both the induction coordinator and candidates and make adjustments to their professional development topics and areas of focus.

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.

SUSD’s induction program ensures that candidates are prepared to educate and support students in meeting state adopted standards through an inquiry process that allows for teachers to demonstrate growth in self-selected areas within the California Standards for the Teaching Profession (CSTP). Interviews with district and site leadership confirmed that program design is structured to provide opportunities for candidates to develop practices that allow for maximum impact in classroom teaching. The induction program uses an intentional alignment of induction program activities with the elements of the CSTP. A candidate’s ILP includes inquiry cycles with action research and opportunities for reflection guided by mentors and feedback from site administrators which provide professional development and professional growth. Interviews with district leadership highlighted their common desire to contribute to candidate retention in the teaching profession through the program’s multi-faceted design, and use of the CSTP in particular. Survey results prepared for the district by The Sinclair Group shows growth across the CSTP elements via collection of CSTP data from candidates.

Exit interviews further corroborate that candidates’ professional practice demonstrates knowledge and skills necessary to effectively educate and support all students. Questions posed to candidates ask them to articulate on how they have demonstrated adjustments to instruction that address students’ needs, reflect on the inquiry process’ influence on their teaching practice, and discuss their professional growth as demonstrated in their completed ILP.

The district provides intentionally focused resources towards developing a pipeline that attracts former district students and student teachers to become teachers within the district. Advisory committee members expressed that one indication of a positive impact is the large number of teacher residency participants and student teachers being hired by Sanger Unified stating that district personnel “form bonds with teachers coming though; they have been mentored and feel those connections from the beginning.” Retention rates also confirm the induction

program's positive impact in preparing teachers for the classroom teacher induction candidates tend to continue in the district for many years.

Another positive impact of the program was expressed through candidate, mentor, and administrator interviews where it was noted that assessment of candidate progress toward mastery of the CSTP aligned well with administrator evaluations that focus on student achievement and the district's focus on continuous improvement and closing achievement gaps. As one administrator stated, "candidates come to me with their plans and they develop their goals for the school year—they go hand and hand [with school and district goals]. The ILP was not developed in isolation—it's something they thought about as having a positive impact in their classroom." District leadership confirmed through interviews that SUSD's induction program has been successful in providing an induction experience that focuses on student success, quality instruction, differentiation, and being an integral part of student success and closing the achievement gap.