

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

William S. Hart Union High School District

Professional Services Division

May 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at William S. Hart Union High 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
Clear Administrative Services Credential Programs	5	5	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

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

Institution: William S. Hart Union High School

Dates of Visit: March 28-30, 2022

Accreditation Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>April 2014</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, professional development providers, candidates, completers, mentors, coaches, education partners 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 William S. Hart Union High School District's Teacher Induction Program and the Clear Administrative Services Credentialing Program were determined to be **met**.

Common Standards

All Common Standards for William S. Hart Union High School District were determined to be **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction and Clear Administrative Services credential programs 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
Clear Administrative Services

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- William S. Hart Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- William S. Hart Union High School District continues 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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Staff to the Visit:

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Documents Reviewed

- Accreditation Data Dashboard
- Accreditation Website
- Assessment Materials
- Candidate Files
- Candidate Advisement Materials
- Candidate Handbooks
- Candidate Progress Monitoring Reports
- Candidate Work/Portfolios
- Common Standards Addendum
- Course Syllabi and Course of Study
- Mentor Growth Plan
- Memorandums of Understanding
- Precondition Responses
- Program Review Submission
- Program Review Addendum
- Standards Submission
- Survey Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	49
Completers	31
Site Administrators	11
Institutional Administration	4
Leadership Team	8
Professional Development team	10
Program Director	1
Mentors	21
Coaches	10
Credential Analyst	1
Steering Committee	13
IHE Partners	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 William S. Hart Union High School District is commonly referred to simply as the Hart District. Established in 1945, the Hart District is a secondary-level school district in the Santa Clarita Valley, in the northern section of Los Angeles County. It serves the majority of the Valley's 7th through 12th grade students, including all its high school students (grades 9–12) and most of its junior high school students (grades 7–8). Nearly 22,000 students are enrolled in the district's seven comprehensive high schools, a continuation school, a middle college high school, an independent study school, six junior high schools, an adult school, and a Regional Occupational Program. The district is named after William S. Hart, one of the first western film stars, who lived in Newhall, and was a local benefactor.

The Hart District has a commitment to providing students with the necessary training and skills to be successful in the world of work. More than 90% of Hart District graduates go on to post-secondary education, enrolling in a four-year college or university or a two-year community college, including career technical programs.

Education Unit

The Human Resources department provides oversight to Hart District's two educator preparation programs—the teacher induction and the administrative services induction programs. The Hart District employs one full-time program director and one program support person who also oversee the district's Center for Educator Preparation and Assistance (CEPA) which includes both the induction programs and the Peer Assistance and Review program, which is mandatory for all teachers with less than three years' experience who are new to the Hart District.

The Hart District provides induction services to some of its surrounding elementary school districts. In addition, it has provided teacher induction services to Granada Hills Charter School since 2006, and expanded to include administrative services induction in 2017. In 2019, a memorandum of understanding was established with Birmingham Community Charter High School to serve their induction candidates as well (although to date, they have only had teacher induction candidates). On average, the teacher induction program serves close to 100 candidates annually, while the clear administrative services program serves 6-10 candidates each year. All sites provide mentors who are either full-time teachers or full-time release teachers (called Consulting Teachers) while administrator coaches support candidates 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	35	83
Clear Administrative Services	2	16

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

Program Design

The Hart District's Teacher Induction Program (TIP) is housed in the Center for Educator Preparation and Assistance (CEPA) division of the human resources department and is under the direction of the assistant superintendent of human resources. The day-to-day oversight is coordinated by the Hart induction director. He provides regular program updates to the Hart Induction Steering Committee (HISC) and the assistant superintendent of Human Resources. HISC is convened three to four times a year to provide input regarding program policy changes as well as to provide reviews of survey data to suggest changes to the program. All stakeholders interviewed confirmed that the program director regularly communicates with program participants and makes changes based on their recommendations.

The Hart District's teacher induction program is a two-year, job-embedded, individualized program designed on a system of both "just in time" and longer-term mentoring support. The candidates are assigned mentors in a timely manner and then meet with them weekly. Candidates confirmed meeting with their mentor and/or consulting teacher (CT) on a regular basis with one candidate reporting, "I never felt afraid to ask for support, never felt like I couldn't complete the work due to lack of support." The teacher induction program provides ongoing training and support for mentors through coaching collaboratives and workshops. Mentors and consulting teachers stated that these meetings provided time to talk about new teachers' challenges, collaborate, and was "an important time to grow." Mentors and consulting teachers reported how much they appreciated the organization of the program. Mentors confirmed they are selected according to criteria set by the district.

The program gathers input from a variety of their constituencies. All groups interviewed reported participating in Google surveys analyzing their involvement with induction. Many groups also talked about looking at survey results from various groups and suggesting changes to the program from these results. More than one group of constituencies stated that they had seen changes made to the program directly due to their feedback.

The program monitors candidate work on the Individual Learning Plan (ILP) and assesses exit interviews with rubrics. Each candidate's journey to completion is kept in the Progress Monitoring Report. If their Google folder of work is not completed or considered passing,

candidates review the feedback and make changes before further review is held. Multiple sources shared that the program was communicative and accommodating. One candidate stated he was unable to complete his work, so he was given extended time to complete what was needed.

Hart has a program to help veteran teachers and new teachers. All new teachers and interns with less than three years' experience, are automatically placed in Peer Assistance and Review (PAR), a support system to help teachers develop strong basic classroom skills. Because the district requires the PAR program, some new hires are enrolled in induction and PAR simultaneously. Being enrolled in both programs has led to some confusion of expectations and work, with candidates stating they felt "overwhelmed" and "didn't know which work was for which program."

A review of documents and interviews confirmed that there have been numerous program modifications in the last two years. They have made Individual Learning Plan (ILP) adjustments; adding specific cells for the Individual Development Plan (IDP) goals, pre self-assessment, and post self-assessment. They changed the organization of the ILP from a stand-alone document to an ILP that encompasses all supporting documentation. The district created program workshops, where candidates and mentors attend to learn program information, work on the ILP, and collaborate with other candidates. According to mentors, "there is a collaborative nature of the program where the teachers build community in the workshops."

In addition to the program workshops, candidates are required to participate in at least five professional development opportunities throughout the year. Candidates choose any additional professional development as long as it contributes to the candidates ILP goal/focus. The program has also added Friday office hours to answer questions candidates or mentors may have. Many comments were made about how "streamlined" and "organized" the program is. Additionally, the candidates expressed appreciation for the program workshops and availability of the program director.

Course of Study (Curriculum and Field Experience)

The Hart District's ILP is built around four milestones. At each milestone, candidates submit their work into an assigned Google folder. According to mentors and candidates, for milestone one, candidates work with their mentor to develop a personal goal based upon a California Standards for the Teaching Profession (CSTP) self-assessment, the preliminary program's Induction Development Plan, administrative input (professional goals conversation), and mentor/candidate conversations and observations. In milestone two, candidates examine resources related to their goal and apply new strategies to support the learning for all students. As commented by a member of the leadership team, "This check was added in last year to make sure candidates are on the right track and lets the program know earlier in the year if they are struggling." Milestone three is the mid-year goals conversation with their administrator and continued work on applying new strategies to meet their ILP goal. Within milestone four, candidates reflect on their induction journey and complete the reflection and application portions of the ILP. The program director, aided by the CT, review the work and provide personalized feedback. One candidate stated, "Milestones back up the goals with data," and

another said, "Going through the reflection process, initial and post, I could see where I grew on the rubric. I like having to reflect on where I am on the rubric. It also helped build my self-esteem. My conversation with the program leader helped me with my reflection and progress moving forward."

Candidates attend the program's Action Research Collaborative (ARC) meetings as needed, where program leaders review upcoming milestones and expectations. Candidates also need to experience and document five professional development (PD) activities of their choice each year. The only requirements are that the professional development has to be related to their area of focus and, if outside the induction program, to have the approval of their mentor. One completer commented, "In year one, we were required to go to certain workshops, but in the second year we were given a choice to make it more fitting to our needs."

Assessment of Candidates

To demonstrate completion of induction, candidates put a final copy of their ILP and supporting documents (selected evidence that they accumulated throughout induction) in the InductionSupport™ database. This culminating evidence, along with their progress monitoring report, is used to complete their transcript. Rubrics are used to help confirm that their work shows growth in the CSTP. In addition, there are specially designed exit interviews and rubrics for the year two and ECO candidates. The leadership team confirmed they help with the progress monitoring and exit interviews. One candidate summarized induction as, "Gathering lots of data, ways to gather good data, how to analyze data, and use it for better practice."

Once the candidate completes the program, the program director uses the documentation to verify completion of program requirements, including candidate growth in the CSTP. Candidate names are then forwarded to the credential analyst for recommendation for a clear credential.

Findings on Standards–Teacher Induction

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 162 stakeholders such as candidates, completers, mentors, institutional administration, principals/employers, and professional development staff, the team determined that all program standards are **met** for the Teacher Induction Program.

Clear Administrative Services Credential

Program Design

The Hart District's Clear Administrative Services Credential (CASC) induction program is a individualized program, based upon the California Professional Standards for Education Leaders (CPSEL) and built upon a system of coaching support. The program's main goal to strengthen candidates' professional practice and to retain quality administrators in the education profession. The CASC induction program is led by the induction director, under the direct supervision of the assistant superintendent of human resources who reports to the superintendent, as indicated on the district's organizational chart. The Hart District's CASC program follows a job-embedded coaching model and coaches play an integral role in the success of the CASC candidates.

Program documents confirm that coaches are assigned to a candidate within 30 days from the point-of-hire, and help to guide, assess, and assist in meeting the demands of their job while completing the requirements of the Hart CASC induction program. Components of the candidates' program and leadership focus are developed through multiple sources, including self-assessments, transition plans, coach observations, inquiry processes, and self and guided reflection. These components are clearly described and calendared in the CASC handbook.

The Hart CASC program determines qualifications of coaches based on their knowledge of the administrative candidates' assignment (both context and content), demonstrated commitment to professional learning and collaboration, possession of a CASC, ability, willingness, and flexibility to meet with candidates, and a minimum of three years of effective administrative experience. A review of coach applications verifies this information is collected for all prospective coaches.

The Hart CASC induction program provides training for coaches, which includes initial coach training on developing the knowledge and skills of coaching, goal setting, use of appropriate coaching instruments, adult learning theory, and processes of formative and summative assessment—all of which are designed to support candidate growth in leadership competencies. Ongoing training, verified across coach interviews, focuses on relevant learning supports provided by coaches, including readings and research on effective coaching, building trusting coaching relationships, and role-playing coaching conversations. One coach commented that his "first year as a coach has been an eye opening, invaluable experience. We had an initial full Saturday training session - discussion, reflection, brainstorming session on how to support our candidates...gave us a heads up on common pitfalls. Throughout the year, we have collaboratives where we are provided with additional relevant articles, guidance; we get to dig deep into different parts of the IIP."

The Hart CASC program has had several programmatic changes in the last two years. All changes were informed by stakeholder groups such as candidates, coaches, and the Hart induction steering committee. Significant changes that were supportive of CASC candidates include the pacing of the CPSEL-aligned cycles of inquiry, implementing a streamlined process for documentation of the administrative Individualized Induction Plan (IIP), conducting ongoing

feedback and progress monitoring, hosting writers' workshops to assist candidates with goal development and reflective writing, and Friday office hours as an open forum for timely support to candidates and coaches. The program's accreditation website provided documentation of these updates and programmatic changes.

Across every interview, candidates, coaches, and education partners shared that the changes over the past few years have helped to streamline program processes to ensure a more valuable experience for the candidates. Also noted was the responsiveness of the CASC program to feedback that resulted in positive programmatic changes. One coach shared, "We always asked for more time to work with our candidates on goals - backward mapping - it's now embedded time in all of our collaboratives. To add to that, this has been an evolution of the program. They really listen to the feedback - some of the CPSEL can be overwhelming - and they respond to make it more streamlined. Now, the way it has been restructured allows candidates to have a more laser focus on one thing at a time."

Course of Study (Curriculum and Field Experience)

The CASC induction program uses the IIP and supporting documentation to chronicle candidates' journeys through the two-year induction program. The completion of the IIP is guided, assessed, and assisted by the candidate's coach. Both formative and summative IIP assessment competencies are reviewed using CPSEL-based rubrics to ensure each candidate is making adequate progress throughout the year. These rubric-aligned scoring sheets were reviewed during the site accreditation visit, confirming their ongoing use with each program participant. The IIP includes three inquiries per year, and each inquiry contains an initial inquiry goal, ongoing implementation, and the reflection. Each inquiry starts with a candidate pre-self-assessment using the *Moving Standards into Everyday Practice: Descriptions of Practice* (DOP) and ends with a post self-assessment reflection using the same DOP. Further, each inquiry includes a formative observation by the coach. Candidates and coaches noted the in-depth focus on one CPSEL/inquiry at a time allows for understanding and application of the CPSEL elements. A coach shared in an interview, "When we meet with our candidates collaboratively, we go back to the DOP to make sense of the language aligned to the CPSEL to help the candidates understand and apply the learning in context."

Each year, candidates are required to attend at least 20 hours of professional learning that is aligned with their inquiry focus questions. In addition to program-sponsored professional learning, candidates have complete autonomy to choose which professional development best supports their induction needs. Professional learning attended outside the induction program must be approved by their coach, and candidates must provide a rationale of how the professional development is related to their area of focus as well as a reflection on how it impacted their growth as a leader. When asked about program-sponsored professional learning, candidates referenced the relevance and reflective nature of each session. One candidate reported that whenever candidates met, no matter what the activity was, it was reflective...always focused around one specific topic. Candidates commented that the district professional development was most helpful as it included strong intentionality with most efficient use of time. She stated, "At the beginning and end of each session, we got to talk

about some of our most pressing issues. Whatever we brought up, it re-surfaced at the next session. There would be follow-up based on areas surfaced in one session to the next.”

Assessment of Candidates

Candidates are assessed multiple times through the two-year induction journey in an effort to provide feedback and opportunities for program refinement, with the end goal of demonstrating candidate competence in at least one element of each CPSEL. A review of candidate work confirmed that candidates participate in self-assessments at the beginning and end of each inquiry cycle using the DOP. These self-assessments are used to help the candidate establish an inquiry focus and measure their growth at the end of the inquiry cycle. Included in the IIP is a self-assessment section aligned to the DOP. For each element of each CPSEL, candidates identify their placement along the DOP continuum, providing evidence of their self-assessed placement.

Candidates are assessed formatively through progress on their IIP and observations of their work by their coach. Each milestone of the inquiry is formatively reviewed using two rubrics, and formative feedback is provided to inform next steps aligned to their strengths and areas in need of improvement. The candidate observation form is used to provide formative feedback to the candidate on their demonstration of effective leadership practice related to their selected CPSEL focus element. Prior to the observation, the candidate and coach meet to determine the CPSEL element areas of focus and intended outcomes. The coach observes these areas and aligns feedback to the CPSEL DOP. The DOP-aligned observation and feedback form, reviewed during the site visit, is a comprehensive document identifying each CPSEL element observed, with narrative feedback from the coach indicating strengths and areas for improvement aligned to application of the particular CPSEL element.

Benchmark assessments are used to get a pulse on candidate, coach, and program progress during the induction journey. Progress monitoring documents confirm candidates participate in two one-on-one meetings with the induction director, first at the beginning of each academic year in August and a mid-year meeting in January/February. The purpose of these meetings is to engage in ongoing reflection of learning, based on IIP progress, observations, and the DOP. Candidates remarked that they not only get the support of their induction coach, but the induction director is invested in their individual success and development as well. One candidate noted, “I feel seen and heard in this program.” She went on to say that even as a new administrator, her particular expertise in a content area was recognized and highlighted to support the learning of others. This happened as a result of an individual meeting with the induction director.

Coaches also participate in a benchmark assessment and participate in one individual meeting with the induction director at the midpoint of each academic year. These meetings are intended to monitor progress towards completion, assess the coaches’ support of candidates, and to ask about additional support needs from the program.

The program seeks feedback each year through a survey sent to candidates and coaches. One of the steering committee members noted that the change to the IIP into one comprehensive

document that tells a story of the induction journey (versus a series of individual forms) resulted from a discussion following their annual data review. Data from the candidate survey is aggregated for confidentiality and reviewed with both the coaches (at a coach collaborative) and the Hart induction steering committee. Feedback from conversations is used to inform program changes for the next academic year. Steering committee members noted the use of these data points to inform program changes from year to year. “Most recently, we broke into small groups, reviewed the survey data, making note of strengths and areas in need of improvement. After coming back together with the whole group, we identified patterns and trends across the data, and provided input on modifications that were implemented the following year. These changes have helped to streamline processes over the last few years.”

Candidate program completion is reviewed prior to credential recommendation and includes reviewing the portfolio and earning a passing score on the exit interview. Candidate portfolios, reviewed during the site visit, are an anthology of completed milestones that include the completed and scored IIP, verification of professional learning, and program and event transcripts. After verification of program completion, the induction director and credential analyst review each candidate's CTC credentials renewal descriptions to ensure all requirements have been met before recommending a credential. Candidates can monitor their program progress through InductionSupport™ transcripts.

Findings on Standards–CASC

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 162 stakeholders such as candidates, completers, coaches, institutional administration, principals/employers, and professional development staff, the team determined that all program standards are met for the Clear Administrative Services Credential program.

INSTITUTION SUMMARY

All stakeholder groups interviewed during the visit expressed high regard and appreciation for the Hart District's induction programs with many stakeholders commenting on the responsiveness of the program as well as how the work of induction was "real" and connected to the context of the candidates' job responsibilities. One of the program's strengths is the many layers of support that are woven into the program by the induction director, consulting teachers, mentors and coaches, and professional development team. Communication and collaboration amongst all stakeholders were common themes throughout the interviews. The Hart induction programs serve candidates from within the district but also include two charter schools as well as neighboring elementary districts. Interviews confirmed that all candidates are treated equally, receiving multi-layered support from district personnel, the program leadership and their mentors/coaches with no regard to their employment.

Many interviewees commented on the responsiveness of the induction director to stakeholder needs and questions. The induction director works closely with the site administrators in supporting teachers as well as new administrators within the district and partnering districts. The induction programs are credited with being able to retain educators who are "ready to jump in with a lot of tools in my toolbelt" and have a "strong base to build on." One principal noted the district's induction programs have a history of strong leadership which has resulted in a valued, responsive experience for teachers and administrators.

Continuous improvement based on feedback from stakeholders was another strong theme that emerged throughout interviews. The induction director consistently seeks feedback from all stakeholders then reviews that feedback with his leadership team as well as the Hart induction steering committee, looking for areas of growth and any candidate needs to determine how those can be addressed. Due to this consistent loop of continuous improvement, the induction director has made changes to the Individualized Learning Plan/Individual Induction Plan in order to meet the needs and current challenges of today's candidates.

Mentor and coach training is also a strength of the program that has been timely in meeting their needs, empowering them to be better mentors and coaches while building their own classroom and leadership skills. Appreciation for the growth opportunity provided to mentors and coaches was expressed by employers and mentors/coaches alike.

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

The Hart District’s mission is to “prepare students to meet the challenges of the future as lifelong learners and responsible citizens” and the induction programs extend this vision to the support of new teachers and administrators by providing a quality, job-embedded, and standards-based experience for all candidates resulting in a cadre of qualified educators for every district student. The induction programs have strong foundations in research drawn from multiple sources, such as *Mentoring Matters* by Lipton and Wellman (2018), as well as Catlin Tucker’s *Balanced with Blended Learning*, and *Onward* by Elena Aguilar. This foundation is based in formative assessment and mentoring/coaching support in order to positively impact new teacher and administrator retention and preparation. The induction programs are part of the Center for Educator Preparation and Assistance, which also supports the district’s Peer Assistance and Review program. The induction director, who oversees both the teacher and administrator induction programs, collaborates and seeks input from multiple stakeholders through the Hart induction steering committee, which includes, but is not limited to, induction candidates, consulting teachers, site administrators, induction mentors and members of the PAR panel. One member of the steering committee stated, “...we meet regularly, and [the induction director] is good with providing us with up-to-date data. I feel very well connected with him and what is happening with the program.” Members from local institutions of higher education also attend the Hart Induction Steering Committee meetings and actively participate in providing feedback and input for the programs. Interviews and a review of documentation provided evidence that induction mentors and coaches are given opportunities to regularly collaborate with their candidates, one of which is during the optional Action Research Collaborative (ARC) meetings. During interviews, a CASC candidate shared “ARC meetings come at the beginning of each milestone and gives us an opportunity to meet with our coach to specifically walk through the IIP processes...rank ourselves on the CPSEL, identify what we need to specifically work on, and how we are going to gather evidence.” Another candidate expressed appreciation for her coach, sharing, “Working with a coach was beneficial. Time to pull up my IIP, and brainstorm on what was needed. I could share with her my experiences, and she could help me with what CPSEL included that component.”

Once prospective mentors and coaches apply, they are interviewed and jointly selected by the PAR panel and the induction director. Newly selected mentors and coaches attend foundational mentor training sessions as well as ongoing training throughout the year. For continuing mentors and coaches, advanced mentor and coach training was established to go

above and beyond the typical training; they provide a deeper focus on mentoring/coaching with diversity and equity in mind. These advanced trainings are facilitated by the consulting teachers.

Mentors complete a non-evaluative mentor growth plan based on the CSTP’s Description of Practice, where mentors place themselves on a continuum based on evidence, document areas of strength, develop a focus question based on areas of growth, plan steps to achieve their goal, and identify supports if needed. Coaches also complete a coach growth plan using the CPSEL’s *Moving the Standards into Everyday Work: Descriptions of Practice (DOP)*. The induction director reviews the growth plan with mentors and coaches during the winter advisement and assistance meeting, and provides support and guidance as needed. Mentors and coaches reflect on their growth plans at the mentor collaboratives and incorporate any new placement on the continuum. One mentor shared, “I have never felt this level of support. There is a constant relationship between the program and mentors. I feel much more prepared to do my job than with any other district.”

Candidate progress is monitored by the induction director and any additional credential requirements needed to earn their clear credential are referenced and checked at the completion 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
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 Hart District’s TIP and CASC programs provide support to new teachers and administrators using a structured support and inquiry system. Confirmed in her interview session, the credential analyst identifies newly hired or promoted certificated employees who need to be placed in induction; she then informs the induction director regarding these candidates. The induction director reviews candidate credentials and provides candidates with enrollment paperwork during the intake interview. At this point, he reviews the Early Completion Option with teacher induction candidates. Once a candidate has met with the induction director, a mentor or coach is quickly assigned by the induction director, sometimes even the same day. A program completer shared, “I had a great relationship with my mentor and the one-on-one conversations were the most helpful.”

Advisement and assistance are provided for all candidates at different points along their induction journey. During the mid-year advisement and assistance meeting, candidates meet with the induction director for a mid-year benchmark review, where candidate progress is noted along with what is needed to complete that year of their program. If a candidate is not making progress in their program, additional support is put into place by the induction director. A recently added support structure is the writing workshop. These sessions are facilitated by consulting teachers, all candidates and their mentor/coach are invited to attend so they can have dedicated work time to answer questions in the moment or to guide the candidate through their thinking or writing process for their ILP/IIP.

The Hart District has a dual focus on diversifying their teaching staff while district leadership has been engaging in equity audits. This focus is supported by the induction program in bringing an awareness to the candidates that is, according to the district superintendent, “encouraging with the realization that every child is different and has different learning needs.”

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 Hart District’s induction programs provide a variety of clinical and field-based experiences to meet candidates’ individual needs. The teacher induction candidate’s ILP allows candidates to document their individual learning founded in the CSTP while the CASC induction program is a CPSEL-based, individualized coaching program with the goal of strengthening the candidate’s professional practice which contributes to candidate retention. The CASC program uses an IIP to document each candidate’s journey through the two-year administrator induction program. CASC candidates shared that there are three milestones for the year; within each milestone is an inquiry. As one candidate stated, “I have seen growth. I completely didn’t know what my job required and how I was going to complete this. I realized by my second collaborative, my daily work life had a strong connection to the CPSEL. As I moved on, I could see what CPSEL connected to my work. It is more than the paperwork--it is not extra work—it is embedded in our daily work.”

Candidates learn, practice, and demonstrate competencies while collaborating with a mentor/coach and reflect in their ILP/IIP document. Verification of site-based mentor certification and experience qualifications are completed during the application and interview process, with qualifications listed on the job description. Site-based mentors are aligned to

their candidates by subject area and credential type, and then by age span where possible. The CASC program follows the same coach/candidate pairing assignments as the teacher program, however, there are circumstances when a CASC coach is not within the same district and coaches need to be assigned based on their availability.

Opportunities are provided for TIP candidates to meet individually with a subject-matter specialist (usually one of the site-based mentors) when content support is required and the mentor match is not site-based. TIP candidates are provided the opportunity to experience diversity within the program by observing veteran teachers and are required to document this learning in their ILP. Teacher candidates are guided in creating effective classroom and learning experiences for all students, ensuring that teachers develop the reflective skills to address the needs of their diverse student population. Components of a CASC candidate's program with its leadership focus, are developed through multiple sources, including the candidate self-assessment, coach observations, and self and guided reflection.

Site-based and full-time release supervisors in all districts are trained by the Hart District's induction program personnel. Initial training is composed of the Foundations of Mentoring workshop in the spring and a two-day Coaching for Student Success workshop in the summer. Ongoing mentor and coach training occurs during the four mentor collaboratives throughout the year. Teacher induction mentors also participate in the advanced coaching series which emphasizes mentoring with diversity and equity in mind. CASC coaches participate in four coaching collaboratives each year themed around current literature in coaching, including adult learning theory, assessment design, and supporting candidate growth. All mentors and coaches are evaluated through growth plans, support hours logged with candidates, feedback from candidates during the advice and assistance meetings, and feedback from the candidate mid-year survey.

Both the Hart Induction programs and the unit prioritize the induction work for its new employees. During an interview with the assistant superintendent of human resources, it was stated that they pay for all candidates to participate in induction for either program. Induction is a line item in the district's budget and ensures that the director of the programs and participants have all that they need to be successful in program completion. The HR assistant superintendent closed our conversation by remarking, "They (The Hart induction programs) have a good retention rate and feel like the program supports that district effort."

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

Based on the documentation and evidence shared with the site visit team and interviews with educational partners, it was evident that the Hart induction programs are committed to an active continuous improvement process. Candidates, mentors, and coaches are surveyed three times over the course of the year; this feedback is then reviewed by the induction program, and the steering committee members. Feedback is also requested after all workshops and collaborative events. Collectively, the various forms of feedback are used for program improvement. An advisory member noted their role as, “We are doing a quality check on the program itself. Looking at survey results, collaborating together, and seeing if needs are not being addressed and how we are looking at them to improve.”

A steering committee member stated that based on the most recent program completer data, the committee found that overall, Hart candidates expressed satisfaction with the support that they were receiving. The committee also noted that although social emotional support resources are available, the candidates had not reached out to use them; the committee is currently pondering how to support candidates in this area moving forward. The Hart induction program leaders meet with their steering committee to dissect feedback from program events, as well as completer survey data collected by the Commission on Teacher Credentialing. The Commission’s accreditation data dashboard survey from candidates for the Hart program noted a strong collaboration between the induction program and site administrators. This collaboration was confirmed in many of the site visit interviews.

An institute of higher education partner shared, “We find that if we need the expertise of and the experience of induction, the program director comes to speak. We feel it is a great place to send our candidates.” It is the collaboration and positive relationships the director has with their institution of higher education partners to share support for the educational community in the Hart Induction area that seem to make the partnership so successful. Another partner shared, “Hart makes it easy for us to participate. We receive meeting schedules early; they reach out and communicate. They are great at communicating and making us feel like we are a part of the group. They are interested in our candidates and our feedback.”

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The Hart District’s induction programs follow a continuous improvement cycle to monitor and evaluate the positive impact on candidate learning and competence by analyzing feedback from a variety of educational partners, reflecting on strengths and areas for growth, collaborating with partners to develop goals, applying appropriate modifications, and then re-evaluating the impact. “It is like a concierge service, something you would pay extra for. It is a program wide, all-inclusive support—any interaction is always putting students first” was how one site principal described their experience with the Hart induction programs. Shared documents and interviews with educational partners made it evident that current candidates and program completers are assessed against the Commission-adopted requirements and program standards. Another site principal stated that, “There is a standard of excellence in the Hart District. The scaffolded support helps them and they retain teachers because of this.”

During interviews, candidates established that both formative and summative feedback is offered during coursework and fieldwork experiences to guide and hone, and ultimately confirm, their standards-based competency. The different stages of monitoring a candidate's journey was evidenced within the milestones in their Learning Management System (InductionSupport.com™), ILP/IIP documents, and the exit interview contents. Three

benchmark checks and one summative review occur throughout the year to ensure candidates are making progress toward mastery in the CSTP and CPSEL. If a candidate does not meet the standard, formative feedback is provided based on the rubric and the mentor/coach and candidate work together until that section of the ILP/IIP meets standard. It is through exit interviews and candidate ILP/IIP completion that candidates are granted a recommendation for a clear credential which is processed via Hart’s credential analysts with the Commission on Teacher Credentialing.

Hart induction programs, through the candidate coursework and reflection, have the goal of ensuring that all their induction participants are prepared for their professional future by demonstrating their competence in the state’s professional standards. One consulting teacher said, “Teaching is a team sport—we need teammates. When you see new teachers/candidates building teams outside of induction, beyond their mentor...you feel like this person is going to be okay.” This is only one of the many examples provided during interviews that show the Hart induction programs evaluate and demonstrate that they are having a positive impact both on candidate learning and competence and on teaching and learning in schools that serve California’s students.