

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Compton Unified School District

Professional Services Division May 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Compton 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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data

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

Institution: Compton Unified School District

Dates of Visit: March 7-9, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Compton USD Report 2014	Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with 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

All Preconditions have been determined to be **aligned**.

Program Standards

All Program Standards were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction 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

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Compton Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Compton Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Julie Sheldon
Walnut Valley Consortium

Program Reviewer:

Gita Stowe
San Jose Unified School District

Common Standards:

Jessica Kachaenchai
Chaffey Joint Union School District

Staff to the Visit:

Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Induction Handbook
Induction Brochure
Table Denoting Stakeholders' Involvement
Common Standards Submission
Common Standards Feedback
Program changes and modifications & links within
Program review submission & links within
Program review addendum & links within
Induction website & links within
ILP Walk-Through

Calendar of Mentor's Training
Stakeholder's Involvement Table
Sample ILPs
Program's Year at a Glance
Calendar of Mentor's Training
Candidate's Journey Document
Organizational Chart
Annual Calendar - Traditional
Mentor MOU
Mentor Training Materials
Candidate File
Assessment Materials
Candidate Handbooks
Budget Reports
Survey Results
Performance Expectation Materials
Precondition Responses

Interviews Conducted

Stakeholders	TOTAL
Candidates	27
Completers	27
Site Administrators	28
District Administrators	9
Program Administrator	1
Professional Development Providers	24
Mentors	19
Credential Analysts and Staff	2
Advisory Committee Members	18
IHE Representatives and Liaisons	4
Budget and Finance Staff	3
TOTAL	162

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Compton Unified School District (CUSD) is located in the south-central region of Los Angeles County, California. CUSD encompasses the city of Compton and portions of the cities of Carson and Los Angeles. Compton has a population of 93,376 with 93.6% of students identified as socioeconomically disadvantaged. The district currently serves nearly 20,000 students at 36 sites and is in the midst of a dramatic turnaround, marked by increases in student achievement rates, a graduation rate nearing 90%, dramatic facilities improvements, and a focus on STEAM throughout all schools. The mission of the Compton Unified School District is to empower leaders to lead, teachers to teach, and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative, and accountable for the achievement of all students.

Education Unit

The Compton Teacher Induction Program and Supports (TIPS) mission is to provide students with teachers who reflect on their practice, collaborate with others, and seek opportunities to grow professionally. Teachers are supported while establishing and providing a safe, inclusive, and equitable learning environment that will enable all students to meet and exceed content standards. In the 2021 academic year, Compton TIPS supported 29 teacher candidates with 4 lead mentors and program mentors under the direction of the program administrator and supervised by the Executive Director of Secondary Educational Services. Compton strives to retain exceptional teachers and achieve educational equity.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-2021)	Number of Candidates Enrolled (2021-2022)
Teacher Induction	18	29

The Visit

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

Compton's TIPS is a two-year, individualized, job-embedded system of mentoring, which provides 'just-in-time' support and professional learning that begins in the teacher's first year of employment. The program is accredited to clear Single Subject, Multiple Subject, and Education Specialist preliminary teaching credentials upon successful completion of the induction program. Guided by the California Standards for the Teaching Profession (CSTP), the TIPS is structured to provide Compton students with teachers who reflect on their practice, collaborate with others, and seek opportunities to grow professionally. Ultimately, Compton's TIPS mission is to retain exceptional teachers in the teaching profession and achieve educational equity.

The organizational chart and interviews verified that the CUSD TIPS is led by the program administrator with the collaborative guidance of the Executive Director of Educational Services and the TIPS advisory committee. The collaboration and support provided by these groups were clearly evident throughout interviews with all stakeholder groups. According to their program administrator, the candidates can start their Induction program at the beginning of any semester.

Professional development administrators reported that TIPS is an "exceptional program, without it our teachers would not get what they need. We have a great community, lots of special needs and without TIPS it would be very hard for a teacher to adjust quickly." TIPS is "supportive of teachers and is improving their practice. Teachers feel the support, trust, and relationships are well-developed because of the program administrator."

Candidates are informed about the induction program and its expectations in a variety of ways. Credential analysts stated that candidates learn about TIPS through their employment packet. They are given information on the purpose of induction, program requirements, the TIPS website, and of the upcoming orientation meeting date. During orientation they learn the pathway to clear their credential and sign a memorandum of understanding to commit to the program. Candidates reported that "expectations were laid out on the very first meeting with the program administrator. My mentor has been helpful since day one to make sure we're on time." Then after orientation, they attend an Individualized Learning Plan (ILP) meeting with their mentor to learn about Google Classroom and Google Drive. Following that meeting, the mentor schedules a goal planning meeting with the candidate to identify goals to focus on for the semester. The candidate initiates a triad meeting with their site administrator to get input on the goal they have chosen, and if there might be an additional goal they should focus on at this time.

The CUSD TIPS designs and implements a robust mentoring system. TIPS utilizes a blended coaching model of mentoring practice to meet individual candidate needs. Mentor interviews verified that they received training throughout the year, starting with a "week-long induction

professional development series” focusing on mentor skill-building and various instructional strategy workshops during the summer or at the beginning of the school year. Interviews also verified that mentors attend the annual mentor orientation.

Mentors shared, “They (program leadership) walk us through the whole process; we talk about compatibility; we do a lot of activities.” “We have an ongoing mentor training whereby we go over goal settings and things like that.” Mentors further explained they participate in book studies where the program administrator assigns books and the mentors share insights from those books. “We all take a couple chapters to read then present to our colleagues, get feedback from them, and discuss what we can implement in the classroom.” Mentors also participate in Los Angeles County Office of Education and district professional development (PD) opportunities.

As shared in interviews with the candidates, mentors meet weekly with candidates and document these meetings in weekly logs. Mentors guide candidates in their ILP through modeled lessons and connect them to staff or district personnel for support as needed. Mentors and candidates collaboratively develop professional growth plans of action, document classroom observations, and PD attended to support the candidate’s growth towards mastery of CSTPs. Candidates uniformly reported that a mentor’s role is to give general support and guide them in the CSTP framework and the ILP process. A candidate stated that “a mentor also comes in to observe lessons, gives really good feedback, has all CSTP standards down, and helps support with planning and delivery of lessons.”

Some significant program modifications that were shared by the advisory committee interviews included the redesigned ILP template, using Google Classroom, the organization of each candidate’s ILP portfolio, professional development, and the scheduling of support meetings with the TIPS Leadership. As a mentor expressed, “we had those big old binders...going digital so you could work anywhere and collaborate with anyone...going to Google Classroom was an important move.” The ILP template is a stand-alone document that contains the two-year documentation of the candidate’s induction journey and is guided by the CSTPs. The program transitioned from the binder of work to using a digital platform in Google Classroom. The ILP Portfolio toolkit was modified and documents were collected and organized in folders and labeled. The PD is guided by data and the needs of the teachers. There are multiple opportunities for the candidates to meet with the program administrator throughout the year, as well as individual meetings for candidates who may need extra support from TIPS leadership. The sentiment that the increased use of tech (virtual meetings), the use of Google Classroom in collaboration with the Ed Tech department and the advisory committee has allowed TIPS to increasingly involve more stakeholders to improve the effectiveness of their program to assist teachers was confirmed in multiple stakeholder interviews.

As evidenced by candidate, mentor, and site administrator interviews, twice each program year there are formal survey opportunities for stakeholders to give their input about their experience with the program as well as program elements that could be adjusted to better support success. Additionally, if a candidate or mentor has an issue or concern, they have multiple opportunities to meet with the program administrator to voice that concern.

The program recognizes site administrators' important role in the candidate's professional growth and therefore has developed several means to promote their involvement and input. Site administrators submit a professional agreement that outlines their responsibilities in supporting their candidate including participation in triad meetings twice during the year with the candidate and mentor. During the first triad the site administrator gives input regarding the CSTP or strategies they would like the candidate to focus on. In the final triad meeting, they review the goal and discuss the candidate's progress towards mastery of CSTPs. Site administrators reported that another important aspect of the program was the role they served in support of the candidate: "allowing [candidates] to visit other classrooms to observe best practices of other teachers which gives them another view of outstanding practices." Additionally, site administrators confirmed that they are involved in classroom walk-throughs throughout the year, attending the colloquium, and participating in induction program exit interviews. A site administrator stated, "The exit interview is my favorite time to provide feedback. There are many opportunities to discuss areas of growth, where the challenges are, and where the teacher has grown as well."

Additional means for stakeholder input includes suggestions from the advisory committee for program improvement. Advisory members receive and analyze data and give input to the program administrator for modifications based on the data. Recently this included timely recommendations to support candidates in induction who have additional assessment requirements due to COVID flexibility.

Course of Study (Curriculum and Field Experience)

The components of the ILP focus on the CSTPs as the heart of the induction program course of study. The mentor and candidate initially meet to identify goals based on the CSTPs. The professional growth ILP toolkit includes guidance around the components within the learning process. These include self-assessments and reflections, lesson inquiry, ILP action research, classroom observations, triad meetings, reflective practice based on the CSTPs, attendance at PD offerings, and weekly collaborative logs.

In the ILP document, the candidate identifies their greatest strengths and areas for growth based on the CSTPs which leads to their focused inquiry. On the ILP document the triad meeting, mentor observations, and action research artifacts are recorded. The mentor and candidate work together collaboratively to find the ILP focus for each semester based on the mentor observations and conversations with the candidate. A candidate shared about their ILP journey "[It is] well-rounded with all documents that we do in TIPS, including a parent log, ELL support, and accommodations for special education students ... we need to know about all students in the classroom and write it all down so when we are planning we have the ideas and can become a better teacher all around and work with all the students in our classroom."

The strength of the mentoring within the ILP process is evidenced through the comments of mentors who stated, "We build trust; we establish rapport; we don't just talk about standards. We talk about what they need in life. They have become a member of our family." and "The candidates set their goals, look at their strengths and practices through the CSTPs and they have smart goals. They talk about strategies and their action plan for how they will complete

those goals. The candidate presents their goals to the principal with the mentor present.”

Candidates choose professional development (PD) that is connected to their ILP goals and is crafted to meet their needs. As verified through interviews, the PD is presented at the monthly induction meetings, during prep periods, after-school “PD in PJs”, virtually, through self-paced courses in PowerSchool, or in person. Professional development administrators conduct walk-throughs of the candidate’s classroom to see how the PD learning is implemented effectively. Professional learning is varied, individualized, valued, and driven by data. This is one of the aspects of the program that has transformed over the last few years. According to the advisory committee interview, one member stated that by “Gaining more voices from completers and mentors, we are able to transfer professional development from basic to more robust and personalize, intentional, and with support provided.” The program administrator meets often with the professional development administrators to go over the data and discuss the needs of the induction candidates. PD administrators shared in their interview that each of the department leaders oversees the professional development that falls under their subject/category. They are in charge of the professional development for all teachers in the district including the induction teachers. Several candidates expressed thoughts similar to a candidate who stated: “It has been a really big help to attend the professional development with extra support and to learn strategies to help my classroom practice.” Through distance learning if there had not been TIPs I could not have survived.”

Assessment of Candidates

Candidate growth and competency is assessed and measured through a variety of means. Some of these include mentor observations, reflections, CSTP growth, implementation of professional learning, and e-portfolio submissions. A year two candidate confirmed that at “the end of each semester we take information from our Google Classroom and put it into a portfolio. After that our mentor and the induction administrator check off completion of everything. They let us know if there is something missing. Once the portfolio is complete, the program administrator lets us know through email if it has been completed. If something is missing you get time to complete what needs to be done.”

At the end of the program, candidates have an exit interview and present to a panel their induction journey, highlighting their professional growth and best practices with regards to CSTPs. During exit interviews, candidates reflect on their professional growth and development during their induction journey. After the culminating exit interview, candidates are eligible for the recommendation for a clear credential.

For candidates who meet all program requirements, the program administrator submits completers’ documents to the human resources credential supervisor/technician, the identified CUSD credential recommenders. The credential supervisor/technician remarked on how the program communication and collaboration has improved: “to see how [TIPS] has grown, with [the program administrator] taking over the program, there have been a lot of improvements, and the program is incredibly smooth.” They confirm information with the candidate and then recommend the induction completers for a clear teaching credential. The credential supervisor/technician reports progress to both the teachers and to the program administrator.

The credential recommenders track the progress of the credential application until it is finalized and recorded.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with CUSD (including all types of stakeholders such as candidates, mentors, PD leaders, advisory committee, program administrator, site administrators), the team determined that all program standards are met for the Compton Unified School District Teacher Induction Program.

INSTITUTION SUMMARY

The Compton Unified School District's induction program is fully integrated into the district-wide culture of support for teachers and their students. The district leadership has created an organization of many levels of PD that is focused on creating effective educators and student success. As the Superintendent stated, "Teacher induction is our onboarding process to the journey. All Compton teachers follow a cycle of inquiry, continuous improvement and plan, do, study, act so it is a part of everything we do." Leaders in the district at all levels work in tandem to support initiatives based on research and data, and both new and veteran teachers are given ongoing support. CUSD has made a significant investment in selecting leaders with expertise in areas such as English Language Acquisition, Technology, Social Emotional Learning, Special Education, and Black Student Achievement to collaborate and deliver differentiated PD, model lessons, and one-on-one coaching to teachers in support of district goals and student success. One district leader stated, "We work together to create a comprehensive model of PD that addresses each area within the PDs. We also have a relationship with the teachers and create that climate." This has created a true community of learning, and the induction program is an essential component of that community.

The leadership of the program administrator was praised in every interview with stakeholders, as was her constant communication across the district and throughout the program. Through her leadership, leaders in every department of the district are knowledgeable about the induction program and invested in its success, with many of them serving on the induction advisory committee and attending induction events. She works closely with district directors to align the PD offered to the candidates' needs and ILP goals. As one district leader said of the induction program, "It impacts teaching and learning, and the mentors support student achievement. The best teachers we have are creating new teachers. They embrace new methodologies. New teachers are more open, accepting and reflective in their practice." Candidates remarked in interviews that they felt supported by their mentor, the program administrator, and the district leadership. As one interviewee said, "The teachers who have gone through induction feel supported by building the trusting relationship with the mentor and the district. The teachers truly reflect on their practice, and it makes the teachers better." Another stated, "It takes a lot to be a teacher in Compton. We're preparing teachers to conquer the world no matter where they teach. "

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

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

The vision of the Compton Teacher Induction Program and Supports (TIPS) is to build upon the preparation program of teacher candidates to build habits of mind for effective and reflective teaching practices and to develop life-long learners. This vision is woven into the larger vision of the district and every department in the Compton USD organization. In numerous interviews, stakeholders commented that the program administrator communicates continually with district leaders, PD providers, and lead mentors to provide layers of differentiated support for new teachers. As one district administrator noted, “A school is only going to be as good as the teachers and leadership of that school, and I believe that our induction program provides that.”

The Executive Director of Educational Services oversees the CUSD induction program and is involved in many aspects of the organization, coordination, and decision making in collaboration with the program administrator. This includes serving on the advisory committee, recruiting and matching mentors, participating in mid-year advisement meetings, exit interviews, and almost daily communication with the program administrator. As evidenced by documentation and interviews, all the directors and professional development administrators in the Educational Services department serve on the advisory committee and maintain regular communication with the program administrator about the induction services provided. This communication is centered upon candidate needs and how the district can build upon the support that is provided by mentors. These supports include differentiated PD provided at induction meetings. This design is implemented to meet candidate needs, based on their feedback, and includes individual follow-up PD as requested by candidates, and modeled lessons. One professional development administrator told team members, “The program administrator is constantly communicating with the teachers and mentors, and that gives us

information for planning PDs”.

The CUSD induction advisory committee is composed of district directors, administrators, mentors and teachers who meet three times per year to review program updates, analyze data, and make recommendations for program changes. One advisory member stated, “The committee is all about ways to improve – how do I make this easier for the teachers and how can we communicate better. We’re learning how things work in another person’s department and how we can make things go smoother. “

One of the main sources of consistent collaboration across the broader educational community for the program administrator are the Cluster 4 meetings, which is made up of induction leaders from across the greater Los Angeles area. The quarterly meetings provide opportunities for problem solving for current challenges and sharing resources across a wide variety of induction programs. One member of the CUSD advisory committee, who also belongs to the Cluster 4 group, spoke about some of that collaboration: “[The program administrator] has had a tremendous amount of support from Cluster 4, which has allowed her to offer additional PDs for her teachers, including support sessions for RICA and CalTPA preparation.” Another interviewee spoke of how the communication with Cluster 4 members enhanced the design of the advisory committee meetings. The program administrator attends these meetings and the annual California Induction Conference with the Executive Director of Educational Services and lead mentors, which provides them the opportunities to get up to date information and incorporate their learning into the CUSD induction program.

Mentors are paired with a “buddy mentor” and they connect with each other frequently, both at the monthly meetings and informally at their sites. During interviews, both new and veteran mentors expressed how valuable these interactions with their peers were. One mentor noted, “The support from other mentors is a great thing in our program. We support each other...We also have our own self-inquiry and set goals, and record a short clip of us working with our candidate, and send it to our buddy mentor and get feedback, and it really helps us grow.” Mentors also receive PD that is developed in collaboration with the program administrator and presented by the district directors and administrators. One mentor said that the PD is offered based on “feedback on the survey so we can suggest topics we need PD in. We are given the flexibility for what PDs are tailored to our needs. Our monthly meeting is a must, but the PDs are a choice. If someone is behind in any of the technology areas, these people are there and they are so willing to help us even after the PD.”

The CUSD induction program is listed in the district’s LCAP, and the district provides adequate resources consistently for a full-time program administrator and program expenses such as mentor stipends, substitute teachers for observation opportunities, learning materials for mentors and candidates, and conference attendance. As evidenced by program documentation and interviews, the district also provides resources in additional ways with clerical support for the induction program, PD opportunities, mentor training, technology materials, and individual coaching for teachers. A senior budget analyst in the Budget and Finance department stated that she meets with the program administrator often to discuss induction needs and “evaluate

the status twice a year to make sure we have enough money for the program.”

The induction documentation is organized within Google Classroom, and several candidates shared in interviews how clear the expectations are for completing the program successfully. One candidate stated, “One of the things that I experienced was that the program administrator kept everything very organized, and that helped me keep organized. When we went to online learning I used that same organizational system. It’s a lot of lead by example.” Candidates who complete the induction program requirements successfully, participate in an exit interview at which they share the “journey of their induction experience.” They then are given a completion form, which is confirmed by the district credential technician, and they are recommended for the clear credential. The credential technician noted in an interview, “Once we recommended them, we get an email from CTC that the recommendation went through; we make certain to follow-up with the candidates to ensure they received the email.”

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

As soon as a teacher is hired in CUSD, the credential technician reviews their credential and determines their eligibility for the teacher induction program based on their credential status,

and that information is communicated directly to the program administrator. Interviewees stated that induction information is included in the new employee packet, which they receive when they sign their contract, and the program administrator gives additional information about the program at the district new teacher orientation meeting. Credential technicians stated, “We make certain that [if] this is a program they need, to make sure they’re enrolled in for their first two years.” The program administrator gives support, advice, and assistance to candidates at each semester’s program orientation meeting and gives continual updates and reminders to candidates and mentors at their monthly meetings. One candidate stated, “... the program was organized and facilitated through Google Classroom...it was something that we could look at weekly and make a game plan for completing the program.” As evidenced by the program handbook, the Candidate’s Journey document, the Program’s Year at a Glance, and the Google Classroom website, there is ample information to guide each candidate’s attainment of program requirements.

Compton USD’s partnership with local CSUs and private universities, particularly with California State University, Dominguez Hills (CSUDH), is an essential element of the district’s recruitment efforts. Stakeholder interviews revealed that there are multiple ways that new teachers are recruited, including through student teacher placements, outreach and training provided to intern teachers, and a tutoring program that has placed over 300 college students in CUSD classrooms. One interviewee said, “We try to attract people who look like our community and we use different tools of recruitment...when it’s time for them to choose where to teach, they’ll be familiar with the support offered in the district and basic information about the induction program.” Several stakeholder groups remarked that the support provided by the induction program and Compton is an incentive for teachers to work in their district. One district administrator remarked that the top priority for prospective employees is not the salary, “it is the support that they will get as new teachers.”

The program administrator formally reviews the ILPs for each candidate twice per year with their assigned mentor and gives individual feedback. Any candidates who are struggling to complete requirements meet individually with the program administrator and the Executive Director for a mid-year advisement and assistance meeting, and appropriate accommodations are made for the candidate, based on the situation. Multiple program completers interviewed spoke about how they had encountered situations that impacted their induction progress, and how the program administrator approached them with kindness and understanding and helped them to get the support they needed or gave them extensions to allow them the opportunity to complete induction successfully. One candidate recounted that “One time I had to take over another teacher’s classroom too, and having so many IEPs I had struggles. I told the program administrator that I couldn’t finish this semester, and she met with me in her office, and she helped me to complete that semester.” Another said, “My mom passed away when all of the requirements were due. The program administrator and my mentor kept in contact with me and it was nothing about TIPS. They gave me an extension and I felt so supported and it made me feel like I was in a family.”

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	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

CUSD provides a coherent and comprehensive path through induction with coursework that is grounded in inquiry, reflection, and effective practices for professional development. Once enrolled in TIPS, the teacher candidates embark upon an individualized and ILP-driven course of study designed to meet their individual professional goals. The annual calendar highlights the scope of the work candidates complete. A program completer confirmed the value of the program: “I enjoyed the opportunity to choose my own professional development and set my own goals as we each are going through different paths through induction”.

Within the first 30 days, the candidates are connected with a mentor qualified to support each teacher in their respective area. Candidates are introduced to the program and review the expectations with the program administrator. Immediately following the new teacher orientation, candidates begin meeting weekly with their induction mentor and begin the work on their ILP.

PD is provided by a substantial team of professional development providers who deliver both synchronous and asynchronous virtual sessions, as well as self-paced courses to support the candidates in both their specialized learning needs and to support initiatives implemented throughout the district. Professional development needs are determined by a variety of formal and informal systems, including surveys to site administrators; a survey to all certificated staff; student data; administrator walk-throughs; and ongoing communication between mentors, the program director, and the professional development providers. One professional development administrator confirmed that, “We send out a survey at the beginning of the year to determine what the needs are for different teachers.” Another professional development administrator added, “[The program administrator] also lets us know what new teachers need specifically.” Communication is open between the mentors and the PD providers, as confirmed by a professional development administrator: “The mentors communicate with us directly to tailor the PD and the support the [candidates] need.” PD is also further aligned to district initiatives, as confirmed by a PD provider who stated: “If we have new district initiatives, that will determine if we need to provide training for new teachers.” Further PD interview information stated that input from the site administrators is regularly provided. As another PD provider shared: “Site administrators let PD providers know what support each teacher needs to support content-specific teachers.”

This open communication and collaboration is vital to the comprehensive individualized support provided to the candidates. One mentor confirmed, “The PD team is there for us. They are willing to go above and beyond to support our teacher candidates.”

Ultimately, the coursework is guided by the ILP on an individual basis. One mentor explained, “The candidates set their goals, look at their strengths and practices through the CSTPs ... and they have smart goals. They talk about strategies and their action plan for how they will complete those goals. The candidate presents their goals to the principal with the mentor present.” This support is echoed by the candidates. One summarized, “Not only does [the ILP] establish where we’re strong, but it focuses us on the areas where we can grow. We get evidence on what we’re actually good at and evidence of how you can continue to grow. You

acknowledge why you want to improve. My mentor has been ridiculously helpful! He can explain why things are the way they are, but he can also help me set up a plan for how I can plan lessons to address my areas of growth.” All candidates agreed the ILP is versatile in its capacity to adapt to their unique teaching needs. One candidate, a PE teacher, explained, “As a PE teacher, I wouldn’t have thought to use a lot of the tech assignments. I didn’t think I’d be able to use them in a PE Classroom – but that students have iPads makes it possible for me to do a hybrid teaching of allowing students to be outside and still do coursework. With the ILP and the mentor, we’re definitely going there with 21st century learning.”

The selection of induction mentors is a collaborative process and informed by input from throughout the district. Candidates apply, interview, and have individuals from the panel observe them in their teaching to select the highest quality candidate for the program. This philosophy is echoed by the Executive Director of Educational Services who oversees all of the program: “A school is only going to be as good as the teachers at the school. Our program is only going to be as good as our mentors are.” One site principal spoke to the feedback sought by the program: “We have teachers on our campus that are top-notch teachers that we want others to come and visit ... When there is a new person applying to be a mentor, the program administrator reaches out to us to get our feedback to see if this would be a strong candidate.”

Training for the mentors begins with a week-long training to deeply understand the CSTPs, followed by ongoing training through monthly meetings around goal setting, book talks and studies, the mentor inquiry, and access to the district-wide PD offerings. Additionally, mentors analyze the mid-year and end-of-year candidate survey data. Many of the mentors spoke of the inquiry they engage in, and in interviews one mentor explained that they are “partner[ed] with another colleague ... to look at one another’s practice and reflect on the feedback to improve their practice.” The mentors engage in their own layers of inquiry for improving practice, as affirmed by a mentor, when she remarked upon the focus of their training: “Goal setting, coaching conversations, hard conversations, feedback and observation – we set our own goals as ILP mentors and how we can improve our own mentoring practice – we can see our practice through the lens of fellow mentors.” The training for mentors is an ongoing system of reflection and feedback. Another mentor confirmed this when he added, “We set goals for ourselves for how to improve our practice and design an action plan. We record ourselves having a conversation with our candidates to show our peers for feedback...It’s like being a teacher candidate!”

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

Common Standard 4: Continuous Improvement	Team Finding
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

The program uses an ongoing loop of feedback to ensure program efficacy and impact. The program uses an abundance of surveys to collect data from a variety of stakeholders to reflect upon improvements that need to be made. The advisory panel is a vital part of this work and is comprised of individuals from across the district to reflect a broad range of stakeholder feedback.

The program regularly analyzes survey data, from locally-administered surveys to the CTC annual survey. For example, the Executive Director of Educational Services is keenly interested in the mentor/candidate relationship: “I pay a lot of attention, and maybe that’s why we get good scores, to the quality of the mentors because overall we get good scores on completer survey on... the mentor/mentee relationship.” He looks at how satisfied the candidates are with their mentors and pays particular attention to the goals laid out in the ILPs.

The program collects survey data from mentors, candidates, and site administrators. The program administrator, mentors, and the advisory committee analyze the data to determine any modifications that need to be made and then design a plan of action to meet the recommendations outlined in response to the data analyzed. One site administrator from the advisory committee explained, “One piece of data is the survey that administrators fill out to see what is going well and to glean suggestions for how the program can continue to support. There are many opportunities to share with the program.” Another advisory committee member explained how the committee develops the plan of action: “When we attend the meetings, we all break into groups and work on a specific area we want to focus on, specifically an area of the program. We collaborate together on improvement recommendations and how to adapt it and then we come together as a whole to see the changes made overall. It’s a whole collaborative effort on everyone’s part.”

Site administrators engage in walk-throughs with the program administrator and PD providers, and they provide valuable insight into the areas of the program that need to be shifted or how the support of the candidates needs to be adjusted. One site administrator stated, “We do those walk-throughs together and that affords us a valuable opportunity to provide what is effective, what is going well, etc. regarding the program.” A site administrator and advisory committee member added, “It’s a true collaboration across the district with teachers, administrators, and [the district office]. It has just improved each year with how we all work together to make recommendations and improvements over time.”

The comprehensive, diverse, and differentiated PD is a strong indicator of the extent to which candidates are prepared to enter professional practice. A PD administrator indicated that, “Every new teacher is supposed to go through specific training. The Student Support Mentoring Team training is for everybody. Last year, we started with mindset- all the new teacher candidates had to go through some kind of training on mindset so they can understand students better.”

The diversity of the PD provided ensures that teachers are learning to teach the diverse student body in California. The special education administrator for PD provided an example: “The SPED department has differentiated PD for candidates. We also did book talks, literature talks, that we assigned to teachers and we would go through various activities.” In some instances, mentors and candidates participated together in the PD. There is also PD provided to address culturally-responsive practices which support the candidates in their professional growth, as confirmed by another PD administrator: “We do have cultural and linguistic PD that we offer to our new teachers. The program administrator and site admin reach out to us one-on-one to offer more support.”

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

CUSD TIPS ensures that candidates are prepared to serve and support all students in meeting state-adopted academic standards.

The need for, and impact of, the preparation provided to candidates is highlighted in the truly collaborative and ongoing approach CUSD commits to throughout the district. For example, a PD administrator shared that, “Every two weeks, I work with principals on Fridays to see how things are going on their campuses with all of the initiatives they’re implementing. If there is a specific strategy they want to be included, the team will train the principals so they can take the info back to their campuses.”

To ensure that the program is having a positive impact on candidate learning, CUSD TIPS gathers a wide variety of stakeholder feedback through a variety of measures, including the surveys already mentioned in the report, the weekly walk-throughs by the district administrators, site administrators, the mentors, or PD providers, and the exit Interviews.

Evidence from the CTC annual survey data reflects candidates' beliefs that the program effectively prepares them for teaching in California schools. In the last three years' worth of reporting, involving 50 completers, 97% of individuals reported that TIPS was effective to very effective in helping candidates develop the skills, habits, or tools they need to grow in their teaching practice, and 96.5% found the program to be effective to very effective at responding to their needs. Notably, in the last year, under challenging circumstances, 100% of applicants found the program to be effective to very effective in both areas.

When speaking of the quality of the candidates completing the program, all administrators interviewed spoke of the powerful impact their new teachers are already having on their campus. Speaking of his new teacher who just completed the program, one principal said, “His presence has made veteran teachers better planners. Bringing them to go observe other classes forces the teachers to plan and be ready, thus improving instruction at my school.” Another site principal talked about how his candidates are changing school culture through their relationship with students: “They’re making powerful relationships with kids and they’ve made a big impact on our student population.” Many administrators spoke about how new teachers’ learning and expertise with technology is inspiring veteran teachers, as seen through the comments of one site administrator who exclaimed: “New candidates use tech more fluently and have helped our veteran teachers. It allowed her to bring in her expertise, as well as accept the expertise of our veteran teachers.” Finally, many site administrators spoke of how the learning and collaborative approach of TIPS is permeating throughout their campuses, as articulated by a site administrator: “[TIPS] helps build that culture on the campus as well. It builds that collaborative approach that we can all grow. Our veteran teachers are reflecting on their practice and how they’ve grown over the years.”

One of the most powerful examples of the impact and preparedness of the candidates completing TIPS is the example that was shared by a principal: “Every year, each school selects a teacher of the year. Despite [our new teacher] not having 8 years of experience, my teachers wanted an honorable mention for our new teacher because she has made such a strong presence on our campus. She has really made such a positive impact and her colleagues have

realized that she is a powerful force, and I think that's all because of the support she's received. I attribute it all to the amazing support she gets through TIPS."

In summarizing the impact of TIPS on the district and on campuses, one site administrator and member of the advisory committee stated, "The teacher leadership we're building through TIPS is so important. Our TIPS teachers are becoming the leaders on their campus. They're now the teachers that others are coming to observe for best practices. The [program administrator] has created a very strong cohort of teachers who are going to change our district overall, a commitment to build a stronger and stronger program over time."