

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

**New Haven Unified School District**

**Professional Services Division**

**May 2022**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **New Haven 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**

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction	6	6	0	0

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

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

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

**Institution:** New Haven Unified School District

**Dates of Visit:** March 21-23, 2022

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">June 2014</a>	<a href="#">Accreditation</a>

**Rationale:**

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

Preconditions

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

Program Standards

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

Common Standards

All Common Standards were **met**.

Overall Recommendation

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

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

### Teacher Induction

In addition, staff recommends that:

- NHUSD’s responses to the preconditions be accepted.
- NHUSD permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- NHUSD 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:**

William Kaufhold  
Riverside Unified School District

**Programs Reviewers:**

Denise Duewell  
Turlock Unified School District

**Common Standards:**

Renee Rubio  
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**Staff to the Visit:**

Hart Boyd  
Commission on Teacher Credentialing

**Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Candidate Advisement Materials  
Accreditation Website  
Candidate Tools  
Mentor Training Materials  
Mentor Application  
Individualized Learning Plan  
CSTP Reflection Document

Stakeholder Meeting Agendas  
Analysis and Modifications Chart  
Reflective Seminar – CSTP Review  
Candidate Files  
Assessment Materials  
Program Handbooks  
Survey Results  
Precondition Responses  
Accreditation Data Dashboard  
Progress Monitoring Tools

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	23
Completers	27
Consulting Teachers (Mentors)	14
Partner Teachers (Mentors)	18
Program Directors	1
Program Specialists	2
Site Administrators	8
District Administrators	2
Credential Analysts	1
Policy Board	12
IHE Representatives	1
<b>TOTAL</b>	<b>109</b>

*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 New Haven Unified School District (NHUSD) is a public school district located in Alameda County in the Bay Area cities of Union City and Hayward. NHUSD is comprised of 10,600 students in grades TK-12. Students are housed in seven elementary schools, two middle schools, one comprehensive high school, one alternative high school, and an independent studies and online personalized learning academy program. NHUSD’s student body is made up of 37.7% Hispanic, 29.2% Asian, 18.8% Filipino, 6.3% White, 5.4% African American, and 2.6% Pacific Islander students. Additionally, English language learners make up approximately 19% of student enrollment.

### **Education Unit**

NHUSD’s Teacher Induction program is a long-standing new teacher support program, having been one of the California’s original thirteen pilot programs in the early 1990s. NHUSD is a single district induction program under the leadership of the district’s personnel department and serves TK through 12th grade preliminary credential holders in both general education and special education. The district superintendent serves as the Unit Head. The induction unit consists of a program director and two induction specialists, one at the elementary level and one at the secondary level. A policy board oversees the program and is comprised of program leadership, site and district administrators, consulting teachers, program completers, teacher union representatives, and representation from institutions of higher education. NHUSD’s induction program utilizes a robust and multi-pronged approach to providing support to program candidates with consulting teachers, who facilitate induction activities for candidates, and partner teachers, who provide support around curriculum, day-to-day questions, and just-in-time support.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Teacher Induction	14	28

### **The Visit**

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

## PRECONDITION FINDINGS

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

## PROGRAM REPORTS

### Teacher Induction

#### Program Design

New Haven Unified School District's (NHUSD) Teacher Induction program is a long-standing program, as it was one of California's pilot teacher support programs in the early 1990s. While it has developed and evolved throughout the years, its mission statement remains consistent with the program's focus on new teacher development and retention in the profession. To emphasize the support the program has from the district, NHUSD's chief personnel officer, when asked about what he is most proud of in the district, stated, "The first thing I think of is this program."

Interviews and a review of program documents confirmed that the induction program is based in NHUSD's Personnel Department in the district office, with the induction director being the coordinator of personnel. In addition to this role, two induction program specialists (program coordinators) – one at the elementary level and one at the secondary level – make up the leadership team guiding the program. Both program specialists are classroom teachers at schools in NHUSD as well.

In addition to the program leadership, NHUSD has a policy board in place to maintain oversight of the program and ensure the program has adequate resources. Members of the policy board include the following: the program leadership team; elementary, middle, and high school administrators; elementary, middle, and high school level teacher union representatives; consulting teachers; program completers; district-level administrators; and representation from local institutions of higher education (IHEs). The policy board meets three times a year to discuss how best to develop, implement, and support any necessary changes to the program. One member noted a recent change to the individualized learning plan (ILP) document while another stated that the policy board is a "favorite committee because (program leadership) take the feedback and actually use it to make many changes, and they are able to hone in on how to provide support in the most effective way."

NHUSD has two types of support providers: consulting teachers (CTs), who serve as the primary mentor, and partner teachers (PTs), who provide additional individualized supports as needed. Interviews with CTs confirm that they apply and interview for their position. When hired, CTs receive continuous professional development to assist them in supporting their induction candidates. During interviews, CTs noted that the program provides coaching workshops, practice role-playing, best practices in mentoring, and opportunities to watch and reflect as the induction program specialists conduct observations. This training helps the CTs to facilitate induction activities for their candidates. Facilitation includes weekly meetings and at least four

interactions throughout the year. Candidates and CTs describe the interactions as time to reflect and to observe other teachers. Because CTs are not always at the same site or in the same grade level as the candidates, each candidate also has a PT as support. PTs are in place primarily to provide support around curriculum, day-to-day questions, and just-in-time support as needed. In general, PTs teach the same subject(s) as the candidate and are at the same site. It is important to note that with elementary specialists there is only one teacher of the subject area, so PTs are generally at other school sites. Many candidates mentioned that the CTs, PTs, and program specialists go “above and beyond” in the support they give. Another candidate stated, “They provide sincere communication, help with the CSTP, and growth as a teacher. Really, in all aspects, it’s been great.” Candidates referred to this system of support as their team and reported that their team is “quick to answer questions.”

Interviews with multiple stakeholder groups indicated that communication and opportunities for feedback occur among stakeholder groups. According to candidates and CTs, the leadership team has an “open door” policy, regularly schedules meetings, and uses email to send updates to keep program participants current on events and needs. Additionally, communication with induction candidates occurs with the PTs checking in, CTs touching base about interactions, and the induction program specialists providing updates about reflection seminars and other program-related activities.

Stakeholder groups have multiple opportunities to provide input throughout the year. Input from the policy board occurs three times per year during scheduled meetings. Interviews confirmed that CTs and candidates have multiple opportunities to provide feedback, including at CT meetings and candidate seminars via exit tickets, through mid-year and end-of-year surveys, and via one-on-one discussion with a program specialist or the program director. Additional candidate feedback is ascertained from a yearly survey by the New Haven Teachers’ Association (NHTA). The results of the NHTA survey indicate that candidates are pleased with the program and have a “really strong connection to CTs”; additionally, candidates appreciate the support and community-building. Program documents and interviews with PTs confirm that the PTs are also surveyed twice a year. Site administrators also may provide feedback at the initial orientation meeting and through a yearly survey. Furthermore, candidates highlighted that they are free to contact program leadership or a CT to provide program input at any time.

Program documents and interviews with CTs and completers confirmed that the program makes modifications based upon stakeholder feedback and new circumstances as they arise. There are several examples of these modifications. Prior to COVID-19, CTs conducted four observations of their candidates annually; the program now requires four “interactions,” two of which must be observations. According to CTs, the remaining interactions are based on the candidate’s needs. Another modification based on feedback is that CTs attend reflective seminars with their candidates; one CT stated that this is helpful because it provides “time to reflect on our own practices” while also providing an opportunity to share with candidates. Additionally, administrators now attend the September ILP session where they meet with all induction stakeholders from their site. Finally, according to the program specialists and CTs, the formatting and ease of use of the ILP has changed due to CT and candidate feedback.

NHUSD's induction program provides formative feedback to CTs starting with the ILP, which indicates whether a CT needs to meet with the program director to make a plan for improvement. The program also shares data from mid-year and end-of-year surveys to determine the overall quality of support and where improvements might be made. When asked how they would like to receive feedback, one CT responded, "I just want (the program specialist) to tell me." Therefore, at each CT meeting, the program specialists provide feedback regarding the work and dedication of the CTs.

### Course of Study (Curriculum and Field Experience)

Interviews and a review of NHUSD's induction handbook, website, and calendar confirmed that the program sequence begins prior to the beginning of the school year. Newly hired teachers are assigned their CTs and PTs, and the program holds an orientation. At this time, CTs begin setting up their first interactions with candidates while PTs begin meeting with their candidates to organize schedules and determine regular check-ins. According to candidates, during the induction orientation, they meet with their CTs. While the CTs and candidates meet, candidates with transition plans will share it with their CT to begin building a foundation from which to work. Transition plans can also be discussed during the foundational meeting when ILP goals are being set. Second-year candidates — and those without transition plans — discuss prior goals and the Continuum of Teaching Practice to set their personal goals for improvement. Interviews confirm that site administrators are invited to attend the foundational meetings with candidates from their sites, CTs, and PTs. They review site areas of focus and new hire expectations, all of which aids candidates in their ILP work. Candidates indicated that the ILP is individual to their needs and provides them with opportunities to analyze student work, observe teachers, and reflect on their teaching practice and growth in relation to the CSTP.

Interviews also highlighted the teamwork involved in providing individualized professional development for candidates. The candidates, CTs, and PTs discuss candidate goals, strengths, and areas for improvement, and after these conversations, CTs and PTs compile lists of available professional development opportunities specific to the candidate's needs. Some examples of chosen professional development opportunities are virtual and in-person conferences regarding classroom management, structured discussions, and reading apprenticeship.

Finally, program documents and interviews with CTs confirmed that the induction year ends with a celebration where candidates share evidence of their ILP goals and growth from the year.

### Assessment of Candidates

A review of programmatic documentation shows that the NHUSD induction program is a two-year, job-embedded program with an Early Completion Option (ECO) for those candidates who are both experienced and exceptional. The program design features both guidance and support for candidates with the goal of demonstration of growth and competence in the CSTP. Throughout the induction program, candidates are assessed based upon participation and completion using a Candidate Completion Checklist (CCC) to track their progress.



Interviews with candidates, CTs, and program leadership confirmed that candidates self-assess frequently during the ILP process. Because the ILP is individualized to a candidate's specific classroom needs, the candidate has the option to change or adjust their goals. Candidates document their growth toward mastery on the Continuum of Teaching Practice twice per year and are supported in this endeavor by their CT. An annual celebration is held at the end of each school year where candidates present their ILP goals and growth evidence to all stakeholder groups. CTs assess candidate growth and development on a rubric with descriptors ranging from "fully met" to "not met." This provides candidates with summative feedback, and if for some reason the evidence of goals and growth is not met, alternative arrangements are made for another opportunity to share and present evidence.

After the celebration at the end of the school year, the program specialists submit a list of names of candidates who have completed the program to the credential analyst and program director. According to program documents, second-year candidates who did not meet completion requirements receive a transcript indicating which requirements were unmet. Completion is based on meeting program requirements, which is documented on each candidate's ILP.

The credential analyst confirmed that candidates are contacted and advised on how to apply for the clear credential once they have been recommended. The program specialists, program director, and credential analyst act as "checks and balances" to ensure that all second-year or ECO candidates have successfully met all program requirements and have been informed of the credential clearing process. Finally, the program director signs and approves a Verification of Completion form stating that candidates have completed induction, and this is scanned into each teacher's file.

#### Findings on Standards

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

## INSTITUTION SUMMARY

The New Haven Unified School District (NHUSD) Teacher Induction program, one of the original pilot programs within the state for teacher support, overwhelmingly supports novice teachers in creating habits of mind that include a strong focus on reflective practice, student-centered instruction, and increased mastery toward the CSTP. Interviews with all stakeholders confirm that the program provides a highly individualized, job-embedded experience that meets the diverse needs of all its candidates. This is accomplished through the program leadership consisting of the program director, two induction program specialists, as well as a highly effective policy board.

Interviews confirm that the heart of the program is the support provided not only by program leadership but by mentors including CTs and PTs. This approach allows candidates to be wrapped in support by not only a job-alike PT, available for just-in-time coaching and institutional support, but also by their CT who skillfully guides the candidate through their ILP and aligns professional development to their focus area and goals. Relationships between the candidates and mentors are made both at the site level and globally allowing for increased opportunities for networking with the greater educational community.

Candidates and site administrators appreciate the opportunity to, when possible, coordinate site and induction goals. This collaboration provides the opportunity for support to be aligned and candidates to receive timely feedback from their mentors throughout the year. It is evident that the program seamlessly designs opportunities for candidates to receive support and advice in a variety of ways that are embedded in the context of their teaching. Observations of highly effective, experienced teachers are arranged by CTs and viewed by candidates as extremely beneficial. All stakeholders value the thoughtfulness and responsiveness of the program apparent in efforts to continuously improve the program based on feedback.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

As evidenced through a thorough review of documents and interviews with key stakeholders, NHUSD’s induction program has the infrastructure in place to operate an effective educator preparation program. The single district program’s research-based vision of teaching and learning is clearly represented in the program and fosters coherence among the Teacher Induction program standards and the areas of focus in the district. This vision is supported by the program’s mission to develop teachers in an effort to make it possible for students to

receive positive, challenging learning experiences that will enable them to meet and exceed content standards. Documents reviewed and interviews conducted establish that a policy board is in place to maintain oversight of the program. Members of the board include representatives from program leadership, district and site administration, CTs, program completers, teacher union representatives, as well as representation from local IHEs. Interviews with members of this board show that consistent collaboration occurs between the induction program and members of the broader educational community. A strong relationship with local universities, including California State University, East Bay (CSUEB), allows program leadership to seamlessly bridge the pre-service experience of their candidates to induction. Furthermore, the policy board ensures that the program is provided with sufficient resources for its effective operation. Several examples from members substantiate this claim.

Interviews with district and program leadership support the assertion that the district intentionally recruits and retains mentors (CTs and PTs) as well as those who provide professional development who represent and support diversity and excellence.

The process used to monitor and ultimately recommend candidates for a clear credential is systematic and transparent. Candidates are informed of this process in several ways including during orientation and in the program handbook.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Document review and interviews with program leaders, the credential analyst, mentors (CTs and PTs), site administrators, and completers confirmed that the NHUSD induction program accepts applicants who meet clearly defined criteria. Interviews with the program director and district superintendent provided a description of current efforts to recruit a diverse educator pool and identified specific strategies already in place to continue to hire teachers who reflect the demographics of their student population. One example includes a “future teachers” course taught at the high school level that serves as a pipeline for future educators. Interviews with current candidates and recent completers confirmed that appropriate personnel are available to support each candidate through the two-year program and ensure successful entry into the profession. Stakeholder interviews and document review provided specific examples of how program leadership is accessible and consistently seeking feedback to continuously improve the program; adjustments to the Individual Learning Plan (ILP) and highly individualized professional development aligned to site and ILP goals exemplify this practice.

Interviews with the credential analyst and program director confirm that there are established and clear procedures in place to ensure that induction candidates are identified at the point of hire and subsequently enrolled in the program. Document review and interviews confirm that there is a defensible process in place with clear checks and balances that allow for the credential recommendation process to proceed efficiently and accurately. The program provides a detailed handbook that clearly defines expectations, roles, and responsibilities.

The NHUSD induction program’s leadership, CTs, and PTs are committed to providing highly individualized, job-embedded induction experiences designed to meet each candidate where they are. The program design allows for both deep instructional coaching and just-in-time support. During interviews, candidates and completers shared examples of how their mentors customized support and listened to them throughout the process. This allowed the candidates to feel as if they had a voice in the support they received and facilitated accurate reflection that resulted in increased confidence and effectiveness in the classroom. The program’s handbook identified that a clearly defined process to identify and support candidates who need additional assistance is in place. Interviews with candidates, completers, CTs, and PTs provided examples of how the program individualizes support to meet the diverse needs of its candidates.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

NHUSD’s induction program has designed 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. Interviews with candidates and program leadership provided detailed justifications for the programs move away from the professional development offered in the past. Professional development that is currently offered provides candidates with individualized support while still allowing for opportunities to both experience issues of diversity that affect school climate and effectively

implement research-based strategies for improving teaching and student learning. Program leadership, as well as policy board members, expressed that this change occurred due to years of difficult and unforeseen circumstances (e.g., teacher strike, COVID-19, and the implementation of the virtual classroom as well as the inception and implementation of the new Induction standards). The program offers individualized help and support for candidates through the expertise of the CTs. The program also has designed a system that allows the CT to be the “expert” where the CT may provide resources to their candidate to help them learn new skills. Candidates in interviews expressed appreciation for the individualized support from the program, CTs, and PTs. Candidates conveyed that there is a system in place in which they feel supported and are given the opportunity and tools to be successful.

To assist in the support of fieldwork, clinical practice, and candidates in clinical experiences, NHUSD has developed a professional relationship with CSUEB. Through this relationship, NHUSD and CSUEB work together to ensure teacher success by providing the opportunities to learn how to be effective educators from pre-service to induction. This manifests through the systems they have developed to place and support new teachers. This includes all new teachers — from student teachers through induction candidates — working towards clearing their credentials. Interviews confirmed that NHUSD’s program leadership is responsible for fieldwork placements; this allows leadership to ensure that the criteria and selection of clinical personnel, site-based supervisors, and school sites are appropriate for both the program and candidate. Through this professional relationship between NHUSD and CSUEB, new teachers have a pipeline to the district that allows them to be supported as new professionals while also allowing induction candidates to have significant experiences in school settings where the curriculum aligns with California’s adopted content standards and frameworks; furthermore, these school settings reflect the diversity of California’s student population and provide an opportunity for candidates to work with a wide range of students.

NHUSD’s induction program annually recruits new CTs through a formal application process. This process requires multiple references and a formal interview. Once the application is received and the CTs are approved, they are paired with a candidate as needed. Program leadership noted that CTs are evaluated in multiple ways, including a candidate survey about the CTs performance and a spreadsheet tracking completion of activities. The program also utilizes a Google Doc called the “Support Time Record” in which the CT is responsible for reporting hours and identifying the ways in which support was provided. During interviews, program leadership explained that they use multiple means of data collection to ensure CTs are effective – the main vehicle of evaluation is the candidate’s ILP. After reviewing requirements, program leadership is able to determine if the support being provided by the CT is effective and substantial. Program leadership also uses a mid-year and end-of-year anonymous survey to gather further information from candidates. This data is analyzed by the program to ensure program effectiveness. An added tool the program uses is the end-of-program exit interview. At this interview, the program obtains additional information to be gathered and used for program improvements. Program leadership also expressed that most CTs are very comfortable with looking at data, even about themselves, and having honest conversations about their own practices as a CT. This creates a sense of comfort and honesty that allows for program and CT

growth and ensures that CTs are trained in supervision, oriented to their role, and evaluated and recognized in a systematic manner.

NHUSD’s induction program also enlists a number of PTs for extra layers of candidate support. Interviews confirmed that PTs are only utilized “as needed” for specialized candidate content support. By utilizing both CTs and PTs, NHUSD’s program offers a two-pronged system of support for candidates. The PT role is temporary and is only held for one year, and they are identified based on candidate and credential needs. The function of the PT is to provide just-in-time support for curriculum and content.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

A review documentation and interviews with program leadership, completers, and other stakeholders confirmed that NHUSD’s 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. NHUSD implements a comprehensive continuous improvement process and uses the gathered data/information to make appropriate modifications based on the findings.

Interviews with policy board members confirmed that NHUSD utilizes the board to make changes and improvements to the program. The policy board members consist of multiple stakeholders including program leadership, district and site administrators, CTs, completers, teacher union representatives, and representation from a local IHE. The policy board meets three times in a year, and in this format, they address and discuss modifications to the



program. During interviews, examples were provided of the changes that have been made based on the determination of the board. Members of the board stated that they obtain feedback in multiple ways – these can range from the collection of survey data to collecting exit tickets at the end of each “Reflective Conversation-Seminar.” Members described the evolution of the ILP as a good example of changes being made based upon feedback. One member stated, “The ILP has really changed and evolved into a document that is representative of everyone involved in induction. Through this process of feedback and modification we are able to see how effective the support to candidates is.” Additionally, another member of the board stated that they “have really been able to see the program shape into what teachers at New Haven need to have to be successful... and how much enjoyment there is in training the young teachers to be successful and allowing them to be homegrown in their system.”

Interviews with a variety of stakeholders and a review of data and analysis confirmed that NHUSD’s induction program uses input regularly to assess program effectiveness and continuously make improvements to the program based on this information. This is done through multiple means of data collection throughout the year. Data is collected from the orientation, CTs, mid-year and end-of-year surveys, exit interviews, and input from the policy board. Program leadership explained that the best example of a modification and program improvement is the evolution of the candidate’s ILP. Additionally, changes made over time have been motivated by CT feedback about the effectiveness of the “reflective conversation.” The reflective conversation was highlighted by CTs to the program as being the most effective aspect of mentoring and support being provided to candidates. The program used this information to expand the options for candidates on the ILP to allow their interactions with CTs to be spent in a “reflective conversation” instead of solely through observations.

NHUSD program staff uses rubrics to assess candidate growth and has designed a program that employs multiple readers to ensure that candidate ILPs are continuously evolving. Once a rubric is completed, feedback is provided to the candidate on the overall quality of the ILP. This feedback is used to help guide the program in supporting candidates through the process. These continuous improvement processes and multiple points of data allow for the program to grow and be reflective of participant needs.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

## **Finding on Common Standard 5: Met**

### **Summary of information applicable to the standard.**

NHUSD's induction program is designed and implemented with the structures and supports in place to ensure candidates can demonstrate the knowledge and skills necessary to educate and support California's student population. The program's two-pronged system of support for candidates provides participants with guidance in all areas regarding the needs of the twenty-first century student. In response to how effectively the program provides support to candidates, one candidate noted, "From content to SEL support, candidates are walking their road with a partner by their side to help them learn how to be successful in whatever they may need." The feeling of being supported so candidates may then support their students was an affirmation repeatedly expressed through candidate interviews. During interviews, candidates communicated an overall sense of support in learning how to be successful with their students in the classroom. This is further evidenced by the program's relationship with CSUEB and the work done to support candidates beginning their teaching career and ensure they have the skills needed to be successful in diverse classroom settings. NHUSD's program leadership has gone further by designing and implementing programs to help provide high school students access to a future in teaching. This program allows students to develop into new teachers from a young age, attend college, and come back to the district as teachers, ensuring that teachers are reflective of the population they serve.

Interviews and a review of programmatic documentation such as checklists, candidate feedback, and results of candidates self-ranking on CSTP elements confirmed that the program design has been structured in such a way as to ensure the program has a positive impact on candidate learning and growth in competencies on teaching and learning. This ensures that candidates are being both trained and retained as high-quality educators. During interviews, program leadership and CTs both expressed the joy they attain in witnessing candidates grow into their professional educator role; additionally, administrators conveyed delight and respect for those candidates who complete the program and eventually become CTs at their sites. Program leadership further highlighted that it is atypical for candidates to leave NHUSD, but if they do, they tend to come back to the district. This is attributed to both the support being provided to candidates that is needed to be successful in the classroom and the program being a place where new teachers can build lasting, professional relationships.