

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

**Professional Services Division**

**January 2023**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Westside Union 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>
Administrative Services Induction	5	4	1	0
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:** Westside Union School District

**Dates of Visit:** October 10-12, 2022

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">February 10, 2015</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 administrators, program staff, candidates, completers, coaches, and partner school district 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 for the Administrative Services Induction Program are **met** with the exception of Program Standard 4: Professional Learning, Section A. The Individual Induction Plan which is **met with concerns**.

All Program Standards for the Teacher Induction Program are **met**.

Common Standards

All Common Standards are **met**.

### Overall Recommendation

Based on the fact that the team found that all standards for the Administrative Services Induction and Teacher Induction programs were met with the exception of Administrative Induction Standard 4 which was met with concerns, and that all Common Standards were met, the team recommends **Accreditation**.

In addition, staff recommends that:

- Westside Union School District's response to the preconditions be accepted.
- Westside Union School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Westside Union 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.

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.

Administrative Services Induction Program  
Teacher Induction Program

## Accreditation Team

### Team Lead:

Christine Sisco  
Stanislaus County Office of Education

### Programs Reviewers:

Raeanne Lopez Little  
Orange Unified School District

### Common Standards:

Beth Kradepohl  
Marin County Office of Education

Celia York  
Kern County Superintendent of Schools

### Staff to the Visit:

Kristina Najarro  
Commission on Teacher Credentialing

## Documents Reviewed

Accreditation Data Dashboard  
Accreditation Website  
Assessment Materials  
Calendars  
Candidate Advisement Materials  
Candidate and Mentor Handbooks  
Candidate Work Samples  
Common Standards Submission  
Common Standards Addendum  
Edjoin Postings  
MOUs  
Orientation Meeting Materials  
Organizational Charts

Performance Expectation Materials  
Precondition Responses  
Program Review Addenda  
Program Review Submissions  
Program Summary  
Program Survey Results  
Steering Committee Slides and Notes  
Mentor Logs  
Mentor Training Materials  
Teacher Exit Interviews

## Interviews Conducted

<b>Constituents</b>	<b>TOTAL</b>
Candidates	28
Completers	13
Employers/Site Administrators	7
Institutional Administration	2
Program Director	1
Mentors and Coaches	8
Professional Development Providers	3
Credential Analysts and Staff	1
Steering Committee Members	10
Joint Review Panel Members	4
Partner District Leadership	1
<b>TOTAL</b>	<b>78</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

Westside Union School District (WUSD) serves nearly 9,000 students and is spread across 346 square miles among the communities of Antelope Acres, Anaverde, Leona Valley, Quartz Hill, West Lancaster, and West Palmdale. The district operates 13 schools providing educational services to TK-8<sup>th</sup> grade pupils. WUSD's community is proud of having earned WASC accreditation status for all of its schools as well as having seven schools that earned California Distinguished School, CSBA Golden Bell, or Gold Ribbon awards.

WUSD, in partnership with students, families, and the community, provides a variety of programs and services to support students as citizens of the future. Their primary goals are to

ensure each student’s academic success by carefully assessing individual needs and maintaining positive school climates that promote success. The district offers families several high-quality educational activities stemming from various alliances: Dimension Data for educational technology and tech-based security, A Trusted Space for social emotional learning, Not In Our Town to stop hate, racism, bullying, and build inclusion, and VEX Robotics educational partners for STEM-related extracurricular opportunities.

WUSD strives to serve the community by providing safe, positive schools that meet their core values of recognizing the exceptionalism of every child, delivering research-based instruction that “points the way and provides the path” to student success, and to graduate students who have “acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals.”

The student demographics of WUSD are comprised of the following: 55% Latinx, 26% White, 13% Black and 2% Filipino. Additionally, 56.2% of students are eligible to receive free or reduced-priced meals and 7.6% are identified as English language learners.

**Education Unit**

Westside Union is a local education agency that sponsors an administrative services induction program and a teacher induction program. The programs serve novice administrators and teachers from within WUSD’s boundaries while the teacher induction program also supports new teachers from neighboring Wilsona School District who need to clear their credentials. The induction programs are housed within WUSD’s human resources department. The director of the new teacher support department oversees the day-to-day operations of the two induction programs and reports directly to the deputy superintendent of human resources. Together with her team of three full-time mentors on district release time, the director monitors candidate progress, designs mentor/coach training, communicates with all constituents from both programs, collaborates with Wilsona district leadership, and submits clear credential recommendations to the Commission for qualified program completers. For the 2022-23 academic year, Westside’s administrator induction program is serving 11 candidates (seven first year and four second year) with support from six part-time coaches. The teacher induction program is serving a total of 47 candidates (19 first year and 28 second year) who are being supported by three full time Westside mentors and three part-time classroom teacher mentors from Wilsona.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Administrative Services Induction Program	2	11

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Teacher Induction Program	27	47

**The Visit**

This site visit was conducted virtually. The team and institutional constituents 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 preconditions have been determined to be met.

## **PROGRAM REPORTS**

The Westside Union School District induction programs are housed within the New Teacher and Administrator Support Department, which is overseen by a full-time director, who reports to the Deputy Superintendent of Human Resources. This allows for a seamless transition between hiring and enrollment into induction and new teacher and administrator support. During interviews, one candidate confirmed this seamless transition when she stated, "I found out about induction upon signing my contract and they gave me a really clear picture of what to expect." In addition, the programs maintain an active steering committee and joint review board. Through interviews, it was confirmed that these groups meet once or twice a year to analyze data and feedback from program participants. This data is then utilized to make adjustments to the programs to better target candidate needs.

### **Administrative Services Induction Program**

#### Program Design

The Westside Union School District administrative induction program is the unit's newest induction program and currently has seven first year candidates and four second year candidates enrolled. Under the leadership of the New Teacher and Administrator Support director, candidates are served by six administrative coaches who are selected through an application process. All coaches have a minimum of three years of successful site leadership experience within the district; one is a current site principal and five are currently district level leaders.

Program leadership meets daily with the deputy superintendent to ensure open communication between the induction program and the district cabinet. WUSD Induction maintains a public website with all candidate document examples and a roadmap of expectations. Program leadership reported frequent contact with site administrators, coaches, and candidates through regular instructional administrative meetings, emails, informal conversations, phone calls, and texts. This was confirmed through candidate and coach interviews. Current second year candidates verified that formal and informal communication is frequent and noted that they felt comfortable reaching out to the program leadership, coaches, and district leadership at any time to answer questions or gain additional support.

The WUSD administrator induction program is based on the California Professional Standards for Educational Leaders (CPSEL) standards and the individual needs of the candidate in their unique work context. Throughout the program, candidates are offered many opportunities for both formal and informal professional development. Assessment and reflection check points



are included in the structure of the program throughout both years. The heart of the program is individualized coaching and guidance using the “implement, reflect, apply” model. Both candidates and coaches noted two program strengths: having a coach who immediately understands the nuances of their working context and having a coach who can connect them with appropriate resources in the district.

During the past two years, pandemic conditions caused a temporary shift to virtual formats, followed by an increased emphasis on school health and safety procedures. Other modifications included streamlining documents and augmenting directions for completion. Additionally, the program adjusted the rubric for colloquium presentations and clarified the process to repeat portions of the program for those who have not achieved competency targets. Finally, coach training protocols shifted so that after initial participation in an Association of California School Administrators (ACSA) training, coaches will complete the UMass Global Coaching Certificate program every two years to remain eligible to coach in the program. Coaches are also encouraged to participate in local mentor training for teacher induction mentors.

Candidates complete *Mid-Year and End of Year Needs Assessments* in which they evaluate the quality of the coaching they are receiving, note obstacles, and reflect on areas where they need additional support. Coaches have the opportunity to provide feedback to and receive feedback from the program leadership during one-on-one meetings. The Steering Committee, district leadership, and program staff use this feedback along with data from the Accreditation Data Dashboard to drive program improvements.

#### Course of Study

Candidates are promptly enrolled in the program upon hiring and are assigned an individual coach to guide them through the induction process. Following an initial program orientation, the coach and candidate begin their induction work following a sequence prescribed in the *administrator induction candidate roadmap*. In the first 30 days, the candidate and coach meet with the immediate supervisor and complete the *professional experience, current work context summary, supervisor triad* form reflecting on current district and site priorities and individual needs, as well as potential goals. In the first 90 days, candidates complete the *self-assessment and reflection on the California Professional Standards for Educational Leaders* document. Then the candidate and coach begin the *individual induction plan (IIP) goal setting document*. In this document the candidate and coach select a focus substandard for each of three CPSEL areas, which serve as the candidate’s goals and begin initial planning on actions, expected outcomes, professional learning, and possible sources of evidence. Candidates interviewed reported that they liked the flexibility of being able to select focus CPSELS based on their job needs as well as strengths and weaknesses.

Candidates and coaches confirmed that during subsequent weekly meetings they discuss both immediate candidate job needs and actions toward the goals set in the IIP. Candidates and coaches are asked to summarize their work together on a bimonthly basis using the

*collaborative summary* document includes both quantitative and narrative portions, and is written and submitted in November, January, March, and May. At the end of the program year, candidates update their *self-assessment and reflection on the California Professional Standards for Educational Leaders* document and complete an additional *individual induction plan narrative summary* document.

Coaches and candidates did note that the program could be “document heavy” but felt that the program expectations were manageable with strong organization, planning, and adherence to deadlines. Both coaches and candidates noted that the documents build upon one another, and often cited the *roadmap* as the key to their understanding of the full scope of the program. When asked about how documents worked together to form or support the IIP, candidates and coaches provided varied responses. There was some confusion about whether it is the *IIP* or the *roadmap* that provides the blueprint for the full induction experience. The review team found consistent evidence that all elements of Program Standard 4 are included in the various documents submitted to the program. However, the program could add clarity by streamlining different parts of the IIP into a single document thus providing a clearer path for candidates and coaches. Program completers noted that they had found ways to link documents together or organize them in digital folders to streamline navigation and cross reference documents. Second year candidates also noted that the program’s switch to Google classroom had made navigation easier.

Both candidates and coaches noted that there are a wide variety of professional development options available within the program. All coaches are required to participate in the ACSA leadership coaching course and the UMass Global coaching for leaders course. Additionally, candidates and coaches noted that they participate in biweekly district wide instructional administration meetings together and are frequently able to connect the initiatives discussed in these meetings to their induction work. Program completers appreciated the option to participate in outside training, such as the ACSA academies, and the flexibility to apply work they were doing in an outside doctoral program to induction requirements. Second year candidates reported that they most valued the opportunity to receive informal professional learning and coaching by request (e.g., a tutorial on the administrator's role in an individualized education program, or procedures for developing a safety plan). Both candidates and coaches noted that they could also leverage the strong relationships within their district to meet this need. A second year candidate commented that it felt like there was a full district team supporting candidates. At the end of the induction year, candidates complete a *professional learning summary log* document as well as a *professional development summary and quality review* document for any professional development completed outside the district.

All candidates commented on the coaching relationship as a particular strength of the program. Candidates were pleased with the coaching matches both in terms of experience and personality and reported that having a coach who fully understood the culture and the context of their job assignment was invaluable. One candidate stated that he had started another program with an outside coach while in a different district and there was no comparison to the

level of guidance and support offered in WUSD. Although many coaches currently serve in cabinet level positions, in interviews the coaches remarked that they make a point of demonstrating their own fallibility, learning through experience, and maintaining a trusting relationship. Candidates confirmed that they loved hearing about the leadership path and mistakes their coaches had made along the way. Whether the coach was a current principal or the district superintendent, candidates reported that they felt they were trusted colleagues who could be called upon to support them at any time.

### Candidate Competence

Assessment of candidate competency in WUSD is a three-step process. At the end of the year the candidate revisits the *self-assessment and reflection on the California Professional Standards for Educational Leaders*, and the coaches assess each candidate's overall progress on the focus CPSELs using the final *collaborative summary* document. Each candidate creates a presentation on their work and growth throughout the year which they present to a colloquium panel of district administrators. The panel rates candidate competency using a rubric and feedback form. The colloquium presentation is followed by an exit interview where a district administrator shares the results of the colloquium feedback with the candidate. Since candidates select three focus CPSELs each year, this process is repeated each year. Candidates and completers reported that they felt adequately prepared for the expectations of the final colloquium and that the panel feedback was relevant and supportive. Completers noted that there was an option for additional time and coaching to repeat portions of the program and they felt this was a benefit when candidates had experienced exceptional challenges during induction. Before the final credential recommendation, the program leadership completes *administrative induction candidate IIP year II assessment and verification of induction program completion*, verifying that the candidate has met all program requirements.

### **Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, program completers, coaches, employers, and district leadership the team determined that all program standards are **met** for the Administrative Services Induction Program with the exception of:

### **Standard 4 Professional Learning Met with Concerns**

Section A (The Individual Induction Plan) of this standard includes the requirement that "the IIP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals." The IIP document does not clearly include all necessary components to serve as a true blueprint of the full induction experience. Participants currently navigate five documents in addition to the IIP: *professional experience, current work context summary, supervisor triad, self-assessment and reflection on the California Professional Standards for Educational Leaders, collaborative summary (completed four times annually), IIP narrative summary, professional learning summary log and professional development summary and quality review*. The candidates and coaches expressed inconsistent understanding of which document was the driving force of the

induction experience and how the documents used linked together. When asked to describe the IIP process, the *roadmap* was the most commonly cited driver by coaches and candidates for their Induction work.

## Teacher Induction Program

### Program Design

The Westside Union Teacher Induction Program (WUSD TIP) serves all preliminary credentialed WUSD teachers and includes a district partnership with Wilsona School District to serve their induction eligible teachers. The new teacher induction program is currently serving 19 first year and 28 second year teacher candidates, which includes nine candidates working on outstanding exam requirements. In addition to the director, program leadership includes three full-time mentors on WUSD district release time, and three part-time mentors from Wilsona USD, a partnering district. In all candidate interviews, there was an overwhelming consensus indicating that the WSUSD TIP program leadership has been extremely supportive and responsive to their individual needs.

Throughout numerous interviews, communication was highlighted as a strength of the program. Interviews confirmed that strong communication between WUSD departments begins upon the hiring of candidates, with interviews confirming confirmed bi-weekly meetings between the program director and credential analyst. Additionally, the WUSD New Teacher Support Team meets weekly to discuss candidate progress, support needs, and plan for professional development and professional learning community meetings, which was verified through interviews and document review. Candidates confirmed that they receive frequent formal and informal communication from program leadership and mentors.

Leadership in WUSD TIP is dedicated to frequently communicating and engaging with their educational partners. Interviews confirmed that site administrators are involved through beginning of the year meetings, triad conversations, and ongoing updates regarding the needs of their sites and new teachers. The steering committee, which is composed of representatives from all education partner groups including candidates, mentors, university partners, partnering districts, administration, and district cabinet members, confirmed during interviews that they meet several times throughout the year, and also participate in surveys that provide guidance, direction, and potential needed changes to the program to best meet the needs of the candidates and the students they serve. They also verified that feedback from these meetings is utilized to make program adjustments. A steering committee member stated, "We come up with suggestions which are instantaneously put into practice." Interviews with candidates and a review of program *mid-year* and *end of the year* survey data highlighted the multitude of opportunities for feedback provided by the induction program. A candidate referenced the surveys and stated, "They read what we say, and they make changes."

The WUSD TIP program prides itself on their robust mentoring program that works to ensure WUSD novice teachers feel supported throughout the year. During interviews, one candidate stated, “I’m so grateful to have my mentor.” Several other candidates referred to their induction experience as being positive and individualized to meet their needs. Interviews confirmed all mentors must meet the WUSD program’s established criteria and are selected for these positions in collaboration with the joint review panel. WUSD TIP works to ensure that mentors hold a variety of credentials to support the needs of their candidates. Each full-time mentor may serve two four-year terms and must reapply every two years. Document review and interviews with mentors confirmed that mentors participate in a variety of training and professional development annually. At the beginning of each year, program leadership facilitates mentor orientation, which reviews mentor program resources along with adult learning theory to assist mentors in effectively meeting the needs of all candidates. Each mentor sets a yearly goal using a mentor ILP based on the New Teacher Center mentor standards to facilitate their continued individual professional growth. Mentors are also provided the opportunity to attend the annual California Induction Conference.

Over the past two years, the teacher induction program has undergone numerous modifications. During interviews with mentors, it was shared that complete data from the Accreditation Data Dashboard was utilized during team meetings for the purpose of continuous improvement. Updates were made to rubrics to reflect the current expectations of standards more accurately, and modifications were made to professional learning community offerings to better meet the needs of candidates. In response to COVID-19, mentors worked to meet the needs of candidates including meeting with them in person and virtually, providing guidance on construction of digital classrooms and the delivery of virtual instruction.

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

Each candidate, with the guidance of their mentor, examines the individual development plan from their preliminary program, prior teaching experience, current classroom context, classroom management needs, and California Standards for the Teaching Profession (CSTP) self-assessment to identify appropriate goals for induction. Candidate interviews confirmed the completion of a triad meeting that includes the mentor, candidate, and the candidate’s administrator to assist the candidate with choosing an area of CSTP focus. This conversation enables the candidate and site administrator to establish open communication and build a culture of support. Document review and interviews with candidates and mentors verified that an overarching ILP goal, as well as smaller ILP focused SMART goals are established based on the CSTP. Goals are fluid; as candidates develop as educators, they have the opportunity to reflect on and revise their goals as needed throughout the benchmarking period. As evidence of this work and candidate progress, candidates upload weekly reflections along with student work analysis to demonstrate progress towards their ILP goal.

The weekly one-on-one individualized mentoring support provided to each of the teacher candidates is the heart of the WUSD TIP. During candidate interviews a candidate shared, “Our mentors pour so much love and support into us. No matter what our needs are, they provide

it.” WUSD mentors are on full-time release contracts, giving them the time and opportunity to support candidates through observation, co-teaching, modeling, and face-to-face conferencing with each of their candidates on a weekly basis. Wilsona representatives noted that they frequently work in close proximity to their candidates and have many opportunities for informal modeling and feedback on a daily basis.

Document review and interviews confirmed the WUSD TIP mentoring is focused on improving outcomes for all candidates and the students they serve, in addition to being centered around growth in the CSTP. Mentors work collaboratively with candidates throughout the year to determine action steps and measurable outcomes to achieve the ILP goal. Formal progress is monitored through the submission of reflections along with formal benchmark monitoring. The program utilizes the plan-teach-reflect-apply cycle to complete cycles of inquiry around the weekly SMART goals, all of which are documented in weekly reflections. Based on candidate submissions, mentors respond in a variety of ways, including structured feedback, guidance, or just in time support.

Throughout interviews, WUSD TIP participants continuously discussed the strength of their program’s individualized candidate support. Candidates in WUSD are provided with a wealth of resources as well as the opportunity to observe veteran teachers and have lessons modeled in their classroom. In addition, mentors connect specialized candidates (e.g., PE, music, and special education) with resources within the district as well as in the broader educational community to ensure they receive the unique support needed. This was confirmed with a candidate who stated, “As a single teacher in my content area on my site, my mentor introduced me to the other teachers on other campuses so we could plan together.”

At the conclusion of the year, the mentors work with the candidates to develop a formal colloquium presentation based on their ILP and share the growth they have made throughout the year. This process allows for a feedback loop which assesses the candidate for progress toward mastery of the CSTP.

#### Assessment of Candidates

During the end of year colloquium presentations, district administration and university partner representatives provide feedback to candidates based on a rubric. There is an opportunity for open questions and answers at the conclusion of each candidate’s presentation. At the end of the second year of induction, each candidate participates in an exit interview with district level staff. The questions in this interview are tailored around the California Standards for the Teaching Profession (CSTPs) and provide an opportunity for candidates to demonstrate their growth in the program and discuss their level of mastery with each standard. Each candidate is provided with a score based on the rubric. Document review and interviews confirmed that candidate growth during the program is also measured through the CSTP self-reflection activity and benchmark rubrics completed by mentors twice per year. Any candidate who does not pass the colloquium or exit interview is provided with additional support which may include an additional year of induction. Document review and interviews confirmed that a program

completion form is submitted for each candidate, which is signed by the director, deputy superintendent, and superintendent. This form verifies the completion of all induction requirements as well as any additional credentialing requirements. The forms are then used by the credential analyst to complete the clear credential recommendation for appropriate candidates.

### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, program completers, mentors, employers, and district leadership, the team determined that all program standards are **met** for the teacher induction program.

## **INSTITUTION SUMMARY**

Evidence indicated and interviews confirmed that the WUSD induction programs support all qualified candidates through systematic coaching and personalized learning within their local context. The mentors within the teacher induction program are thoughtfully chosen through a rigorous application and interview process led by the program director in conjunction with the district's Joint Review Panel (JRP). Administrator induction program coaches are full-time administrators from within WUSD. This structure provides a seamless and supportive system for novice administrators.

The WUSD induction programs foster and support the pervasive culture of continuous improvement within the district. The program accomplishes its goals through intentional collaboration and communication with all constituents via the new teacher support team, cross divisional collaboration, and the steering committee. The steering committee members include teachers, administrators, program personnel and university partners. Additionally, program leadership meets with their Cluster 6 partners on a quarterly basis and the North/South California-Admin "Think Tank" biannually.

Interviews with candidates, mentors, and coaches confirmed that the WUSD induction programs provide relevant, meaningful, support and professional learning. They also offer an accelerated Early Completion Option (ECO) pathway for experienced and exceptional candidates in the teacher induction program, though few candidates apply as they prefer the full two years of support. Candidates in the WUSD induction programs experience enhanced professional growth and development through a robust and thoughtful induction process based on local context, individual needs, and program requirements.

It was clear to reviewers that the data from the Commission's data system was being used to inform program improvements. Both the steering committee and the JRP commented in interviews that the sample size of data from the past year was too small to make any determinations, so program data (qualitative and quantitative) was used to make changes. Across all constituent interviews, there was appreciation for the individualized attention,

responsiveness, and dedication to educational excellence on the part of the program leaders. Under their direction, the priority is to provide the resources, support, and training so that all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice.

### 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:	<b><i>No response needed</i></b>
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>
The institution actively involves faculty, instructional personnel, and relevant constituencies 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>



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

WUSD’s teacher induction and administrator induction programs prepare educators and administrators by implementing an inquiry driven mentoring program wherein candidates develop a personalized goal drawn from the candidate’s context and areas of growth. Program staff and relevant educational partners are actively involved in the organization, coordination, and decision making, as indicated by meeting artifacts, and interviews of the mentors/coaches, the steering committee, and organizational leadership. Mentors and coaches reported feeling supported in their work from the highest levels of the organization. Sufficient resources are allocated for the effective operation of the program, as affirmed through interviews. The programs are supported by district leadership and are provided at no cost to its WUSD candidates. The programs are also offered to a neighboring rural school district Wilsona Unified.

Interviews with WUSD’s leadership confirmed the commitment to these programs and conveyed a consistent philosophy. One administrator expressed, “for student achievement, we know that one of the most critical factors is qualified and confident teachers and administrators.” The program director provides updates and meets daily with the deputy superintendent of the district to provide information about the program. The deputy superintendent shares program information and updates with the superintendent of schools on a regular basis. During her interview, it was evident that the WUSD leadership is passionate about the support offered to the educators and administrators of WUSD. They are personally involved in the programs and are well versed in its guidelines, support, and accomplishments.

There are multiple mediums used by the program to communicate with program participants. Some of these include: regular email reminders, office hours, the WUSD Induction website, program handbook, and multiple in-person opportunities to gather throughout the year. These meetings include but not limited to: triad meetings, professional learning communities, program meetings and weekly interactions with mentors and coaches. All of these sources of communication serve to keep candidates informed about professional development opportunities, resources, support and expectations of program completion. The WUSD induction programs are designed to put candidate needs at the center and focus on the development of candidate practice as it relates to teaching, leading, and learning.

Site administrators indicated during interviews that program coordinators, mentors, and coaches effectively support candidates' abilities to assess and implement research-based strategies. The teacher induction mentors are highly qualified teachers who step out of the classroom to mentor on a full-time basis for a four-year term. The administrative induction program coaches have been WUSD site administrators and continue to hold administrative positions in the district. The program systematically ensures candidates have met all requirements via colloquium presentations, exit interviews and program rubrics. The program director and credential analyst also verify completion and track each candidate for recommendation.

<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.	<b><i>No response needed</i></b>
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**

WUSD's teacher induction and administrator induction programs provide thorough onboarding support, advice, and assistance to educational partners, out of district partners, mentors, and candidates to promote successful entry to and retention in the profession. During the interviews it was shared that district staff travels to urban job fairs and utilizes their classified school employee teacher grant as strategy to diversify their staff by recruiting from their diverse paraeducator pool. The steering committee, including their partnering institutions of higher education, work together to ensure the transition from preliminary programs to induction is smooth.

WUSD's induction programs use multiple measures to monitor candidate progress in meeting program requirements. The evidence guides advisement and assistance efforts by the programs so that there is a coherent system of support. Triangulated feedback from mentor, candidate, and administrator interviews indicated the program's successful approach to assisting candidates in their growth.

At the time of hire, candidates receive a letter welcoming them into the program which includes an overview of what, why, and how of induction. Mentors and coaches begin meeting with their candidates on a regular basis to support, advise and provide feedback on overarching ILP/IIP growth goals, weekly SMART goals, and overall, just-in-time needs. The WUSD Induction website provides information and resources to guide the candidate throughout their induction experience. In interviews, candidates and mentors confirmed that these procedures are followed throughout the induction experience.

The WUSD program staff maintains a benchmark rubric to track candidates' individual progress. This information provides the program coordinators a list of candidates who may be in need of additional advice and assistance throughout the year. This database includes information regarding eligibility, executive order requirements, and a completion record. A tracking spreadsheet is kept and is updated throughout the year.

As stated in the Induction Handbook, and verified through interviews, candidates and mentors/coaches are expected to collaborate weekly. Mentors/coaches provide support to the candidate by helping them assess their teaching practice in relation to the CSTPs or CPSEs, setting and reflecting on professional goals as well as being available to the candidate for classroom observations and other differentiated support activities as needed by the candidate towards their ILP/IIP. One teacher candidate stated, "Each week that we meet, my mentor always asks me what is going well and what can be improved on. I always relate it back to my ILP and she does too. If I am able to meet my goal, we discuss what more I can add onto it to grow as a teacher." Another candidate stated, "We review the CSTPs, especially as they relate to my ILP. She helps me find resources that help me meet the ILP goals." The WUSD TIP assesses each teacher annually during the program, providing specific feedback to the teachers as well as next steps linked to their ILP presentations. These assessments are conducted in the spring of each year through a colloquium presentation and then in year two an Exit Interview.

Candidates who need additional help are identified and provided a one-on-one check-in with the program leader as needed.

<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>
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 students 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**

The WUSD induction programs provide mentors for teacher induction candidates and coaches for administrator induction candidates. The mentors and coaches go through a rigorous application process and upon acceptance are trained in the skills necessary to support candidates. Additionally, the applicants for the teacher induction mentors are screened and interviewed by the JRP as well as program staff. The mentors participate in training which includes the program specifics, and the tenants of Cognitive Coaching and reflective conversations. This year, program changes were implemented so that the teacher induction mentors began supporting candidates at the very beginning of the school year, even before the actual induction experience began. Interviews verified that teacher induction mentors set mentoring goals using the New Teacher Center's Mentoring rubric and are also evaluated by the program annually. Administrator induction coaches attend the ACSA Leadership Coaching course which includes Strengths Based Coaching Strategies and Appreciative Inquiry Theory. They are also encouraged to participate in the UMass Global course, Coaching for Leaders.

Mentors and coaches work with candidates weekly in a variety of support activities. They observe candidates and provide feedback regularly. Mentors meet with candidates one on one to review successes and next steps on SMART goals. Coaches meet in-person weekly for support in day-to-day administrative functions and to connect work to the administrator's individual goal areas. During interviews, one new administrator shared "My eyes were opened wider in the scope of things. Being able to talk to a coach and get a more global view has helped me see the whole system. This program gave me ways to feel supported while on the job. Having the support while doing the job."

The program provides a variety of workshops for the candidates to choose from. Mentors and coaches from both induction programs help candidates to select professional development that connects to their ILP or ILP goals, respectively. Along with a vast library of electronic resources, the program provides a variety of training based on the needs of the candidates. During the interviews, candidates shared their appreciation of the mentor's support in creating their ILP goals. "She comes in and asks what went well, what could go better, and if my goal was accomplished." The mentor reviews goals and gives advice/assistance that is captured in the weekly reflection.

Program documents revealed and interviews confirmed that candidates, with guidance from their mentor/coach, co-assess on the CSTP or CPSEL elements, reflect on their current level of mastery and develop professional learning goals for their ILP/IIP. At the end of each year, candidates from both programs participate in a colloquium. During the colloquium presentation, district staff evaluates the candidate competency using specific rubrics.

<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 constituencies 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**

Interviews with constituents and documents reviewed show that the WSUD’s induction programs consistently collect and analyze feedback from mentors, coaches, candidates, site administrators, and educational partners. Mentors and candidates have opportunities after workshops to provide feedback in the form of an exit ticket to the program leaders. Feedback collected from the candidates on the mid-year and end of year surveys provide information about the quality of the mentoring interactions and relationships, and the impact of the induction process on their teaching practices. During interviews, many teacher induction candidates stated how much they appreciated the program streamlining the requirements this year. A second year candidate spoke about how this year she is able to focus on her ILP and SMART goals better because the program is no longer collecting lesson plans from candidates. One administrator induction candidate appreciated how the program allowed him to integrate his PhD work with his induction experience. These are just two examples shared about the program’s efforts to be responsive to candidate needs in strengthening and streamlining their programs.

The steering committee participates in analysis of the data and recommendation of program improvements as a key role in the continuous improvement cycle. The committee is made up of educational partners including Westside and partner district administrators, mentors, completers, and university representatives. All members related their active involvement in the continuous improvement process. The program collects data such as survey data, weekly logs, candidate self-placement on either the CSTP and CPSEL, and electronic document files in Google classroom to ensure candidate performance expectations are met. This data is then

analyzed by the steering committee and program leadership so that decisions/recommendations can be made for program improvement. Additionally, the program leaders use local surveys and the CTC completer survey data to review program effectiveness, impact, and the quality of mentoring. Leadership team interviews revealed that mentors and coaches receive feedback around their mentoring goals, areas of strength, and areas of growth. One steering committee member commented that, “This is a great program. The support they give. The voices are heard. We get in there and get dirty. We come up with suggestions which are instantaneously put into practice. They hit the ground running.”

In interviews with site administrators, it was shared that they also have the opportunity to provide feedback to the program informally during the year and by reaching out to the program leader directly. One site administrator shared, “The greatest impact has been the direct interaction with others. They learn best from the experienced people who come into the classroom and appreciate the just in time support. While we do weekly walkthroughs, the time they are spending with their mentors and coaches is invaluable.”

<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.**

The induction programs sponsored by the WUSD ensure that candidates are prepared to apply the knowledge and skills to support all students in meeting the TK-12 state adopted academic standards through their successful completion of individualized growth activities within a carefully articulated, collaborative mentoring/coaching system. In an interview, a candidate stated, “This program really set me up to be my own independent teacher. The work that was expected from us was meaningful. We created lesson plans and then had time to reflect, which led into the next lesson plan, etc. It wasn’t busy work. It had complete meaning for the entire year.”

Interviews and evidence confirmed that the induction programs are designed to support trained mentors/coaches and professional learning experiences through a structured

professional learning community. The administrator induction program relies on district-wide administrator meetings and ACSA professional development to support coaches in their work with candidates. Mentors and coaches then apply their knowledge and skills in supporting candidates as they develop and demonstrate competency to support the full range of learners. District mentors, coaches, and site administrators report that the high level of teacher and administrator retention affirmed the impact the induction experience has on candidates meeting program and professional standards. Both current candidates and program completers cited examples of how program experiences, particularly support from their mentors and coaches, helped them grow in their ability to serve as professional school personnel. One recent completer explained, "Looking at how to support others as leaders has been informed by my induction program. I can give back what my mentor gave to me." Another completer shared, "Induction helped strengthen my skills in all aspects of the job. Great launching pad. Helped me see the forest through the trees."

Interviews with program leadership, steering committee members, mentors, coaches, and candidates, and an examination of evidence, including ILP/IIP and other assessment data, affirmed that a wide variety of assessments are used to provide feedback to the program on its effectiveness. During the site visit, one site administrator noted that for their administrator candidates, "The biggest benefit is working with the upper management and learning about our culture." It is evident they meet regularly with their coaches and other district leaders as needed for specific and unique supports. Interviews provided many testimonials that having an in-house program resulted in both relevancy and high levels of satisfaction for all constituents.