

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

Tracy Unified School District Professional Services Division May 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Tracy Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	5	1	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: Tracy Unified School District

Dates of Visit: March 20 - March 22, 2023

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 4, 2016	Accreditation
May 4, 2015	Accreditation with Probationary Stipulations

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, completers, mentors, administrators, and educational partners. 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 general preconditions and preconditions for all credential programs were **met**.

Program Standards

All program standards for the Teacher Induction program were **met**, except for Program Standard 6, which was **met with concerns**.

Common Standards

All common standards were **met**.

Overall Recommendation

Given the above findings on preconditions, program standards and common standards, the review team recommends an accreditation status of **Accreditation**.

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

Team Lead and Common Standards:

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Bakersfield City School District

Program Standards:

Sarah Clobes
San Bernardino City Unified School District

Common Standards:

Latasha Porter
Riverside County Office of Education

Staff to the Visit:

Jake Shuler
Commission on Teacher Credentialing

Documents Reviewed

Common Standards submission
Program Review submission
Common Standards addendum
Program Review addendum
Mentor training materials
Candidate advisement materials
Accreditation website
Induction Leadership Team Minutes
Recruitment materials

Organizational chart
Induction candidate handbook
Mentor and candidate meeting logs
Survey data
Performance expectation materials
Precondition responses
ILP template and samples
Mentor training materials
Progress monitoring documents

Interviews Conducted

Interviewees	Total
Candidates	61
Completers	20
Site Administrators	36
Institutional Administration	8
Program Administrator	1
Induction Facilitators and Program Specialists	6
Mentors	43
School Board Members	2
Credential Analysts and Staff	1
Educational Partners	2
TOTAL	180

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

Tracy Unified School District (TUSD) is in the city of Tracy, within the San Joaquin County in Northern California. Tracy is 2,710 square miles centered in a triangle formed by the major interstates of 580, 205, and 5. TUSD serves its community with a variety of educational programs for ages three to adult. Current enrollment is approximately 14,000 students. TUSD is comprised of seven PK-5 elementary schools, four PK-8 elementary schools, two 6-8 middle schools, three comprehensive 9-12 high schools, two continuation schools, one dependent charter, and two adult education programs. TUSD’s student population is 54.2% Hispanic, 15.7% White, 13.4% Asian, and 5.3% African American. 53.3% of the student population are on free or reduced lunch, and 26.5% of students are English language learners. TUSD is unique in that in the last three years the district has received over \$15,000,000 in federal grants to bring equitable science, technology, engineering and math (STEM) education to all students.

Education Unit

TUSD’s Teacher Induction program is housed in the Educational Services Division of the district. The Professional Learning and Curriculum Department supervises the induction program, led by the Program Administrator of Professional Learning who sees to the day-to-day operation of the program. The program administrator meets weekly with the Director of Professional Learning to give program updates. The Director of the Professional Learning Department has regular check-ins with the Associate Superintendent of Educational Services to provide updates on the induction program. There are also two curriculum specialists (one full time, one part time) that support the program administrator in the day-to-day operations of the program. The program administrator and curriculum specialists have weekly meetings to review data, plan mentor and candidate meetings, and provide feedback to candidates on their Individualized Learning Plans (ILPs). There are currently 67 candidates enrolled in the program. In 2022, the program recommended 22 candidates for their clear credential. Four other candidates completed program requirements in 2022, but still needed to complete other credential requirements before being recommended.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Teacher Induction	26	67

The Visit

This site visit was conducted virtually. The team and educational partners 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

Tracy Unified School District (TUSD) provides a comprehensive Teacher Induction program that offers candidates the opportunity to clear their credential through a district-sponsored program. Based on a review of documents and as confirmed through interviews with faculty and current candidates, it was confirmed that the program administrator reports directly to the director of professional learning who also serves as the coordinator of the induction program. Interviews with the instructional leadership team confirmed there is ongoing communication amongst educational partners whose members include district leadership, site administrators, mentors and teacher candidates. Site administrators stated there is a direct line of communication between them and the program administrators through the management meetings, site visits, ongoing email updates, and phone calls from the coordinator if there are specific needs for candidates. All educational partners interviewed highlighted that the program administrator consistently communicates with personnel through a variety of means, such as quarterly meetings, individual and site-based meetings, professional learning communities (PLC), triad meetings, emails, and phone calls. Differentiated support is also provided for education specialists through additional professional development opportunities.

The mentoring system within TUSD is designed to support candidates through lead facilitators and classroom-based mentor teachers with aligned credentials and/or teaching assignments as outlined in the annotated list of instructional personnel. In cases where candidates are not aligned with a mentor with the same credentials or assignment, candidates are provided site-based support through their Professional Learning Communities (PLC) as confirmed by interviews with induction facilitators. In addition, tenured teachers who demonstrate expertise in the California Standards for the Teaching Profession (CSTPs) can also serve as content and or grade-level support until a mentor with a similar credential is available. The established process to become a mentor was identified and confirmed through interviews with faculty and current mentors as an application, site administrator recommendation, peer recommendation and an interview. Current mentors are also required to reapply every other year. Mentors stated they receive both initial and ongoing training on program processes and current research-based coaching practices to refine their skills which was also confirmed through their mentor calendar.

The program administrator elicits feedback from educational partners through both informal and formal interactions, such as one-on-one meetings, whole-group collaborative meetings, surveys and emails. The TUSD Induction Leadership Team (ILT) plays an essential role in this process and consists of district-wide leaders, including administrators, mentors, teachers and

former candidates. The ILT meets quarterly and based on these interactions, along with the survey data that is collected, the ILT assists the program administrator in making decisions to improve the quality of the program.

Course of Study

The TUSD Individual Learning Plan (ILP) serves as a personalized roadmap for teacher candidates to track their growth as they work through a cycle of inquiry. The ILP assists candidates in setting goals which are aligned to the CSTPs. Candidates are then guided through the inquiry process and the ILP by the mentor, as they document progress through ongoing self-assessment and reflection on the CSTP self-assessment continuum and the ILP rubric. Mentors provide support as they coach candidates through their inquiry cycles, along with just-in-time support as the needs arise and feedback through observations. Candidates report that the revised ILP helped them focus their inquiry on research-based strategies and provided more time to collect data and progress monitor their goals.

Through interviews with site administrators, it was confirmed they provide input during the context of triad meetings which provides an opportunity to discuss the ILP and ensure candidates have the resources necessary to achieve their student outcome and professional goals. During their weekly meetings, mentors and candidates analyze student outcome data, and discuss how current research-based practices are contributing to students' academic success. Interviews with mentors and candidates confirmed the inquiry cycle is repeated multiple times throughout the year and adjustments are made to the teachers' goals based on their reflective conversations and progress on the CSTP self-assessment continuum. More formal feedback on their ILP is given to the candidates from the program administrator and facilitators who review the collaborative assistance logs, the ILP, and ILP rubric as evidenced by review of documents and interviews with faculty. In the event that a candidate requires more intensive support, mentors consult with the program administrator and other district personnel to help provide the appropriate resources to address their specific needs.

Professional development opportunities are provided for teacher candidates by the program administrator and other district personnel as confirmed by program documents and interviews with faculty, mentors, and candidates. The induction calendar outlines the structure of the candidate's initial orientation, quarterly collaborative workshops, and colloquium which aligns to the ILP goals. In addition, candidates participate in a variety of district-wide professional development as highlighted in the district calendar. Mentors also participate in ongoing training through initial orientation, quarterly collaborative workshops, and coaching training which provides continuous opportunities to improve their coaching skills and knowledge in program processes to best support their candidates. The program administrator provides general feedback to mentors as a whole based on trends they have observed through the ongoing review of program documents and input from mentors and candidates. However, there was inconsistent evidence to support a structured process in place that provides formative feedback for individual mentors.

In the 2020-21 induction completer survey, 86% of completers indicated that the TUSD induction program was either effective or very effective at “helping you develop the skills, habits, or tools you needed to grow your teaching practice.” Interviews with candidates and completers during the site visit reflected a similar level of satisfaction with the induction program.

Assessment of Candidates

Candidates are summatively assessed for competency and completion of the program by the induction program administrator in multiple ways as evidenced by review of documents and interviews with candidates and the program administrator. This includes completion of triad meeting reflections, attendance at all quarterly collaborative workshops, demonstration of growth in the CSTPs for each inquiry, and weekly meetings as documented by collaborative logs. Candidates completing the program also have the opportunity to showcase their knowledge and share their ILP reflections at the end-of-year colloquium. In addition to weekly mentor meetings which are recorded on the collaborative assistance logs, mentors also formally observe candidates as part of the data collection process during their inquiry and reflect on the ILP.

Through interviews with multiple education groups, there was a consensus that the program administrator provided ongoing communication with multiple means throughout the year and was easily accessible through meetings, phone calls and emails. A site administrator stated, “(The program administrator) is excellent at staying in communication and keeping us informed about our new teachers.” These multi-layers of support enable the program to ensure that candidates complete the program according to the program design. After verifying the successful completion of all components, the program administrator recommends the candidate for a clear credential to the credential analyst.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, mentors, administrators, and educational partners, the team determined that all program standards are **met** for the Teacher Induction program, except for the following:

Program Standard 6 – Met with Concerns

Program Responsibilities for Assuring Quality of Program Services

Program Standard 6 states that “Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships.” While the team found evidence of the program assessing the quality of services provided by mentors to candidates on a program wide scale, the team was unable to find evidence that program leaders provide consistent formative feedback to mentors on their work, including establishment of collaborative relationships. The team was encouraged in hearing from program leaders on future plans to enhance formative feedback to mentors.

INSTITUTION SUMMARY

TUSD provides a single district induction program to candidates teaching with a multiple subject, single subject, or education specialist preliminary credential. TUSD's program is well established but has gone through a recent leadership change which has allowed the opportunity to reimagine ways to meet the individual needs of induction candidates including changes to the length of an inquiry cycle. The program is housed in the Educational Services Division of the district and is led by the Program Administrator of Professional Learning and Development, with oversight by the Director of Professional Learning and Development. These two leaders work together to implement the induction program and communicate almost daily. District and school site administrators are regularly informed regarding program goals, activities, and outcomes. Candidates and trained mentors meet weekly and use the ILP to guide cycles of inquiry, reflect on practice and document growth in the CSTPs. The district offers many professional development opportunities candidates can choose from to help support their goals on the ILP. The relatively small size of the program focused within a single district allows a focus on district goals and initiatives throughout the candidate's induction experience including a current focus on STEM education.

District communication is a strength of the program. Induction leadership have standing monthly meetings with the superintendent and the Board of Education receives regular updates from the program. Administrators at both the site and district level receive ongoing communication from program leadership. Strong communication channels are in place between and among program staff, mentors and candidates.

Elementary teachers report a high level of enthusiasm for the program. Elementary candidates communicate the great benefits of being mentored, going through cycles of inquiry, and meeting goals over time. While secondary teachers communicate appreciation for mentors, they do not share the same level of enthusiasm as elementary and middle school teachers over the systems of the program and would like to see more differentiation in the areas on the ILP and inquiry cycles for secondary teaching practice.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The TUSD Teacher Induction program implements a researched-based program that includes an established vision articulated across the district. Interviews evidenced that a range of constituents from the superintendent to the mentors and candidates know the vision and purpose of the program. The program is led daily by the Program Administrator of Professional Learning and Development who reports to the Director of Professional Learning and Development under the direction of the Associate Superintendent of Education Services. The superintendent serves as the unit head but designated authority to the associate superintendent to oversee the induction program with full authority; however, the superintendent is well informed and meets regularly with induction program staff. The district allocates both monetary and human resources to ensure the induction program is able to run efficiently and meet the needs of candidates participating in the program.

Decision making regarding the program includes input from a wide range of individuals involved in the many aspects of the induction program. Candidates and mentors are surveyed quarterly, and site administrators are surveyed annually to determine both strengths and areas of growth for the program. The TUSD Induction Leadership Team (ILT) meets at least quarterly and sometimes more frequently to review data and provide guidance to the program. The team includes program and district administration, teachers on special assignment, mentors, a candidate and recent program completer. One ILT member said in an interview, “It’s nice to have a voice from each perspective on the leadership team.” Program administration works closely together and with other district departments and sites to provide both input and services to the induction program.

Documents evidenced and interviews confirmed recruitment of leadership, mentors, and professional development providers follows an application process that includes a written application as well as recommendations from both an administrator and peer familiar with the work of the applicant. Mentors have clearly established roles and responsibilities in written form they review when applying and implement if they are chosen as mentors.

The credential recommendation process includes verification of growth in the CSTPs through evidence gathered during cycles of inquiry in collaboration between the candidate and mentor as recorded on the ILP. TUSD uses a multiple check and balance system to ensure candidates

meet the requirements of the program before being recommended for a clear credential. Program leaders review all checkpoints of the program and communicate completion to the credential analyst who completes the formal recommendation to the Commission. In interviews, frequent communication between induction program staff and human resources staff was emphasized several times.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Document review and interviews confirmed that TUSD has a defined process for candidate recruitment and support. Interviews with TUSD leadership and human resources showed a strong commitment to recruitment of employees to diversify their educator pool. A human resources representative shared during interviews that TUSD is part of a new STEM grant that has been used to hire a recruiter to increase the number of STEM teachers with authorizations in math and science as well as teachers of color. The TUSD new teacher intake form is used to identify candidates based on clear criteria. Information about induction is available on the district and induction program websites and also in the induction handbook.

Interviews across educational partner groups verified that the TUSD Induction program provides collaborative support for all induction candidates through an ILP. Mentors and induction leaders support candidates with their ILP requirements. Candidate collaborative logs are checked monthly to identify candidates who may need additional help, and the program

offers assistance as needed to meet competencies. During interviews, a candidate praised the program for creating an induction community with support from high-quality mentors, other peers in the program, induction leaders and administrators.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

TUSD’s induction program provides a sequenced course of study that allows candidates to develop knowledge and skills expected of new teachers. The program uses SMARTE (Specific, Measurable, Achievable, Relevant, Time-Bound, Equity) goals, rather than just SMART goals, to include a candidate focus on inclusive practices to best serve their diverse student population. Candidates in the program engage in professional development throughout the program from offerings from classroom management to unconscious bias. Candidates expressed appreciation during interviews about the SMARTE goal equity focus, professional development workshops, and utilizing student baseline data to support their students.

Mentors are selected through a defined criteria that includes recommendations from a site administrator and peer. Mentor and candidate matches are made first by like-credential and content area, followed by grade level and site. Mentors receive training in how to support candidates through the ILP process and learning-focused mentoring strategies. Mentors receive general feedback as a whole based on data by the program administrator. However, there was inconsistent evidence that mentors are being evaluated and recognized in a systematic manner.

In the 2020-21 induction completer survey, 100% of completers indicated being “well matched” to the question “how well matched were you with your mentor.” Interviews with candidates and completers during the site visit reflected a similar level of satisfaction with mentor match.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

TUSD has a system for collecting and reviewing data for ongoing program improvement. Program leadership reviews weekly collaborative assistance logs (CALs) which indicate the ongoing work toward goals between the mentor and the candidate. Decisions regarding changes in training or support of the candidate are made using the ongoing information provided through the CALs. Both mentor and candidate training sessions are concluded with a survey providing feedback to the program leadership on the effectiveness of the training. Candidate ILPs are reviewed and trends from ILPs are used to modify or add training pieces for mentors and/or candidates. The program surveys mentors and candidates quarterly and site administrators annually for input regarding the effectiveness of the program.

Constituent groups shared during interviews they have avenues to provide feedback to the program through both formal and informal avenues. One candidate shared, “We take surveys about the program as a whole. At our in-person meetings people are able to voice their opinions and the program will listen. There is always a chance to give feedback.”

Data collected is presented to and reviewed by the ILT. If data indicated the need for a program change, the change is designed by the ILT and implemented by program leadership. If the change requires input from other departments or fiscal support, there is a structure for the Associate Superintendent of Education Services to present the needs of the induction program to the Superintendent’s Cabinet. One administrator shared in an interview, “Induction is aligned to district goals and fully supported by the district.”

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

Document review and interviews evidenced that the TUSD Teacher Induction program ensures all candidates in the program have grown in the CSTPs and have the skills necessary to teach California Common Core and Content Standards to students they will educate both currently and in the future. The cycles of inquiry candidates experience in the program with support from

assigned mentors deepens knowledge of standards and allows candidates to practice strategies to improve their teaching practice. Candidates conduct formal and informal assessments in the classroom to monitor the progress of students toward mastery of the standards being taught. Through the inquiry process, candidates research and implement new strategies to deepen their teaching practice and meet the assessed needs of the students in their classrooms.

TUSD has gathered information from candidates, mentors, site administrators, and district administrators to evidence the impact of the induction program on the district. Through the mentoring of candidates in both “just in time” support and cycles of inquiry for growth in the CSTPs, TUSD’s Induction program impacts the district by providing a structure of support and mentoring to improve the classroom practice of new teachers in order to meet the needs of all students in district classrooms. Across interviews, the impact of the program on the district was evidenced. Many site and district administrators emphasized that the induction program increases teacher retention by helping new teachers connect to the district by building relationships with mentors, program staff, and other new teachers. One TUSD Board of Education trustee shared, “They come through the program and then later they become mentors and keep that family sense going.” Documents reviewed and interviews also evidenced the program helping teachers be successful classroom practitioners. A candidate summed it up by saying, “It’s allowed us an opportunity to challenge ourselves to research something we may have not thought about before, implement it, and reflect. It gives us the opportunity to make things better for our students.”