

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

Professional Services Division

May 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Lancaster 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	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: Lancaster School District

Dates of Visit: February 27 - March 1, 2023

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: March 19, 2015	Accreditation

Rationale:

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

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards have been determined to be **met**.

Common Standards

All Common Standards have been determined to be **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction programs were met and that all Common Standards were met, the team recommends Accreditation.

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

Teacher Induction

In addition, staff recommends that:

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

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Common Standards:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Program Leadership	4
Mentors/instructional coaches	5
Assistant Superintendents of Certificated Personnel and Director of Certificated Personnel	3
Site Administrators	7
Superintendent	1
Induction Secretary	1
Director of Curriculum, Instruction, and Assessment	1
Credential Analysts	2
Professional Development Providers	7
Advisory Board	14
Candidates	20
Mentors	17
Program Completers	6
TOTAL	88

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

Lancaster, California is a charter city in northern Los Angeles County, in the Antelope Valley of the western Mojave Desert in Southern California. Lancaster is part of a twin city complex with its southern neighbor Palmdale and together they are the principal cities within the Antelope Valley region and California's High Desert.

Lancaster is located approximately 70 miles north (by highway) of downtown Los Angeles, near the Kern County line. It is separated from the Los Angeles Basin by the San Gabriel Mountains to the south, and from Bakersfield and the San Joaquin Valley by the Tehachapi Mountains to the north. The population of Lancaster grew from 37,000 at the time of its incorporation in 1977 to over 173,000 in 2020 according to 2020 census data.

Lancaster Elementary School District (SD) is located in the high desert about 60 miles northeast of Los Angeles and serves students in preschool through eighth grade. Most of the District's 82.5 square miles lie within the City of Lancaster with a small portion in the unincorporated boundaries of Los Angeles County. The district provides educational opportunities for over 15,000 students. There are five middle schools, 13 Elementary, one Dual Language Immersion K-8, one Special Education Academy, one Virtual Academy, one Alternate Education, one Community Day, and two Charters. Over 50% of the students are Hispanic, 26% African American, 8.7% White (non-Hispanic), and .08% Asian. Approximately, 14% of the students are English Learners; however, many students are former English Learners who have been reclassified. The district has partnerships with universities and neighboring districts that include an induction collaborative where they meet every other month with local education agencies (LEA) and universities. The district also has a working relationship with California State University, Bakersfield (CSUB), which provides assistance to their candidates who, as a result of Covid flexibilities, still have outstanding requirements for their preliminary credentials. CSUB also provides paid Professional Development (PD) sessions for their teachers.

Education Unit

Lancaster-Eastside Teacher Induction Program (LETIP) is a Consortium of two districts: Lancaster Elementary School District (SD) and Eastside Union School District. This induction program has been in place since 1999, with the inception of the Beginning Teacher Support and Assessment program (BTSA). Since then, the Lancaster induction program has grown from only a handful of participating teachers that year to the current number of 97 participating teachers (including completers from December 2022). LETIP provides service to both General Education and Education Specialist candidates from the Lancaster and Eastside School Districts, Life Source Charter School, and neighboring private schools.

Table 1: Number of Program Completers and Candidates

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Teacher Induction	24	97

The Visit

This site visit was conducted virtually. Institutional constituencies 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

Lancaster-Eastside Teacher Induction Program (LETIP) is a consortium with the neighboring Eastside Union School District that provides a two-year, job-embedded system of mentoring and growth that begins in a preliminary credentialed teacher's first year of employment. The handbook states that the first goal of the program is to retain high-quality teachers. LETIP does this by supporting new teachers with qualified and trained mentors who assist candidates in gaining a deeper understanding of the connection between effective teaching, reflection of teaching practice, and student learning in order to support class, school, and district goals for increasing student achievement in relation to the adopted academic content standards in core curricular areas.

LETIP has an administrative structure in place that establishes clear direction and monitoring of the program as confirmed by a review of organizational charts as well as interviews with both leadership and constituents. The induction facilitators (also referred to as the program leaders) are members of the Curriculum, Instruction, and Assessment (CIA) team and collaborate regularly about curriculum and training needs for new teachers. Such collaboration occurs at both scheduled meetings and more frequently as needed with drop-by visits.

As verified through interviews, the Director of the Curriculum, Instruction, and Assessment Department, provides direct support for the Induction facilitators. There are two induction facilitators and an induction secretary. Both Induction facilitators are Teachers on Special Assignment (TOSA), who direct the program in the following ways: designing the New Teacher Academy for new hires, developing the candidate and mentor workshops, making candidates aware of professional development pertinent to each, as well as monitoring and managing program and completion requirements. The induction facilitators are assisted by an induction secretary who monitors budgets, observation substitute requests, time logs, and colloquium planning. The secretary also maintains all candidate files and processes all final verification and 41-I forms for clear credential recommendation.

The induction program works closely with the Human Resources department and the credential analysts from both districts. The credential analysts confirm that they have open lines of communication and regularly discuss induction placements, new hires, and credential requirements. They do so through the use of Google Sheets, Docs, and Forms, which allows them to monitor and keep track of changes in credentialing in real time. When discussing collaboration among analysts and the induction program, one analyst said, "Everyone works together to empower these candidates."

Candidate empowerment is also seen in the way mentors are selected, trained, and matched. Mentors are chosen through an application and panel interview process with the panel consisting of multiple program partners, including administrators, current candidates and mentors, as well as program leadership. Mentors also verify that once hired they are required to attend an initial training for new mentors that introduces them to the induction program requirements. They continue meeting monthly, up to six times per year, to discuss challenges and successes, identify areas of need, and review candidate surveys to determine the strengths and weaknesses of the mentor match. Monthly induction mentor meetings also provide support and training to mentors for the following:

- Best theories in adult learning
- The impact cycle
- Individualized Learning Plan (ILP) support and inquiry development
- Goal writing
- Data analysis
- Book studies with a focus on Jim Knight's various coaching books
- Just-in-time mentor support

Review of program documents indicates that the program has a combined total of 76 mentors who are either full-time instructional coaches and mentors or teachers in the classroom who serve as part-time mentors. Interviews also confirm that the design of LETIP ensures mentors have no more than two candidates to mentor at a time. They meet weekly with candidates for an average of one hour per week, as well as monthly during workshop meetings. Candidates also confirm that these weekly meetings are in person or virtual depending upon need. Additionally, program completers mentioned how much they appreciated the flexibility of their mentors.

To further ensure the empowerment of its candidates, LETIP assesses the quality of services through multiple means and at various levels, both formally and informally. Current candidates and program completers indicate that they are provided multiple opportunities to give feedback. The program utilizes candidate surveys, reflecting on mentor support, throughout the year to provide feedback to mentors. Data reported from the Commission survey is used to apply improvements to areas of need. Additionally, other education partners have a say in areas of need. Site administrators are informally surveyed and encouraged to contact program leadership with concerns or ideas for changes. Also, mentors and candidates are formally surveyed to determine the effectiveness of the mentoring program. Finally, candidates confirm that program leadership meets individually with each candidate for in-depth interviews to determine the quality of the mentor match as well as to learn about the candidate's experience in induction. One candidate described the mid-year interview as a time to "delve deep into our answers instead of the surface survey answers - agree/disagree."

Input from educational partners is also solicited and shared across institutions of higher education, neighboring districts, and members of the program advisory board. According to interviews with members of the Antelope Valley Induction/Intern, STP, and PIP (ISP)

Collaborative, the program leadership meets monthly to update higher education partners and nearby school districts. This group supports the ties between induction programs and higher education partners and helps the program stay connected and current on program development.

To further share feedback and review data, LETIP leadership meets twice a year with the program advisory board. This is an exchange of ideas and updates. For instance, at advisory board meetings where multiple education partners participate in data review and make recommendations to improve the program, an advisory board member from higher education suggested program leadership and the institution of higher education work together to create classes for those who need to complete the Teaching Performance Assessments or exams per Executive Order N-66-20.

Interviews with program leadership and advisory board members indicate that in the last two years, the induction program has made some impactful improvements. First, the program shifted to mostly electronic communications. Google Classroom is employed to monitor all submissions, including items such as ILPs, triad meetings, and time log management. Several mentors mentioned that now they know if they need information repeated or require a reminder, they can go directly to their Google classroom, "It's all right there for me!" Candidates also indicate that more immediate changes were made based on comments and questions from candidate-mentor workshops. Finally, the program has shifted from two cohorts of candidates to four cohorts, grouping candidates to better meet their needs as they journey through their specific induction timelines. All of this indicates the extent to which program leadership listens to constituents to provide the best program possible for their teachers.

Program leadership was referred to several times as "Johnny on the spot" because they reply immediately when called or emailed. Also, principals mentioned that when they contact program leadership with feedback or concerns, the team is "great in trying to be problem-solvers" and providing just-in-time support to all involved.

Course of Study (Curriculum and Field Experience)

The Individual Learning Plan (ILP) is the cornerstone of the Lancaster-Eastside Teacher Induction Program. It has been modified multiple times since its inception, reflecting input from mentors, candidates, and other induction leaders and programs from across the state. Review of program documents and interviews with constituents indicate that there are four ILPs in the two years.

The ILP is a personalized document that considers the strengths and areas of growth identified by the candidate. It is designed to tell a teacher's story of learning, growth, and development toward consistent instructional practice to display the attainment of the California Standards for the Teaching Profession (CSTPs). Interviews with candidates again confirm that as candidates develop their ILP, they work with their mentor and other team members to chart candidate and student progress toward goals during the induction experience. The ILP helps candidates determine the resources, tools, and experiences needed to be successful and

empowered educators. Within the ILP, professional learning and support opportunities are identified for each candidate to practice and refine effective teaching practices through focused cycles of inquiry. According to candidates, program leadership pushes out potential professional development opportunities, and candidates can choose the professional development most beneficial to their individual needs and classrooms.

The Lancaster-Eastside Teacher Induction Program's ILP consists of an introduction and three sections - goal development, inquiry cycle, and reflection. In the introduction, candidates give identifying information for themselves and link baseline documents. These include the Induction Development Plan from their university as well as their Triad document from their meeting with their site administrator and mentor. Also, documentation of dates for the Triad, review of the IDP with their mentor, planning for the next ILP, and observations are included as well.

Section one of the ILP is goal development. This section allows candidates, utilizing a SMART goal format, to identify areas on the CTSPs of strengths and areas of growth. Candidates work with their mentors to identify professional development, research, observations, and other tools to help the candidate develop the areas of focus identified in section one. Candidate and mentor interviews confirm that goals are set within the first 60 days of the program. Professional development in the Lancaster School District is provided by the Curriculum, Instruction, and Assessment (CIA) team, district coaches, and other trained professionals resulting in a large catalog of targeted learning for adults. As of 2021, the addition of an asynchronous professional development catalog (*Alludo*) has given candidates and mentors even more opportunities to choose courses to meet their needs. Several candidates mentioned enjoying *Alludo* because even if they are unable to attend a live professional development session, they can watch it asynchronously when the time is right, which in turn, adds tools to their toolbelts.

The second section of the ILP is the inquiry implementation plan/process. In this section, candidates dive deeper into the identified areas of focus and develop a plan or process for possible next steps. Specific measurable student outcomes are also cited as well as an inquiry plan that articulates specific steps the candidate will take, a timeline for implementation, resources needed to reach the goal, and reflection on implementation and recorded results. In this way, candidates' involvement in the inquiry process allows them an opportunity to not only identify their individual needs and goals but also systematic opportunities to apply, demonstrate, extend, and reflect upon the pedagogical knowledge and skills with which they entered the induction program. In speaking with site administrators, it is clear that the time spent on goal development and research pays dividends in pedagogical best practices and growth. One administrator said, "When I walk in the classrooms [of my induction teachers], I'm blown away by the learned pedagogy."

Section three of the ILP is the Inquiry Reflection of Practice. In this section, candidates are asked to review the data collected during the process and deeply consider the data. Candidates reflect on success or changes they would make for the next time. One program completer

mentioned that the ILP and work with her mentor taught her resilience because as a teacher, things don't always go as planned and so it was with her ILP. Candidates are also encouraged to use this reflection to start developing the next goal for student learning, which is what the program completer did.

As a final piece in the ILP, mentors and candidates are each given two days to observe in the classroom. The days can be split however the participants feel would be the most beneficial. Several candidates mentioned the value of these observations, both in-district and out. One candidate said, "I learn the most from observing veteran teachers; it gives me ideas I can try right away in my classroom."

Candidates' induction experience ends with an exit interview where they present their experiences to program leadership and their site administrator.

Assessment of Candidates

Candidates are assessed for competency and completion in a variety of ways. The main form of assessment takes place in the reflection portion of the ILP. The Candidate Continuum Growth Rubric is used by candidates to assess their own practice at the beginning and end of each inquiry cycle, which is focused on self-chosen CSTPs. Candidates also reflect on the success of their application of teaching strategies by analyzing data collected during their inquiry cycle. In this ILP section (Section three, Inquiry Reflection of Practice), mentors describe the growth of the candidate after completing each of the four inquiry cycles. Mentors mentioned that using a rubric to help guide candidates on their ILP, makes them, "almost feel like a co-teacher in the candidate's classroom" because they are sitting with the candidate guiding them on the ILP.

The Mid-Year, End-of-Year, and Exit Interviews are valuable actionable feedback tools that also monitor the progress of each candidate. Candidates share their goals, the plans they have been working to develop, as well as their progress in meeting their CSTP goals. Along the way, mentors complete the Candidate Monitoring Progress Document, documenting the completion of each step through induction. To wrap up the Induction journey, candidates reflect on their ILPs and present to education partners during a Colloquium event. When referring to the ILP and student achievement, one administrator said, "The achievement piece is what I love best. They [the candidates] figure out what works and what doesn't. We get to see their growth."

Before recommendation of the Clear Credential, the induction facilitators review all completed requirements including ILPs and Candidate Monitoring Progress Documents. Upon confirmation of requirement completion, candidates are then provided with a Certificate of Completion and a 41-I form from the induction secretary. Finally, candidates make an appointment with Human Resources to apply for their California Clear Teaching Credential. Interviews with the credential analysts demonstrate that with Lancaster-Eastside Teacher Induction Program (LETIP), there is a system of checks and balances in place, as they further review the completed forms, confirm with the induction secretary, and follow up with candidates.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, site administrators, and district administration, the team determined that all program standards are **met** for the Lancaster School District.

INSTITUTION SUMMARY

The Lancaster-Eastside Teacher Induction Program provides a job-embedded system of support to teacher candidates. Housed within the Department of Curriculum, Instruction, and Assessment, the program is identified by the director as a key part of the department. The importance the district places on new teacher support is evidenced through the professional development providers who are all supported in-house. They work closely with the induction leadership, site administrators, and site academic coaches to determine the precise learning needs of each induction candidate. In-classroom support is also provided when they determine that it is needed. As the superintendent stated, “if we can do a good job in recruiting people who look like the students do, train them and provide them with the right tools in their hands, then we can retain them in the profession.”

The survey data on the data dashboard confirms this support. One hundred percent (100%) of the respondents stated they planned to remain in the teaching profession. This is further supported by the survey responses to nine of eleven questions connected to the support received by their mentors and other systems of support. 100% of the respondents found the support to be within the range of helpful to very helpful.

Across all departments and constituents, the program leadership was identified as “receptive” and “responsive.” They provide just-in-time support to candidates, their mentors, and the site administrators when anything is needed.

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>

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The vision of the Lancaster-Eastside Teacher Induction Program is grounded in the best practices of adult learning including relevance, learner-centered, job-embedded, and engaging. This was evidenced by reports from professional development providers, candidates, and mentors when sharing about professional learning and mentoring opportunities. The induction program leadership involves their respective districts, neighboring school districts, and local institutions of higher education in the organization, coordination, and decision making for their induction programs. Group members described both the content of the meetings and their involvement and input. Multiple layers of support for the program and candidates are visible throughout all levels, from individual school sites to the district office. As noted by site and district administration, their support consists of individual mentoring sessions weekly, a wide variety of professional development sessions offered after school by district professional development providers, and induction specific training and sessions. Additionally, upon being hired, teachers attend a three-day New Teacher Summer Academy that introduces teachers to the district initiatives and support the basics of classroom management, rules, procedures, and navigating the school site.

The school district utilizes a variety of venues to actively recruit teachers who represent the diverse population of their community. Site administrators and the assistant superintendents of certificated personnel confirmed the efforts made in hiring and the success in retaining teachers. As stated by one assistant superintendent, “the goal is that teachers come in and stay with us a long time – their program helps form a bond for people to want to stay”.

Qualifications of mentors and the application/interview process was clarified by mentors and site administration. Each candidate’s progress is monitored by program leadership to ensure completion of all program requirements through the real-time tracking on Google Classroom which houses all candidate documents and resources. Program leadership described the process they take prior to referring candidates to the Human Resources office for the recommendation of the clear credential. This process was confirmed by the credential analysts and the assistant superintendents of certificated personnel.

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

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 purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The institution provides clear criteria for program applicants as evidenced in the induction handbook, recruitment flyers, eligibility advisement form and district website. Candidates expressed they are well supported to ensure their success. When interviewed, candidates stated: “During our meetings my mentor checks in on what's working, what I need help in and what I am doing this week;” “Help with projects;” “My mentor helps with student engagement. My mentor was instrumental in supporting me through the transition from virtual academy to in person instruction;”, "For special education they support with daily reports for special education like IEP goal writing for IEPs”. Still another candidate shared that they received support to address challenging student behaviors.

The institution includes multiple measures of candidate qualifications. As learned during an interview with the credential analysis and induction secretary, “We are in communication with HR and the institution the whole time. We have constant interaction with candidates and each other as candidates move from emergency to intern, intern to preliminary and new authorizations are added,” stated a credential analyst in regard to the collaboration between HR and the institution. The institution remains in communication with IHEs and monitors any changes to “update their MOUs with any changes that occur with preliminary programs that we or our candidates may need to be aware of,” stated a credential analyst.

Candidates are matched with a mentor that has the same credential, grade level span, experience and background to promote their success and retention in the profession, as confirmed through the following comments shared by candidates and mentors, “I was in this induction program and now I am a mentor.” “I am teaching in the Tier 3 academy and my candidate is also teaching in the Tier 3 academy.” During candidate and mentor interviews both groups shared evidence that information and personnel are identified and accessible to guide candidates in attainment of program requirements. It was stated, “Mentors are given a questionnaire, which is like a year-long interview with questions to guide and ensure the candidate is taking care of what needs to be done. Leaders check in, too.” “Google classroom has everything. We see pacing resources.” “My mentor helps me with my ILP. She is always accessible. We meet weekly.” Mentors shared if they need support assisting a candidate in meeting program requirements, they know to contact the induction facilitators. “We have their emails and phone numbers. They are very responsive.” Personnel as well as timelines are provided on the candidate advisement and assistance webpage.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <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

Through interviews, site administrators confirmed they participate in “triad meetings at the beginning of the year to talk about the Individual Learning Plan (ILP). The coach attends to align support with district goals and school goals.” An administrator shared as a result of these meetings he provided specific trainings like Math Talks for his candidates and brought in consultants to support candidates with the adopted text.” Candidates have “layers of support like grade level teams and instructional coaches” in addition to their induction mentor. During an interview, a candidate stated, “Observation of a veteran teacher was very helpful. We discuss what we observed, how we connect to the California Standards for the Teaching Profession, incorporate what we've learned and will implement. We are constantly thinking about how to meet student needs.” The institution offers a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research as is evidenced by meeting and training materials and slide deck presentations, book study titles and training feedback surveys and confirmed during candidate interviews. One candidate noted they had “trainings in a book for supporting English learners” “What I love most is the induction is research aligned to what works best for students,” stated a site administrator.

Members of the advisory board and some site administrators verified that the institution collaborates with its partners regarding the criteria and selection of clinical personnel and site-based supervisors. During interviews site administrators and mentors stated of the program, “They reach out for mentor recommendations. We give names of teachers that would make good mentors.” In making their mentor recommendations, they also mentioned, “We consider tenure, people skills, and classroom management.” “They listen to my preferences [regarding mentor hiring]”. Regarding the mentor hiring process, site administrators and mentors agreed that “There are qualifications, so you must apply and interview to become a mentor.” Further evidence is provided in the mentor flyer, MOU, and job descriptions. Site administrators shared that they are in constant communication with the induction facilitators regarding mentors and expressed they feel comfortable reaching out to them at any time. “The program leaders are pretty good at getting back to us. They are super responsive.”

Candidates experience issues of diversity that affect school climate and effectively implement research-based strategies for improving teaching and student learning. As stated by a candidate, “In my ILP I list strategies we use like NearPod (a virtual classroom platform) and to what frequency. The ILP is a written narrative- what we did, who did well, who needs support, what we do next. I list how students improve mostly through differentiation. We document our observation of veteran teachers by describing what we observed, how we connect to the CSTPs, incorporate what we've learned and what we will implement. I am constantly thinking about how to meet student needs. Induction teaches us to look at ourselves and think I need to teach in new ways to reach all my students.” Yet another remarked, “It has opened my mind to different ways of teaching but also reflecting on data and lessons. It is an extension of my [preliminary] credential program. We create smart goals and drill down to interventions. Mentorship was helpful in serving all groups of students with content specific support especially for certain groups of students.” “They are supportive of the climate at work and focus on what needs to be done. They come and observe us, they attend meetings with us, they provide us with resources and help us understand how we work.”

“The institution is big on surveys. They are confidential. The program leaders look at the survey results. They let mentors know and give feedback pointers. They do a good job of pairing us up with our candidates and letting us know what we need to do to support them,” said a mentor during a mentor interview.

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 completion 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

The institution develops and implements a comprehensive continuous improvement process. During interviews, candidates, site administrators, and members of the advisory board all shared that they provide ongoing feedback directly to the induction facilitators. Site administrators meet with the induction facilitators when they are on their campuses observing teachers. Candidates and mentors stated they “complete feedback surveys” which is evidenced by survey forms, survey responses and a feedback Padlet provided by the institution. A candidate stated, “We expressed the need for support for completing TPA and RICA. The institution collaborated with CSU Bakersfield to provide training sessions to support candidates.” A member of the advisory committee shared, “We are constantly exchanging feedback and work to enhance relationships.” Candidate teachers stated, “We complete surveys about our focus areas and training and the program is quick to support professional development in those areas”. A member of the advisory board confirmed that candidate, mentor, and administrator survey data are shared during their meetings. Commission Teacher Induction survey data revealed that all (100%) of the completers stated they felt adequately prepared or well prepared to engage and support all students in learning. One hundred percent (100%) of the completers that responded to the survey reported they felt adequately prepared or well prepared to plan instruction and learning experiences for all students. Additionally, all (100%) of the completers who responded to the Commission completer survey results reported they were planning on staying in teaching. One site administrator shared, “How I know the program works is by the level of learned pedagogy with the candidates. A number of people are requesting to be mentors. They believe in the program and it creates other leaders”. “Candidates are much more prepared and don't get tripped up because induction creates an avenue of equity and success for our students. Induction prepares them for what they are going to see in the classroom,” stated an administrator during an interview with site administrators.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The candidates' Individualized Learning Plans (ILP's) mirror the Commission adopted competency requirements; candidates document the content standards they are addressing and connect those standards to the CSTPs. The ILP mentor rubric specifically measures the goal, inquiry plan, and reflection on the data and impact on student outcomes. Candidates described the process they follow to develop and update their ILP. Mentors explained the support and conversations they have with candidates as they meet to discuss support and progress. The list of teachers receiving permanent status ("tenure") in the district from 2019 – 2021 shows growth in teacher competency and strength of the induction program. Site administrators shared some of the following comments:

"What I love most is the research aligned to what works best for students, and then presenting that at the colloquium."

"We get to see what teachers learn and research about their students."

"This process prepares them for what they will do and see with their PLCs."

"They come to PLCs with this information and they're more engaged."

The director of curriculum, instruction, and assessment noted that "the mentors and coaches really work to establish the structures and routines for teaching. We provide support to the mentors and coaches, and all (site administrators, coaches, mentors, and teachers) are speaking the same common language. This helps us make sure that they have earned the clear credential. We then know they are a solid teacher".