

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

## Brentwood Union School District

Professional Services Division

June 2023

### Overview of this Report

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

Common Standards	Status
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

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:** Brentwood Union School District

**Dates of Visit:** April 17-19, 2023

**Accreditation Team Recommendation: Accreditation**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">February 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, mentors, 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 Teacher Induction Program Standards were Met except Program Standard 3 which was **Met with Concerns**.

Common Standards

All Common Standards are **Met**.

Overall Recommendation

Based on the fact that the team found that five standards for the Teacher Induction Program were met, and one was met with concerns and that all Common Standards were met, the team recommends **Accreditation**.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.

- Brentwood Union School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Brentwood 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.

**Accreditation Team**

**Team Lead:**

Julie Sheldon  
Walnut Valley Unified School District

**Programs Reviewer:**

Jannis Wilson  
Escondido Union High School District

**Common Standards Reviewer:**

Barbara Howard  
Riverside County Office of Education  
Retired

**Staff to the Visit:**

Frances Kellar  
Commission on Teacher Credentialing  
  
Karen Sacramento  
Commission on Teacher Credentialing

**Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Candidate Advisement Materials  
Accreditation Website  
Candidate Files

Individual Learning Plans (ILPs)  
Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
TPA Results and Analysis  
Accreditation Data Dashboard

**Interviews Conducted**

Constituencies	Total
Candidates	85
Recent Completers	23
Site Administrators	28
District Administrators	6
Program Director	1

<b>Constituencies</b>	<b>Total</b>
Professional Development Providers	7
Mentors	72
Credential Analyst	5
Advisory/Steering Committee	4
Educational Partnership Group	26
IHE/Induction Coordinator	11
Cluster 1 Meeting	9
<b>TOTAL</b>	<b>277</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**

Brentwood Union School District (BUSD) is the lead local education agency for the Far East Contra Costa Consortium (FECCC) Beginning Teacher Induction program which provides a formalized and formative system of support for newly credentialed teachers as they work to earn their California Clear Teaching Credential. Located in far East Contra Costa County, the consortium supports teachers within the Brentwood, Byron, Knightsen, Liberty, and Oakley school districts which, combined, serve approximately 25,108 students in grades PK-12. The FECCC Beginning Teacher Induction program offers efficient, job-embedded support that responsively meets the just-in-time needs of beginning teachers in the classroom to accelerate their professional growth. The Teacher Induction program supports Multiple Subject, Single Subject, and Educational Specialist teachers in clear credential opportunities.

Brentwood is a city located in the outer East Bay region of the San Francisco Bay Area. It is a community that holds a long standing and deeply rooted commitment to education. It is also a community that has grown due, in part, to its robust farming and irrigation practices. Though still a farming community known throughout the region for its produce, such as cherries, the community has transitioned to become a bedroom community for those living in Far East County and commuting to the greater Bay Area.

Suburban developments increased in the 1990's after the urban sprawl that slowly began replacing many of the older farms and orchards. Brentwood has a city population of 64,870, marking a 26% increase from its 2010 census population count of 51,481. Rich in parks, playgrounds, and robust agricultural land, Brentwood is considered one of the fastest growing cities in California. The school districts in the area are also some of the largest employers in Far East County.

## **Education Unit**

Brentwood Union School District (BUSD) includes 12 schools and 487 teachers that serve approximately 9,767 students in grades TK through 8. The district operates eight primary TK-5 schools, three middle 6-8 schools, and one virtual learning academy. In addition to offering a quality K-8 educational program, the district also serves as the lead local education agency (LEA) for the Far East Contra Costa County Beginning Teacher Induction program. The Coordinator of New Teacher Induction oversees the BUSD Induction Program. This Coordinator's assignment in the role began in 2019. The program is currently housed within the Brentwood Curriculum & Instruction Division.

Like many programs throughout the state, the consortium has remained incredibly responsive in shepherding candidates through their early career years amid the many challenges the COVID-19 pandemic wrought. In the 2022-23 academic year, the program has 92 candidates enrolled. Of those 92, 40 candidates are completing Year 1 and 52 candidates are in Year 2. There are 34 candidates in Multiple Subject, 35 in Single Subject, and 23 Education Specialists. Of the 92 candidates currently enrolled, 40 candidates have additional requirements that include completion of either RICA or TPA as part of the Executive Order.

The BUSD supports the program as lead LEA by providing leadership and oversight of governing board items, housing program documents, providing professional development, and funding resources. The BUSD Induction Program is a two-year, job embedded completion process, utilizing a formative assessment system with the goal of candidates earning their clear credential recommendation upon completion of program elements. Within the process, candidates submit a completed Individualized Learning Plan demonstrating competency in areas of identified growth.

**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>
Teacher Induction Program	32	92

**The Visit**

The visit was conducted in person and 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 REPORT**

### **Teacher Induction**

#### Program Design

The Far East Contra Costa County Consortium Teacher Induction Program (FECCC TIP) is comprised of the five districts in the region: Brentwood Union School District (TK-8), Byron Union School District (TK-8), Knightsen Elementary School District (TK-8), Oakley Union Elementary School District (TK-8), and Liberty Union High School District (9-12). The program operates under the Brentwood Union School District, which is the lead local educational agency (LEA) for the consortium with shared leadership across the five districts. Program leadership includes the Program Director, who is responsible for leadership, program vision, management, operations revision, and implementation. The program is housed in the Curriculum and Instruction Department of the Brentwood Union School District, led by the Director of Curriculum and Instruction. A review of organizational charts and interviews confirms the organizational structure.

The program director meets twice monthly with the Director of Curriculum and Instruction. In addition, the program director meets quarterly with the advisory/steering committee, which includes the director of curriculum and instruction and assistant superintendent or superintendent of each of the five districts that make up the consortium. The program director meets regularly with the certificated personnel specialist for each district and the consortium has a constituent group that meets annually in March. During these meetings, members discuss survey data, evaluate the program, and provide feedback to support continuous improvement. The Educational Partnership group includes program completers, mentors, district leadership, site administrators, and program specialists. The Director of Curriculum and Instruction reported that the data from a variety of surveys help create the discussion topics for the annual meeting.

Candidates and mentors set professional goals aligned with the California Standards for the Teaching Profession (CSTP) to meet the individual needs of the candidate. Candidates, with the support of their mentor, analyze student work, plan differentiated lessons, and problem-solve classroom practice. The mentor observes the candidate and provides non-evaluative feedback. Collaboratively, they strive to improve classroom practice and student achievement. A triad meeting with the mentor, candidate, and site administrator takes place at the beginning of each school year to discuss goals and how each participant can help support those goals. The goals align with the CSTP, inform the candidate's inquiry cycle, support their growth in the CSTP, and deepen the candidate's reflective practice. During interviews school administrators stated that "There is nothing better than having the support of a mentor teacher for the growth of a new teacher."

Mentors apply for open positions and are selected based on set criterion aligned to program standard requirements. Mentors are then matched with a candidate by common current teaching placement, prior mentoring experience, and credential match considerations. All mentors attend Mentor Orientation each year as well as participate in training three times per year and in a quarterly mentor book club. Mentors are trained to provide just-in-time support, and guide candidates' long-term analysis of their practice and CSTP focused goals.

Mentors log weekly meetings with candidates in their Quarterly Induction meeting log which is submitted via Canvas to the program director at the end of each quarter.

The program assesses the quality of services to both mentors and candidates through a variety of modalities. Mentors complete a growth and reflection plan each year which is a part of the mentoring process and of mentor training. Mentors utilize the Mentor Growth and Reflection Plan and the Mentoring Growth Standards to reflect on their practice and document their growth. Additionally, in mentor training, mentors engage in group conversations where they can share candidate needs with colleagues and get ideas and suggestions of how to support candidates from their colleagues. Mentor training is offered both in-person and virtually via Zoom. Specific candidate needs are also used as examples during mentor training to highlight best practices in mentor support. The effectiveness of the mentor training is assessed through end-of-training evaluations.

Candidates provide feedback to the program director about their mentor through mid-year and end of year surveys. Mentors continue to add to their plan and reflect on their growth goal(s) three times throughout the year. Mentors also submit their plan after each reflection to the Induction program director for evaluation, feedback, and suggestions on how to continue improving in their practice. The program uses a rubric to evaluate mentors and mentors complete an end of year self-evaluation.

A process is in place for the reassignment of a mentor if it is determined that the pairing is not effective. Candidates requesting a change of a mentor first meet with the Induction Program Director to communicate the issues and reason for the request. The induction director, candidate and mentor meet to discuss the concerns. The candidate then makes a written request. Upon receipt of the written request from the candidate, the Induction Program Director and site principal together will determine the best way to support the candidate within the mentoring system. A change in support is based on the availability of induction mentors, the professional goals of the candidate, and the amount of time remaining in the school year.

During interviews candidates consistently stated that the strongest part of their teacher induction experience is the relationship with their mentor. Candidates can provide feedback to the program leadership about their experience with their mentor through multiple ways. Candidates expressed pleasure that their suggestions and feedback are quickly integrated into program meetings, trainings, and operations. During interviews almost 100% of candidates



stated that the pairing of the mentor established to meet their specific needs was a positive one.

Program personnel collaborates regularly with colleagues from within the regional cluster of induction programs and with California State University, East Bay twice a year to share best practices. An external facing website has also been created for collaboration purposes.

Program modifications over the past two years include: revamping all the previous program documents as the program analyzed improvement practices, the creation of the mentor and candidate handbooks, an update of teacher induction website, implementation of the Canvas LMS, a redesign of the ILP, revising the mentor growth and reflection plan, the mentor observation tool and implementing a one-on-one mid-year review that the program director holds with each candidate and mentor.

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

The ILP comprises several sections; in the first one section the candidate assesses their strengths and areas of growth from either the preliminary preparation program or from Year 1 of teacher induction. Candidates are asked to provide information about the classroom settings, student population, school and district personnel, as well as district priorities and professional development goals. During two different inquiry cycles teachers create an inquiry question, select a goal, and connect it to an element within a CSTP. Candidates evaluate themselves using the Continuum of Teaching Practice and state where they would like to be at the end of that inquiry cycle. At the end of the inquiry cycle candidates reevaluate their progress using the Continuum of Teaching Practice to show growth in their practice.

The initial support of the candidates' design and implementation of the ILP involves a triad meeting at the beginning of the school year with the mentor, candidate, and site administrator to discuss CSTP based goals and how each participant can help support those goals through resources and services. During this meeting, the triad tool is used to document the conversation, goals, and actions and processes that the candidate, mentor, and administrator will utilize in support of these goals. Multiple interviews confirmed that the triad meeting is especially significant in creating a common purpose so that administrators can support candidates. A candidate opined that the triad meeting was especially helpful in terms of getting support with a particular area of focus. These goals align with the CSTP, inform the candidate's inquiry cycle, support candidate growth in the CSTP, and deepen the candidate's reflective practice. During interviews a candidate stated, "the ILP helped focus their work for the year," and that the ILP "helped focus me on something ... having a specific goal or outline I could then focus on one to two things.

While the initial ILP support is thorough, evidence showed that the ongoing role of mentor collaboration specifically for and around the candidate's ILP was limited. Although the majority of candidates interviewed praised the just in time support from their mentors, through various constituent interviews the team found that the mentors' role was not sufficiently collaborative in implementing the ILP. While the mentor plays a crucial and highly valued role in candidate

support, there was not a clear connection to a robust and extensive system of support and guidance for the ongoing implementation of the ILP beyond the initial design and creation over the candidate's two-year experience. The team did not find adequate evidence that the mentoring process supports each candidate's design and implementation of the processes within the ILP. Through numerous interviews mentors and candidates confirmed the "extensive ILP writing was done solely by the candidate."

Further findings through evidence reviewed and interviews conducted highlighted concerns regarding the standardized quantity of the program requirement for candidates to review each CSTP in an in-depth narrative. Candidates reported that the length and detail required at the element level of the ILP is "redundant and burdensome" and is "like another TPA." Through data analysis, the program has already started the initial steps to review the ILP to increase the individualization in CSTP based areas that focus on candidate needs and identifies candidate competencies. The site visit team recommends the continued actions of the already in place process to streamline the ILP so that length (or brevity) is not a determining factor of candidate competence and supports interviewee input to condense the ILP and integrate direct mentor participation throughout the process.

Candidates are invited to attend monthly professional development opportunities to support their professional growth goals throughout their induction experience. Professional development is held virtually. The virtual platform was chosen by the program based on data to both accommodate candidates' choice of topics and to provide flexibility and ease for candidates to not have to drive to a central location to attend professional learning. Candidates expressed great appreciation for the accommodation that the online platform allows them.

Evidence across documents and interviews demonstrate multiple opportunities and avenues for professional learning are available for candidates to choose based on areas of identified need. In addition to the monthly professional development, program leadership has created a chart of hyperlinks for self-directed, personalized professional learning resources that are organized by CSTP. Furthermore, multiple candidates and site administrators confirmed during interviews the multiple opportunities candidates have for observing colleagues with their mentor, which provide opportunities for later reflection and discussion. All candidates have the option to attend the scheduled professional development or professional learning workshops that are offered monthly by the Special Education Local Plan Area (SELPA). The program director works with the SELPA to support candidates who attend their training and ensure effective and timely support is provided to candidates. Education Specialist candidates stated that they are very appreciative that the program director seeks out professional development opportunities for them to address meeting their specific and personalized professional learning needs. In meetings with the SELPA staff, the director shares specific needs communicated by particular groups of candidates, and the SELPA has provided targeted support for them. An Interviewee shared an example of when preschool Special Education teachers voiced a need for professional learning that fit their teaching context, and that small group was given their own workshop centered on their needs.

### Assessment of Candidates

To support the recommendation of a candidate's clear credential, progress towards mastery of the CSTPs a self-assessed is completed by the candidate using the Continuum of Teaching Practice, which is documented on the ILP three times each year. Supporting evidence of a candidate's growth is demonstrated through their inquiry portfolio, which is embedded within the ILP. The portfolio elements include reflections of the candidate's learning and professional growth in connection to the goals indicated within the ILP and the impact on their teaching practice. The program director reviews inquiry portfolios twice annually to ensure successful completion of the activities and provides formative feedback to the candidates and their mentors.

To determine candidate competency for the clear credential recommendation, the program director actively monitors and verifies candidate progress. Progress is monitored on a candidate's Induction Completion Document to determine the candidate has met all requirements satisfactorily prior to a clear credential recommendation. After the director has verified that the candidate has satisfactorily completed all program activities and requirements, a certificate of completion is prepared for the candidate. A copy of a completion letter is given to the candidate. The program director applies for the candidate's clear credential with the Commission on Teacher Credentialing.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews, the team determined that all program standards are met for the Teacher Induction program except the following:

#### **Standard 3: Designing and Implementing the Individual Learning Plans within the Mentoring System – Met with Concerns**

The team did not find adequate evidence that the mentoring process supports each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction within the ILP. The candidate completes the extensive writing required in the ILP document in isolation and thus it does not include integrated mentor support as a guided collaborative process during the candidate's induction journey.

## INSTITUTION SUMMARY

The five districts in the Far East Contra Costa County (FECCC) induction program consortium have developed and sustained an active community of leaders with a long standing and deeply rooted commitment to education. This is illustrated by the active participation in and support for the continual growth and improvement of the induction program and by the tremendous support for the program director. All leadership in the program share the belief that “deep reflective practice will serve candidates as lifelong educators” and that “no significant learning occurs without significant relationships.” District leaders work diligently to remove obstacles for new teachers and create a consortia-wide system of individualized support for them. The program leadership was praised in every interview with constituents that communication across the district, and throughout the program, is constant and that program constituents feel heard and valued. The program exudes a passion for supporting new teachers and their students in all aspects of the program. As one interviewee said, “[the program director] works really hard to make this a personal journey. I feel that she knows who I am and tries to give you that personal one-on-one experience.” As the East Contra Costa County community grows, the leadership of the induction program works collaboratively to respond to the needs of the program and sustain the quality of the support. One district leader said, “We see people come here who love and want to work here, and that’s really helpful for us.”

## 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>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The Brentwood Union School District (BUSD) Far East Contra Costa County (FECCC) Teacher Induction Program is a made up of tight-knit, community-based districts, whose mission is to support beginning teachers in their first two years of teaching and to ensure their professional success and retention in the profession. This aligns with the overall districts’ goal to have “reflective practice taking place with a diverse group of educators that brings about a stronger conversation across grade levels and schools.” As one district administrator said, “A lot of what we’re trying to do with all of our teachers are the same as best practices in induction.” The Individualized Learning Plan (ILP) process begins with an in-depth self-assessment on each of the California Standards for the Teaching Profession (CSTP) that serve as the guide for identifying specific goals, which are then used by the candidate to create their action plan and reflect on their practice.

The program director directly oversees all aspects of the induction program and every interview

group remarked upon her continuous communication and responsiveness to candidate and program needs. This communication includes all groups of constituents. The advisory committee includes the induction program director and district level administrators from each of the districts that make up the consortium. Interviews confirmed that the advisory committee meets every six weeks to collaboratively discuss program needs, analyze program data, and to make decisions about program improvements. The Brentwood USD Director of Curriculum and Instruction is a member of the advisory committee and as such serves as a messenger about the needs of the program to the other members of the advisory committee. One advisory member shared, “We’re a continuous feedback circle ourselves and we have the pulse and reality in each of our districts.” In addition, interviews revealed that the advisory committee responds to the changing needs of the program and is instrumental in approving additional resources to meet those needs. For example, due to a rapid increase in the number of teachers in the program, additional support staff was needed. One interviewee said, “[The director] came to us and asked for support...She gave us a proposal and although it wasn’t an easy process, we were able to give her an administrative assistant.”

The Educational Partnership group is led by the advisory committee members and includes district and site leaders from all five districts as well as current mentors and recent completers. This group meets annually in the spring to give input on future program improvements. As evidenced by interviews, the director also meets weekly with the local SELPA representative to talk about Education Specialist candidate needs, and to discuss how the SELPA can support the program and both Education Specialist and general education candidates in specific Special Education focused areas. Candidates are invited to attend monthly SELPA workshops, which are open to all candidates, as an option for the induction program’s professional learning offerings.

The induction director is an active participant in additional collaboration and learning opportunities with Cal State East Bay, other regional induction partners in nearby areas, and induction leadership groups. Interviewees from all of these groups reported that the director actively seeks out new learning and collaboration and has voluntarily stepped into leadership roles. One interviewee commented, “She really wanted from the very beginning to be a part of this group. She’s one who stepped forward and asked questions, not just during the meeting structure, but through phone calls and emails. She’s very willing to step up and take a leadership role in the cluster.”

In interviews with candidates, they consistently stated that their mentors were the most valuable part of the induction process. The program director provides quarterly training and collaboration opportunities for mentors based on such texts as *Mentoring Matters*, *Better Conversations*, *Coaching for Equity*, and *The Listening Leader*. The mentoring support is focused questioning techniques and empathetic listening. The director matches candidates with mentors based on their site and subject area or grade level whenever possible. In an interview a candidate said, “I was very well matched, and my mentor helped me with all the facets of assessment and utilizing other support member teams.”

Candidates have a variety of monthly professional development opportunities that they may attend that are provided by the consortium and by the SELPA. Topics for these professional learning sessions are based on several types of data and feedback from candidates. The professional development providers are educators with subject specific expertise from the consortia districts, and the director works directly with them to plan the topics and use evaluation data to make changes in response to candidate needs. One interviewee said, “[The director] has a pulse on what’s needed for first year and second year teachers. The program has done a great job to address what the just-in-time support needs are based on where teachers are in their program.”

Interviews with both mentors and candidates emphasized how consistently the induction director communicated with both groups regarding induction requirements, starting with orientation and continuing throughout the year. As one interviewee said, “Whenever I would submit anything on Canvas, the feedback was quick and really clear about what I needed to do. She provided samples of previous ILPs, and they were really helpful. The rubrics were also helpful to see how inquiries were graded.” Through the Canvas platform the director ensures that all candidates have met the program requirements before she recommends them for a clear credential. In addition, the director has created a spreadsheet with information about candidates with additional statutory requirements to complete for the clear credential, which is shared with each district’s credential analysts and site administrators, so that they can support the candidates’ completion of those requirements, as evidenced by documentation and interviews.

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

## **Finding on Common Standard 2: Met**

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

The program director communicates with credential analysts in each of the consortium districts as new teachers are hired. Each of the credential analysts reported that they have a shared spreadsheet with the director and update it with new hires, then share it with her so that "she can see who can start induction, and then we have a conversation with her so that we know where everyone stands with their credential process." This includes any additional statutory credential requirements, which may include out of state credentials, the CalTPA, RICA, or English Learner authorization. One interviewee remarked that, "She (the director) is an awesome communicator and schedules meetings, calls, emails, and zoom meetings with us."

District leaders from each of the consortium districts detailed purposeful recruitment efforts to attract teachers from diverse backgrounds to their districts. The LEA's District leadership indicated that the Human Resources department has added a full-time recruitment technician to support efforts in purposefully recruiting and hiring candidates to diversify the educator pool. Consortium district leaders also confirmed a conscious effort to recruit and hire a diverse group of candidates. This includes attending job fairs with increased staff who are actively engaging with prospective applicants whose ethnicity mirrors their student populations. The LEA has partnered with the *Black Teacher Project* and with their guidance they have revised interview questions to be more culturally and ethnically responsive. They have instituted an effort to reach out to the community, with the campaign "Come Back and Teach." Other recruitment efforts reported by consortium leaders included "recruiting from within" and creating recruitment videos by district teachers, reaching out to the District Language Acquisition Committee to encourage parents to become teachers, creating a pipeline from the community college, and by creating a Teacher Learning Academy which places high school juniors and seniors in elementary classrooms in partnering districts to motivate them to train as teachers.

The program director is the main source of advice and assistance for candidates, and she consistently communicates program information, and begins by attending each district's new teacher meeting at the beginning of the school year to share induction information and answer questions. Interviews confirmed that candidates attend an orientation meeting, where specific information about induction requirements, timelines, and the ILP are shared with new candidates. Evidence confirms that the induction director monitors each candidate's progress and provides timely, specific, and individualized feedback on an ongoing basis about their progress on the ILP. Multiple interviewees commented on how detailed the feedback is for each candidate. This timely review of candidate progress allows the director to identify candidates who need additional support, which is communicated to their mentor. The director then sets regular check-in times to meet one on one with the candidate and, if additional support is needed, works with site leaders to provide additional support. One mentor stated, "Open dialogue with [the director] is where we start when a candidate is struggling, and we're encouraged to talk with the administrator and use dialogue and open-ended conversations to problem solve." One site administrator shared, "[The director] is good with communication



with us if she has concerns. She does a great job of trying to support them before she contacts us. We offer additional support for those teachers like release time or referring them to observe teachers with expertise in the areas they need.”

<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 student and the opportunity to work with the range of students identified in the program standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The BUSD teacher induction program has designed and implemented a planned sequence of applied content based individualized experiences for candidates. Interviews with candidates and program leadership confirmed that the program’s coursework, including the mentoring processes, the ILP and the professional learning sessions are tailored to each candidate’s needs. Candidates are offered a choice of a wide range of professional learning opportunities. Candidates confirmed that they were able to identify meaningful sessions within the offerings that would align with their ILP goals. The program director offers individual support and resources to any candidate who reaches out with unique needs. The program recently partnered with the regional SELPA to offer the specialized support that Education Specialist candidates need. Education Specialist candidates expressed how valuable they found these sessions. Evidence and interviews confirmed that these sessions were valuable to candidates, and they stated that they would regularly integrate the strategies into their classroom practice.

Through the ILP, candidates engage in what the program has called the “AARR” process (Activity, Action, Results, Reflection). They research and implement new strategies, examine the results related to student learning, and then reflect on the effectiveness of their practice. Each candidate ILP is reviewed quarterly by the program director who gives feedback and direction. Mentors indicated that they were able to support the candidate in integrating the professional A learning into the candidate's ILP. Mentors assist candidates in developing their initial ILP goals. However, as evidenced in the program standards findings, reviewed evidence and interviews conducted show that the mentors' role in the ongoing documentation and implementation of the ILP reflection was not sufficiently collaborative.

Mentors are an integral part of the candidate’s induction experience in the program. While there was not evidence of strong linkages of mentor support regarding the ILP, the synergic collaborative practices mentors engage in to provide support are highly regarded by their candidates and candidates overwhelmingly affirmed that they were well matched with their mentor. One program completer commented that the mentoring facet of the program was “absolutely the most meaningful part of the program.” “My mentor is still my confidant and advisor,” commented one completer. Throughout interviews, candidates gave many examples of how the mentor and the program director worked together to facilitate a system of support for them. This often included specialized observations, or opportunities to consult with experts at other sites. Several candidates and completers spoke about the value of the services they received within a broader system of support. Evidence was clear that mentors facilitate learning opportunities and provide resources to meet candidates needs beyond the mentoring relationship. One candidate commented that her mentor provided excellent opportunities for her to collaborate with other teachers in Special Education job-alike situations.

Mentors complete their own growth and reflection plan each year. That plan is an integral part of the mentoring process and of mentor training. Mentors continue to add to their plan and reflect on their own growth goals three times throughout the year. After each of these reflections, the mentors submit their plan to the Induction program director for evaluation, feedback, and suggestions on how to continue improving in their work as mentors. The weekly logs that mentors complete were also in evidence. The logs reflect two facets of support for

candidates: just in time support and longer-term analysis of teaching practice. These logs are substantive evidence of the meaningful, learning focused relationships between mentor and candidate.

The program provided clear evidence that mentors receive ongoing training as well as opportunities to collaborate with other mentors. Evidence demonstrated that clear criteria are used for the selection of induction mentors. This was evidenced by the published experience and qualifications document. Additionally, interviews with the site administrators, assistant superintendent, and director of human resources indicated that mentors with specific content knowledge and skills were sought out by the program. Mentors and candidates confirmed that the program is very diligent and thoughtful in ensuring that the candidates and mentors are well matched.

<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 completion 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**

The BUSD Induction program has developed and implemented a systematic collection and analysis of candidate and program data to support continuous improvement. The FECCC Teacher Induction Program has an assessment system that utilizes a broad range of data. Survey data is regularly shared by the director and then discussed and analyzed with the advisory committee. This committee is composed of the Induction program director and a district liaison from each of the four partnering districts. Each member of this advisory committee is also the district office leader who is responsible for curriculum and instruction, therefore they have the authority to make and implement decisions for the program in response to feedback and data analysis. This group meets every other month to discuss and review all aspects of Induction services and make decisions about the program and budget.

Further, the group examines multiple levels of feedback and data from candidates, mentors, recent completers, site administrators. From this review process, the Educational Partnership group then makes decisions about programmatic changes, additions, and offerings that are data informed. Interviews evidenced a strong commitment to supporting the Induction program from each member of this group. It was stated by a committee member that “attendance is always very good because it is a high priority for the districts.”

During interviews, advisory committee members cited examples of reviewing surveys, discussing program changes, and addressing program concerns followed by actionable steps to improve program effectiveness. This was evidenced through interviews when it was shared that in response to candidate feedback, the committee agreed to increase the candidate observation opportunities. This was verified by both candidates and mentors who spoke about how valuable they found these observations and as one member said, “The program director asks excellent questions of us and has an effective process for bringing us to consensus. We make decisions at every meeting based on recent candidate feedback.” Interviews with the candidates, mentors, advisory board members, and site/district administrators verified that data-driven decisions provide systematic improvements to the program. Interviews with candidates confirmed that their input was valued by the program staff and that they could see evidence of their input in the changes made by the program. During interviews a common theme in each group was praise for the program director’s responsiveness to feedback. The professional development leaders spoke extensively about the processes for responding rapidly to meet candidates expressed and observed needs. In every interview group, accolades were given to the director for her supportive responsiveness. As an example, the Education Specialist teachers and mentors spoke about adjustments to the professional learning offerings and close attention to opportunities for job-alike support offered to candidates.

The education unit’s culture of responsiveness to candidates and flexibility in meeting their needs was evidenced by comments in every stakeholder interview. One district superintendent said, “We are always asking ourselves, ‘What is the *Right Now* that needs to happen.’” Strong evidence was seen for the program’s capacity to pivot their approaches in response to feedback analysis.

<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**

BUSD ensures that candidates know and demonstrate the knowledge and skills necessary to educate and support students. Site administrators and district leaders overwhelmingly affirmed the positive impact that the program is having on student learning and teacher effectiveness. One site administrator described the program's impact by saying, "The mentor support is phenomenal." Another described noticeable candidate growth from year to year as evidenced in their classroom observations. A candidate said, "I was so grateful for the opportunity to observe other teachers and to be observed. I saw how to implement strategies that have made my students more successful."

The program's survey data showed that candidates perceive the program as effective in helping them develop the skills, habits, or tools needed to grow their teaching practice. An Education Specialist completer praised the program saying, "I had the opportunity to watch a colleague lead an IEP and then I was observed as I led one. The process really helped me learn how to do this effectively." Overall, the data showed candidates perceive the BUSD Induction program as positively impacting their preparation as evidenced in their survey ratings of the program. Interviews with candidates and mentors confirmed that the program design is structured to provide opportunities for candidates to develop growth through the cycles of inquiry embedded in the ILP process. Completer surveys, program surveys, formal and informal feedback clearly illustrate the program's impact related to preparing candidates to successfully serve their students' needs. Most importantly, in the advisory committee interview, the district leaders spoke of the high value and priority that the program has within their agencies, because of its important contribution to student success and teacher effectiveness and retention.