

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

Professional Services Division  
October 2023

## Overview of this Report

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

**Dates of Visit:** October 23-25, 2023

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">June 2016</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, professional development staff, 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 found to be **Met**.

Common Standards

All Common Standards have been found to be **Met**.

Overall Recommendation

Based on the fact that the team found that all standards for Fullerton School District's Teacher Induction program **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 institutions response to the preconditions be accepted.
- Fullerton School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Fullerton School District continues 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:**

Stacey Tisor  
San Mateo County Office of Education

#### **Programs Reviewers:**

Denise Duewell  
Turlock Unified School District

#### **Common Standards:**

Emily Richards  
Brentwood Union School District

#### **Staff to the Visit:**

Roxann Purdue  
Commission on Teacher Credentialing  
Mentor Endorsement Form

#### **Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Website  
Faculty Vitae (Mentor Resumes)  
Candidate Files  
Completed ILP  
Program Calendar  
Mentor Events  
Enrollment Process Form  
Mentor Application  
Candidate and Mentor Feedback Form  
Mentor Feedback Form

Board Policy on Hiring  
Induction Vision Statement  
Professional Learning Opportunities List  
Assessment Materials  
Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
Performance Assessment Results and  
Analysis  
Examination Results  
Accreditation Data Dashboard  
Needs Form  
Training Presentations  
Rubric  
Weekly Reminder Emails

### Interviews Conducted

Constituencies	TOTAL
Candidates	32
Completers	19
Mentors	19
Institutional Administration	6
Site Administrators	16
Program Coordinator	1
Leadership Team	4
Professional Development Providers	13
IHE Partners	2
Advisory Committee	14
Credential Analysts and Staff	4
<b>TOTAL</b>	<b>130</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted may exceed the actual number of individuals interviewed.*

### **Background Information**

The Fullerton School District (FSD) is a public school district located in Orange County in a 26 square mile area that encompasses most of the City of Fullerton. FSD was founded in 1888, one year after the founding of the City of Fullerton. FSD is currently composed of approximately 12,066 students in grades K-8 with fifteen elementary schools, two K-8 campuses, and three junior high schools. The District supports early childhood education also, offering a Preschool program, as well as a Transitional Kindergarten program. Additionally, FSD’s Dual Language Academy is provided as an option for all students to develop biliteracy and bilingualism as well as to cultivate cross-cultural competencies. Governed by a five-member Board of Trustees, the FSD employs approximately 690 teachers and other certificated staff along with 828 classified support staff.

### **Education Unit**

The Teacher Induction Program supports new teachers in three school districts: Fullerton School District (FSD), Buena Park School District (BPSD), and La Habra City School District (LHCSD) though FSD serves as the primary lead educational agency of the program. Last year FSD awarded 50 Clear teaching credentials. Two additional candidates completed the Induction program, but their credentials are pending their successful completion of RICA. The FSD Induction program clears multiple subject, education specialist, and single subject teaching credentials. Currently the Induction program has 58 mentors, 4 members of a Leadership Team and 1 Program Coordinator for a total of 63 faculty. Two of the mentors are out of the classroom as Teachers on Special Assignment (TOSAs), and the remainder are full-time teachers who are provided a stipend for their additional work as a mentor outside of the classroom after hours.

**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2022-23)</b>	<b>Number of Candidates Enrolled (2023-24)</b>
Induction	52	71

### **The Visit**

This site visit was conducted virtually. Institutional and program 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**

The Fullerton School District (FSD) Teacher Induction Program is a consortium made up of three local school districts: Fullerton School District, La Habra City School District, and Buena Park School District. In the 2023-24 school year, the program has 71 candidates, 36 of whom are in their first year of induction while the other 35 are completing their second year. The program has 58 mentors servicing those candidates.

Information from the handbook and interviews with year one and year two candidates confirm the Fullerton School District (FSD) Teacher Induction Program is a job-embedded pathway to a Professional Clear Credential. FSD Teacher Induction is designed to support beginning teachers who have finished their credentialing program and currently hold a Preliminary Multiple Subject, Education Specialist, or Single Subject Credential. Staff provides induction for teachers who are working toward clearing these credentials within the Fullerton School District, Buena Park School District, and La Habra City School District.

The program is based in the Educational Services Department of Fullerton School District under the umbrella of the Chief Academic Officer (CAO) in Educational Services. While the program is housed under the CAO, it is the FSD Induction Program Coordinator who is responsible for the day-to-day work of the program. The program coordinator oversees the four FSD Induction Program Leadership Team members as well as the program mentors and their candidates. To ensure the program coordinator has the resources to successfully run the program, the CAO advocates for the necessary funding, communication, and support. In an interview, the CAO described herself as a liaison between the program and the superintendent. Though the CAO has only been in this role for three months, she indicated she knew induction and the importance of quality mentoring because she was once a principal who was part of the mentor-matching process.

It is clear that with three school districts, communication with stakeholders must be a priority; therefore, the FSD program coordinator provides weekly email communication and current information on the website. The program's stellar communication became clear in every interview, including those with mentors, candidates, completers, the leadership team, and site administrators. In each interview, someone described the program's communication as "seamless," "constant," or "outstanding," which indicates the high value the program places on transparency and keeping constituents informed. This communication, along with monthly induction collaboration opportunities provides resources, support, and reminders for candidates and mentors. Site administrators mentioned that the constant communication

enabled the administrators, program coordinator, leadership team, mentors, and candidates to be on the same page. Another form of communication mentioned by many was the induction website. Both candidates and completers commented that resources are easy to find because all induction documents and resources are housed on the FSD program website, providing easy access to candidates and mentors in the three districts.

To keep communication strong and guarantee everyone is in the loop, the coordinator meets with the Fullerton CAO, induction leadership team, and the induction advisory committee to review stakeholder input and candidate/mentor feedback, and modify the program as needed. The advisory committee is made up of representatives from two nearby institutions of higher education, administrators and mentors from all three districts, and current and former candidates, which provides a well-rounded view of the program. After the advisory committee reviews the feedback, it goes out to stakeholders via links in a weekly email. During interviews with the advisory committee, the point was made that “any one of us can speak to induction.” They talk about induction and have the induction coordinator present the induction program and its professional development offerings for new teachers to the Parent Teacher Association (PTA) and the District English Language Advisory Committee (DELAC).

Another important part of the advisory committee and overall communication is the FSD Induction Program Leadership Team, overseen by the program coordinator and made up of four accomplished teachers whose experience represents that of the candidates in terms of grade span teaching, credential, or subject matter. The leadership team works together with mentors and candidates to provide relevant professional learning opportunities, collaboration in grade-level or content-area cohorts, and just-in-time support for both candidates and mentors. Such monthly collaboration opportunities enable candidates and mentors to receive professional development, inquiry support, resources, and just-in-time support from the program. Interviews with candidates indicate they appreciate these cohort meetings, especially the time spent with their mentor on the Individualized Learning Plan (ILP). Even though the cohort meetings are not required, the leadership team and candidates confirmed that most attend because the meetings provide time to collaborate, work on the ILP, and work with the leadership team and others.

Mentors for the FSD Induction Program are at the heart of what occurs in induction and for candidates. This was clear during interviews with candidates and completers. Several candidates described their mentors as walking alongside them and rather than just-in-time support, they consider what they receive from their mentor “more like all-day support.” Additionally, candidates noted that their mentors help them focus and see the progress they are making. Mentors also plan observations, model lessons and strategies, support the ILP, and support the candidates’ social-emotional well-being. One program completer recounted that she had finished her preliminary credential during the first few months of COVID-19, and she lost all university support. When she was hired, her mentor and the program, “helped me be organized and find the support I needed.” Both year one and year two candidates spoke to the fact that their mentors provide constant feedback on their goals, guide them in meaningful reflection, and support their needs. Mentors and completers mentioned that even years after

the end of induction, they are friends who speak frequently.

For such successful relationships to develop, mentors must be carefully selected based on their experience and administrator recommendations. Site administrators from the three districts work with the program coordinator to recommend those teachers whose experience and abilities will most positively impact their new teachers. Potential mentors complete an application. Candidates and mentors are paired based on credentials held, grade level or content area, and school site placement. The mentoring program is designed based on the research-based cognitive coaching model. Mentors participate in monthly collaborative workshops to develop the coaching skills necessary to support the ILP process, including book studies, reflective conversations, role-playing scenarios, observations, and other topics based on mentor feedback. Mentors commented that the training and book studies are directly related to their feedback at the end of each meeting. They also reiterated that the cognitive coaching model was in response to feedback from the mentors, indicating that they wanted more training in giving candidates the tools to make decisions rather than telling candidates what to do. To ensure mentors grow in their skills, they self-assess and set goals for themselves based on the Continuum of Mentoring Practice.

Because giving and receiving feedback is crucial to the success of any induction program, the program staff conducts monthly surveys soliciting feedback from candidates and mentors like that mentioned above, as well as mid-year and end-of-year evaluations of the program. The end-of-year evaluations include those from program completers on the CTC website. The program also regularly collects feedback from site administrators and members of the advisory committee. According to candidates, the induction leadership team members routinely provide feedback to candidates and mentors via the ILP, collaboration meetings, as well as informally at other times.

Based on the feedback received from stakeholders, the leadership team, with the support of the advisory committee, has made modifications to the program over the last few years. Candidates and mentors indicate the ILP has been streamlined to reduce redundancy in direct response to their monthly feedback. Also, education specialists shared that some of their challenges and needs were not originally addressed by the ILP, so the program incorporated additional choices on the ILP that would better meet their unique needs. According to education specialist candidates, they also now meet monthly with other education specialists to discuss such concerns as IEP writing and the Special Education Information System (SEIS).

Another recent change is that the program now offers professional learning opportunities that are specific to the districts, content areas, and curriculum for all teachers during the two hours prior to our induction collaborations.

Perhaps one of the most important recent changes is that of the cohort meetings. Feedback from candidates and mentors regarding the size of the groups and the difficulty with collaboration led to more intimate cohort meetings. Candidates and mentors are now able to acquire information regarding the ILP from a leadership team member and meet with similarly



credentialed people and one another for improved collaboration. Several candidates noted they preferred these meetings because the meetings provided time with a leader and time with their mentor to work on the ILP.

### **Course of Study (Mentoring/Coaching System)**

The mentoring-based, job-embedded program provides clear credential candidates with the opportunity to deeply consider the application of the strategies and skills that were emphasized in the teacher preparation experience. Interviews with candidates and mentors indicated that candidates use their induction development plan from the preliminary program as a starting point for determining the California Standards for the Teaching Profession (CSTP) and their goals, which are the catalyst for an individualized inquiry.

Candidates stated they move through an inquiry cycle twice yearly as part of their ILP, starting with a self-evaluation on the CSTPs and goal setting around an individual, self-selected problem of practice. Candidates review their teaching context, preliminary credential development plans, and gather input from their mentor and administrator when selecting their goals. Site administrators expressed how much they value the triad meetings with candidates and mentors because they are an opportunity to offer feedback in a non-evaluative setting and help candidates learn to ask for what they need. Candidates reported that these triad meetings helped them learn to share their goals and get to know their administrators. One candidate said that his administrator not only gives feedback on his goals but has proven to be a valuable resource because “She was a teacher before she was a principal, so I can run things by her.”

After setting and sharing their goals, candidates work with their mentor and their cohort leader to develop an action plan, apply a new strategy or practice, and gather evidence that will guide them toward growth in their goals. Candidates also indicated that they participate in self-selected professional learning that applies to their goals, either through the options provided by induction, the school district, or outside resources. One particularly appreciated professional learning occurred recently in the form of a mini conference where candidates had several choices of PD sessions they could attend, and the topics were “what we wanted” as they had requested on a needs form.

Finally, candidates work with their mentors to reflect on and apply their learning to their next steps. The induction leadership team works with candidates and mentors along the way to provide support, guidance, and direction.

The mentor provides feedback and assistance throughout the ILP process. A review of the ILP document shows there is space in each section for the mentor to provide feedback and support on the actual ILP document, as well as informally during weekly meetings. In addition to the mentor feedback, the leadership team provides feedback, including “check-ins,” that occur if the team notices someone is falling behind. A mentor mentioned that a leadership team member would reach out and say, “Hey, I noticed this hasn’t been worked on in a while. Are you okay? How can I support you?” Also, candidates and mentors are encouraged to attend monthly collaborations in which the leadership team is available to provide support and answer

questions.

To further support candidates, the leadership team and the program coordinator are available for individual support for both candidates and mentors. One candidate stated, "Leaders are very open. We can call or email anytime." All interviewees expressed their appreciation for the program coordinator's and leadership team's organization and availability. Mentors also spoke highly of the leadership team and the program coordinator. Two mentioned repeatedly that this team is the best, most organized team which with they have ever worked.

At the end of two years, site and district administrators are invited to a colloquium where year two candidates describe their journey, including their successes and challenges as well as the impact their mentor has had on them. They receive feedback from their administrators. Administrators and leadership team members described this as a celebration for the candidates.

Stakeholders indicated the FSD Induction program is impacting teaching and learning in all three districts. According to site administrators and the advisory committee, they see the impact when they observe in classrooms. An administrator reiterated the point, "Being in the classroom is seeing it in action." Another administrator and member of the advisory committee said special education students are meeting goals because their teachers have learned to set and write effective goals. He called it, "direct growth." One mentor also said that by the very nature of the ILP and the reflection, the candidates are "directly impacting children." With stakeholders certain of the impact the program is having on teaching and learning, it is no wonder they consider the program invaluable. The Assistant Superintendent of Human Resources for Buena Park noted that his teachers who are part of the FSD Induction Program are "Set up for a solid and successful career in education." Additionally, that solidity is grounded in diversity, equity, inclusion, and belonging (DEIB).

### **Assessment of Candidates**

For the FSD Induction Program, candidate progress is measured constantly, and candidates are kept advised of their progress via consistent and frequent feedback. As a result of the collaboration between candidates, mentors, and the induction leadership team, candidates are able to complete four inquiries over the two years in the induction program. The goal of the inquiries is continuous reflection and growth on the CSTPs. The leadership team leads the candidate and mentor pairs through a self-evaluation of all of the CSTPs twice annually. Candidates also self-evaluate their focus standards after each of the ILPs. All candidate-mentor pairs meet with a member of the leadership team for a portfolio check called an advice and assistance meeting following each of the four inquiry cycles. During this meeting, the candidate presents the ILP with a focus on the candidate's reflection and growth as a result of the inquiry. Candidates reported that they always know how they are progressing because they have access to timelines and calendars with events, and they are kept apprised of their progress by the coordinator and the leadership team. The leadership team keeps a spreadsheet of candidate progress to ensure they are meeting milestones toward the clear credential. Should a candidate struggle to make progress, the leadership team steps in with further support, so the candidate

can finish. Also, according to mentors, the leadership team gives them reflective questions to ask during the advice and assistance meeting. The team members then watch and listen to the interaction between the mentor and candidate to assess candidate growth and competency as well as to provide mentors with feedback.

At the completion of each program year, the mentor endorses that the candidate has grown, reflected, and completed all program requirements using the mentor endorsement form. At the end of year two, each candidate meets with the program coordinator. At this time the candidate shares the portfolio of work leading to the completion of the program. The portfolio is summatively assessed by the mentor, leadership team, and program coordinator for competency and completion of the program, which leads to a recommendation of the Clear credential. After review of program completion, the program coordinator provides the credential recommendation to the FSD Credential Analyst for recommendation to the CTC. The credential analyst is a second set of eyes on the application and actual credentials to ensure only qualified candidates are recommended. The value of this double system could be seen during the covid flexibility years in which people could complete induction but not be ready for recommendation due to unmet requirements. For instance, last year the program had 52 completers but recommended 50 Clear credentials because two people had outstanding RICA requirements.

Finally, as mentioned previously in this report, the program reviews feedback from stakeholders on a monthly basis and incorporates the feedback from mid-year and end-of-year surveys. The program makes immediate improvements based on the feedback received. Such a practice is serving them well as can be seen in their Accreditation Data System (ADS) information. The FSD program has over the last three years consistently attained 90-100% of their completers (who took the survey) expressing that the program has been effective or very effective at giving them the skills and tools needed to help them grow in their teaching practice. Also, 90-100% of those same completers said they were planning to stay in teaching. A last testament to the quality and success of the program is that when asked what changes they would like to see in the program, candidates ended with, "Nothing. I'm so happy."

#### 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, advisory committee members, site administrators, the leadership team, and the program coordinator, the team determined that all program standards are **met** for the Fullerton School District Induction Program.

## INSTITUTION SUMMARY

The Fullerton School District Induction Program is a consortium that is led by Fullerton School District and supports La Habra City School District and Buena Park School District. FSD Induction program supports teachers in their first and second year of teaching. The FSD Induction Program is coordinated by the induction coordinator and is housed in the Curriculum and Instruction Division of the Educational Services Department. All constituents shared how much they valued the induction program, especially the importance of the deep relationships that are formed between the mentor and candidate.

The induction coordinator along with the leadership team leads the program. Every interview group mentioned how much they appreciate the coordinator and her openness and willingness to act on the feedback. If the induction coordinator is the core of the induction program, the leadership team is the heart of the program. The leadership team uses feedback from mentors and candidates to shape the day-to-day induction experience.

The FSD induction program understands the importance of a strong mentor/candidate relationship. Mentor and candidate matches are carefully thought-out using school site and credential types as criteria. All candidates shared with enthusiasm about the in the moment just in time support along with the support in developing their goals for the ILP. Site and district administrators mentioned the deep and continuing relationships that mentors and candidates form as one sign of success of the induction program.

The ILP is centered around goals and the reflection on those goals Candidates who have completed the program expressed how they have carried the habit of reflecting about their practice and their students learning beyond the induction program. The induction program has created a system of support that ensures that all candidates complete induction.

## 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>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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 day to day running of the induction program is coordinated by the leadership team, which is made up of the induction coordinator and four lead mentors from the Fullerton School District. The lead mentors are full-time teachers that represent multiple subject, education specialist, and single subjects.

The vision of the Fullerton School District Induction Program is “FSD Induction strategically develops new teachers through the support of an experienced mentor, professional development, and an induction program to support and guide them through the early stages of their careers. Interviews as well as the introductory presentation demonstrate the passion the leadership team has for guiding and supporting candidates in their early career. One leadership team member stated, “That is a special reward to walk alongside candidates and mentors through this journey.”

It is clear that all constituent groups value and honor the vision of the induction program. One district administrator explained that in Fullerton we have a culture of mentoring which creates not only the skills needed but deep relationships”. A partner district administrator stated, “We all have a voice to support candidates.”

In addition to the leadership team FSD induction program also has an advisory team which contains representatives across the districts, institutions of higher education as well as candidates and mentors. The advisory team meets twice a year. Using data shared by the leadership team the advisory team makes recommendations to the program. One recommendation the advisory team made was to match candidates and mentors by like credentials to ensure a strong match.

During interviews district leadership shared that a focus of Fullerton School District is to ensure that high quality mentors who are excellent teachers and are excited about supporting new teachers are being hired. All teachers are sent a recruitment email asking them to apply to be a mentor. If there are specific needs administrators and leadership teams will reach out, especially if the teacher is from a diverse background. Site administrators confirmed that they are often asked to recommend teachers who would be excellent mentors.

Mentors must complete an application which includes a recommendation from their supervisor. Each year mentors must renew their commitment by reapplying for the position.

To ensure that only qualified personnel are retained, constituents across the program review data from the mid-year and end of year surveys completed by candidates. The leadership team will follow up with the candidate and/or the mentor any time the feedback is negative. In addition, the leadership team meets with each candidate-mentor twice a year to observe a coaching conversation. The Induction Mentor Feedback Form is used during this observation. The feedback gathered is shared with the mentor through email and a leadership team member follows up with the mentor. The induction coordinator, leadership team, and mentors confirmed that if there are any concerns about a mentor’s performance, they will not be assigned a candidate the following year.

Each year a candidate completes an individual learning plan (ILP) which includes two inquiry cycles and a culminating questions and reflections document. The leadership team confirmed that they meet with each candidate and mentor twice a year to discuss progress towards completion of induction as well as to give feedback and any additional support. At the end of

the two years the candidate meets with the induction coordinator who verifies completion of all induction work and additional requirements. Once all requirements are verified the Fullerton School District credential analysts applies for the clear credential for all candidates and monitors payment.

<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**

Based on the review of board policies, all districts in the Fullerton School District Induction Program are committed to hiring a diverse workforce. One district official shared about how they have looked at the recruitment and retention data over the last five to seven years. They shared that there has been a 30% growth in the hiring of a diverse work force. Many of the districts’ administrators shared how much they value the assets that multilanguage and multicultural employees bring to the work force.

Once hired, all new teachers who have completed pre-professional requirements are encouraged to participate in induction within the first two years of their career. To ensure that enrollment is consistent across all districts an enrollment process was created. Interviews credential analysts and Human Resource personnel confirmed that the enrollment process is consistently followed.

Candidates shared that upon being hired, they received induction program information. All candidates were given the option between a university program and Fullerton School District Induction Program. Once the candidate completes the online and paper enrollment form the induction coordinator matches the candidate with a mentor at the school site. Each district collects the paper application to send to the program coordinator and uses the common Google document to track the progress of their teachers.

The ADS data shows that 95% of candidates feel that FSD Induction Program was either very effective or effective in meeting their individual needs. Interviews confirm that candidates feel supported throughout the induction process. A system of support is created for candidates by careful organization of the website and ILP documents. The support of their mentor and the leadership team creates a system of support that helps create an induction process that is personalized and valuable. Both candidates and completers shared that the pairing of a mentor at their own school site allowed for daily just in time coaching while candidates shared the cohort meetings and leadership team were instrumental in completing the ILP. One candidate shared how she felt validated when she and her mentor met with the program coordinator to discuss her progression on the ILP.

Twice a year the candidate and mentor meet with a leadership team member to discuss progress on the portfolio. This helps identify teachers who need additional support. Once identified as needing additional support, leadership team members will continuously check in with the candidate and mentor to see how they could support that candidate. This keeps candidates from falling too far behind. If a candidate continues to need support the induction coordinator will support the candidate beyond the end of the school year.

<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>



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

**Finding on Common Standard 3: Met**

**Summary of Information Applicable to the Standard**

The FSD Teacher Induction Program has designed the Individual Learning Plan (ILP) process around support for candidates to develop their knowledge and skills around individualized goals. The ILP is developed with input from site administrators and mentors during the triad conversation, the university IDP, and candidate self-assessment on the Continuum of Practice to identify individual areas for growth and create individualized goals. Candidates then engage in the Plan Teach Reflect Apply cycle to grow toward that Inquiry goal set at the beginning of the cycle. Candidates get both just-in-time support and support for ILP goals from their assigned mentor. Additionally, leadership team members provided ongoing written feedback to candidates regarding their ILP and met with candidates and mentors during monthly training and other times as needed. Again, this was confirmed by the candidate, mentor, and leadership team interviews.

The Teacher Induction Program provides individualized support through meetings with the Induction mentor and monthly meetings. Mentors meet with their candidates for roughly 1 hour per week, but often that was much higher. Due to the extremely close candidate and mentor matching (credentials, site, grade level, etc.), it was common to hear that candidates and mentors met almost daily. District Leadership expressed their desire and commitment to ensure candidates are well prepared to teach the diverse students of FSD, BPSD, and LHCS as well as offer professional development opportunities to help build those skills. One of the most

valuable professional development opportunities from both the perspective of candidates and site administration is the opportunity for candidates to observe other teachers. They are given multiple opportunities to observe their mentor and other teachers as it supports and relates to their self-selected goals. A candidate stated, “The observation is the best part of the program. Not only did my mentor observe me, but I also got to observe other teachers. The debrief was so helpful. From the observation and conversation, I learned and brought better practices back to my class.” The ADS report indicates that completers who took the survey from 2022-2023, 100% indicated that the observation of colleagues or peers had a moderate or strong positive impact on your [candidate] teaching and learning.

Mentors are an integral part of the candidate’s induction experience in the program. 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 mentors. Throughout interviews, candidates gave many examples of how the mentor, leadership team, and program director worked together to facilitate a support system for candidates.

The program provided clear evidence that mentors receive ongoing training and 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 the program sought out mentors with specific content knowledge and skills. Mentors and candidates confirmed that the program is 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 completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

## **Finding on Common Standard 4: Met**

### **Summary of Information Applicable to the Standard**

A review of Fullerton School District documents and interviews revealed that the program collects candidate and mentor input in various ways. At the end of each training, candidates and mentors fill out a feedback form. Additionally, they complete middle and end-of-year surveys. Additionally, administrators provide an annual program evaluation. The Teacher Induction Program leadership consistently reviews the feedback as a part of their meetings and the larger advisory meeting and makes program improvements based on the feedback provided and reviewed. Candidates, mentors, and site administrators confirmed meeting as a triad team at the beginning of the year to support candidate growth in their California Standards for the Teaching Profession (CSTP) goals. The Induction program and site administration work closely together throughout the entirety of the Induction program, from pairing through celebrating with candidates at the end of the year two colloquium. Site administrators stated, “The induction program helps me help new teachers and helps new teachers stay in the profession.”

Participants from various groups, including district and site administrators, mentors, recent completers, and candidates, all highlighted that the program not only solicits feedback about how it could improve, but they see those changes in future actions the program takes. District administrators commented that “(Name removed) does a great job of keeping us in the loop. She ensures the Induction program supports new teachers in completing Induction and setting a good foundation for teaching.”

Participants from various groups, including mentors, candidates, site admin, and district leadership, highlighted the Induction Coordinator and leadership team as approachable and proactive. As one mentor said, “I was challenged with supporting my PE candidate, and the leadership gave me some just-in-time support to ensure I effectively supported my candidate. They even anticipated the need and reached out to me, not waiting for me to reach out to him.” Site administrators commented on the Induction Program Coordinator's and Leadership team's availability, stating, “The induction program has a powerful feedback loop. Program leadership is open to listening to all the feedback from all groups that are a part of the work. We then see feedback on the program's changes and modifications.”

Interviews with the candidates, mentors, advisory board members, and site/district administrators verified that data-driven decisions systematically improve the program. Interviews with candidates confirmed that the program staff valued their input and that they could see evidence of their input in the changes made by the program. Strong evidence was seen for the program's capacity to pivot its approaches in response to feedback analysis. The advisory board shared how they look for trends in the data and ways to solve problems., One advisory board member stated, “We provide suggestions based on our vantage point and candidate and mentor responses.”

<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**

During interviews with various groups, it was indicated that the program's focus is to support candidates in growing their teaching practice. One district administrator indicated, “We ensure that from all aspects, we ensure our new teachers are well supported to complete the program and build a reflective practice.” In candidate interviews, many commented on how the Induction program builds a deep and sustaining reflective practice within the candidate. As one candidate stated, “The program asks me to always ask myself how I need to improve and how that improvement will impact my students. I know I will ask myself that long after I finish induction.”

FSD 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. Site administrators described noticeable candidate growth from year to year, as evidenced in their classrooms. District leaders and site administrators indicated that the program positively impacts professional practice and student learning. Interviews confirm that candidates can demonstrate the skills necessary to effectively meet the needs of their students as a result of their participation in the induction program. As one district leader said, “Because of the equity focus of the Fullerton Induction Program, the DEIB initiatives that we are pushing back at our district are one that I see my new teachers taking the lead on.”

The ADS report indicates that of completers who took the survey from 2022-2023, 90% indicated that the program was effective or very effective in helping [the candidate] develop the skills, habits, or tools needed to grow in your teaching practice. When interviewed, multiple recent completers confirmed that the program was instrumental in their growth in the teaching practice. One noted, “Even though you had a lead, you could go to any lead for help and support and appreciate various points of view. The leadership team works hard to ensure this is not just works to do or hoops to jump through but a truly reflective process.” All stakeholders communicated that the program's strength is the leadership team, including the program coordinator, and they work with candidates to improve instructional practices and student learning outcomes.