

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

Elk Grove Unified School District

Professional Services Division

January 2024

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction Program	6	4	2	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: Elk Grove Unified School District

Dates of Visit: December 4-6, 2023

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Elk Grove USD Report 2016	Accreditation

Rationale:

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

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards were found to be **Met**, with the exception of the following, which were **Met with Concerns**: Program Standard 4 and Program Standard 5.

Common Standards

All Common Standards were found to be **Met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction program were **Met, with Program Standard 4 and 5 Met with Concerns** and that all Common Standards were **Met**, the team recommends **Accreditation**.

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

Teacher Induction

In addition, staff recommends that:

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

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course of Study
Candidate Advisement Materials
Accreditation Website
Candidate Google Classroom Files

Individual Learning Plan Materials
Candidate Handbooks
Mentor Handbook
Mentor Training Materials
Survey Results
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Superintendent	1
Candidates	36
Recent Completers	11
Site Administrators	30
Professional Development Providers	9
Mentors	52
Human Resources Director	1
Credential Analysts	4
Advisory Committee Members	5
Educational Partnerships	2
RICA Study Group Facilitators	2
Special Education Coordinator	1
Induction Program Leadership	2
Cluster 1 Induction Coordinators	5
TOTAL	161

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

The Elk Grove Unified School District (EGUSD) is the fifth-largest school district in California and located in southern Sacramento County. EGUSD covers 320 square miles and includes 68 schools: 43 elementary schools, nine middle schools, nine high schools, five alternative education schools, an adult school, one charter school and a virtual academy. Offering a multitude of educational programs, including over 60 career-themed academies and pathways within 13 industry sectors, EGUSD prepares students for college and career by supporting them with the means to be creative problem solvers; self-aware, self-reliant, and self-disciplined; technically literate; effective communicators and collaborators; and engaged in the community as individuals with integrity. The district integrates rigorous academics with career-based learning and real world workplace experiences and ensures that “Every Student is Learning, in Every Classroom, in Every Subject, Every Day to Prepare College, Career and Life Ready Graduates.”

The student population in EGUSD is just under 63,000 (10% African American, <1% American Indian, 29% Asian, 6% Filipino, 28% Hispanic or Latino, 2% Pacific Islander, 16% White, 9% Multiple or no response). Of this total student enrollment, 58% are considered socioeconomically disadvantaged, 13% students with disabilities, 18% English Language Learners, <1% foster youth, and 3% are experiencing homelessness.

Education Unit

The EGUSD Teacher Induction Program (TIP) is housed in the Curriculum and Professional Learning Department of the district office, with oversight by the Executive Director of School Support. The Director of Instructional Support is responsible for fiscal planning, coordinator supervision, and communicating with the EGUSD School Board. The full-time coordinator is the district contact person and communication liaison with the Commission. The program currently serves 286 first and second year teachers.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	109	286

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

Program Design

Program Leadership consists of a curriculum specialist and department director. The curriculum specialist is primarily responsible for induction coordination, including the following duties: designing program content, calendaring and delivering professional development to mentors and candidates, recruiting and training induction mentors, matching all candidates and mentors, coordinating and facilitating the Induction Advisory Committee, managing daily program operations, and responding to all requests from the Commission in a timely manner. The curriculum specialist continually collaborates with and reports to the director of instructional support (department of curriculum and professional learning).

A review of program materials and interviews with program leadership and participants confirmed that the curriculum specialist has principal responsibility and authority for induction program management, day-to-day operations, program revisions, and implementation. The curriculum specialist provides professional learning to program participants, mentors, and supports day-to-day operations. This program is located in the Curriculum/Professional Learning Department, led by the department director.

Communication within the program includes the Teacher Induction Advisory Committee, Induction mentors, and candidates. The Advisory Committee meets three times throughout the year to analyze participant data, advise on program revisions, review evidence submitted by applicants for the early completion option. Members of the Advisory Committee confirmed that “We have a broad view on how we should support our new teachers. We listen to our mentors and candidates who give us information. We gather surveys. We looked at ways to streamline the program and eliminate extraneous tasks.” Induction mentors attend all required mentor network sessions and professional learning, and meet regularly with candidates. Mentors guide candidates toward meeting professional growth goals, review required documents, respond to program surveys, and report concerns and communicate questions to induction leadership in a timely manner. Induction candidates participate in collaborative meetings with their mentor to address just-in-time concerns and to receive support for developing, implementing, and reflecting on Individual Learning Plans (ILPs). Candidates also respond to surveys and communicate questions to their mentor or to induction leadership in a timely manner.

The curriculum specialist communicates with the Teacher Induction Advisory Committee at quarterly advisory meetings, and with candidates and mentors via email, telephone, in-person, and video conference on a regular basis. The curriculum specialist communicates with the director via regularly scheduled one-on-one meetings in addition to meeting as needed.

Interviews confirmed that the Director of Instructional Support meets with the curriculum specialist several times a week to offer administrative and program support, as needed. The curriculum specialist also serves as the liaison to higher education partners, regional induction programs, and the Commission. Interviews further confirmed that higher education partners and regional induction program leaders have been invited to participate in the program's advisory committee.

The program assures that a qualified mentor is assigned to each candidate within 30 days of enrollment in the program matching the mentor and candidate according to credentials held, and grade level and/or subject area. Mentors and candidates move through the induction program side-by-side. Candidates shared in interviews that "We talked about what the ILP is and what I feel like as a teacher that I need to work on. Then when my mentor comes and observes me, she's looking for those specific things that we talked about, to help me help give me feedback about what my specific goals are." Participants in the program receive support, guidance and resources needed to transition from a preparation program to continue on their professional journey as a preliminary credential holder. Guidance from skilled program mentors and site administrators provides candidates with the knowledge and skills needed to engage in ongoing reflection and growth through their field experience as classroom teachers. As reported in interviews, candidates also receive individualized mentoring support and professional learning opportunities. Candidates shared that "Our cohort (my mentor, 3 candidates, and I) meets twice a month in person and twice a month on zoom. We work on tasks like ILPs, schedule observations, and consult about student cases. If we need to talk privately with our mentor, we can schedule that time. We each meet with our principal and mentor in the fall in a triad to discuss my ILP professional goals."

All mentors undergo a rigorous application and interview process to determine that they are highly qualified to guide and support new teachers. Qualifications include holding a valid clear teaching credential at the appropriate level, having permanent status (tenure) in EGUSD, and a minimum of 5 years of recent PK-12 classroom teaching experience. Mentors must also demonstrate exemplary teaching and the ability to meet student needs. Other qualifications include establishing rapport with adult learners, knowing state content standards, curriculum frameworks, and student performance levels, and knowing the California Standards for the Teaching Profession (CSTPs). Lastly, mentors must be willing to work with others to create a collegial learning community and must demonstrate a commitment to personal professional growth and learning.

Mentor network sessions provide timely professional learning based on the *Phases of First Year Teachers' Attitude Toward Teaching* (Moir 1999) as a guide for strategic support. Lipton and Wellman's *Mentoring Matters* details specific opportunities for providing support, creating challenges, and facilitating vision at each of these phases. Mentors access these and other research-based tools during professional learning network sessions, that are offered throughout the year, in order to build their skill sets in meeting the individual needs of their specific candidates.

Educational partners, candidates, mentors, and site administrators formally provide input through the annual induction survey prepared by the EGUSD Research and Development Department. Candidates submit program feedback surveys annually around mentor services and following professional learning activities. Mentors complete program improvement feedback surveys at the end of each year. Additionally, the Commission Completer Survey provides data and insight from candidates who have completed the two-year induction program. Data reports are analyzed by the members of the Teacher Induction Advisory Committee to update and improve the program to effectively meet candidate needs. Interviews confirmed that “candidates and mentors do surveys at the end of the year and they are discussed at a meeting.” Candidates, mentors, and site administrators are also encouraged to communicate directly with program staff as needed by email, telephone, or face-to-face. A mentor shared that “I’ve also had the opportunity to meet with the program coordinator a couple of times to talk and she has been very receptive to feedback.”

Induction mentors self-assess and set goals for their own growth as mentors each year via a Google Form. Formative feedback and support for growth goals is provided by the Induction Coordinator during mentor network meetings.

EGUSD shared through program evidence and interviews with program leadership and participants that they have implemented the following program modifications over the past 2 years.

1. Implemented virtual options for meetings:
 - a. mentor/candidate weekly meetings conducted via virtual conferencing (Zoom or Meet)
 - b. Program orientation, network and professional learning meetings via virtual conferencing
2. Transitioned from paper to Google Classroom for candidate completion progress and to provide personalized feedback
3. Developed an Individualized Learning Plan rubric
4. Reduced candidate documentation and emphasized discussion prompts candidates/conversation guides
5. Increased number of in-person mentor classroom observations
6. Hired an Induction Curriculum Specialist

Course of Study (Curriculum and Field Experience)

The Individual Learning Plan (ILP) provides the roadmap for candidate growth and includes areas for developing goals, action plans, and collecting evidence such as CSTP self-assessment using the *Continuum of Teaching Practice*. Candidates select three elements of the CSTP for focused growth during each year of the two-year program.

Candidates develop an ILP that provides them with the opportunity to individually design their induction experience in collaboration with their mentor. The self-selected growth goals influence the candidates’ inquiry focus and align to professional areas of growth, the CSTP, and

district-wide initiatives. In interviews, candidates reported a lot of opportunities for dialogue and developing action plans on what they want to work on.

Upon successful completion of the ILP and all program requirements, as well as any additional credential requirements, candidates are recommended for a Clear California Teaching Credential.

Mentors support candidates via cohort meetings and individually to develop ILP goals, action and evidence collection plans, and complete the self-assessment using the *Continuum of Teaching Practice*. Mentors also provide candidate observations, schedule triad meetings, and are available as needed for just-in-time support. Mentors shared that “The observations and the ILPs together help to really give our participating teachers a more concrete understanding of how they’re able to tailor the classroom to the needs of their students. I think the whole process together really allows for a tailored experience for them. The triad meetings are really valuable and often affirm that the candidate is doing a great job.”

Assessment of Candidates

Candidates are assessed formatively throughout the two-year program. Initial review occurs within 60 days of enrollment to ensure each candidate has selected CSTP growth goal areas on their ILP, and determined their current level of practice on the Continuum of Teaching Practice. Formative assessment includes a triad meeting between the candidate, mentor and site administrator. Additional formative assessment is based on review of mentor observations and debriefs as well as inquiry reflection. Mid-year assessment includes an updated candidate self-assessment along the Continuum of Teaching Practice, followed by a discussion between candidate and mentor around growth and next steps.

Assessment of candidates is varied with many support systems and structures in place. Self-assessment on the CSTP using the Continuum of Teaching Practice descriptor levels reveals areas of strength and growth and serves as a springboard for continued development of the ILP and inquiry work. The candidate growth process is supported and complemented by district provided professional learning opportunities. During the triad meeting further assessment and analysis lends to fuller development of the ILP and inquiry focus. Using the Google Classroom, candidates submit completed portions of the ILP and inquiries to mentors for review and feedback.

While documented evidence provided by EGUSD states that program leaders review the Google Classroom submissions, assess and provide feedback to candidates, interviews with program leadership and other constituent groups clarified that it is the mentors who assess the items submitted on Google Classroom, while program leadership provides spot checks of the submissions.

Although it was not described in program documentation, interviews with program participants and program leadership revealed that mentors assess candidate ILPs. Mentor training materials include a copy of the ILP rubric, yet there is no indication of calibration training provided to

mentors regarding how to use, interpret, and complete the rubric as an assessment tool for the candidate's ILP and determination of candidate competency.

Through the ILP and inquiry cycles, candidates gather related evidence that document their growth towards mastery of the CSTPs. Inquiry evidence is submitted throughout the year via Google Classroom and reviewed by mentors who submit a TIP Completion Report to induction program staff. Program leadership uses these TIP Completion Reports as verification of assessment measures to determine candidate competency in meeting the requirements for the Clear Teaching Credential.

At the end of the two-year induction experience, candidates who have completed the program requirements are recommended to the Commission for the Clear Teaching Credential. The program coordinator submits the online recommendation and sends a congratulatory email to the candidate with the candidate's "CTC Notice - Recommendation for New Document" message.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, site administrators, and induction program leadership, the team determined that all program standards are fully met for the Elk Grove Unified School District Induction Program except for the following:

Standard 4: Qualifications, Selection and Training of Mentors – Met with Concerns

Interviews with program participants and leadership indicated that mentors are expected to utilize the Individualized Learning Plan Rubric to assess candidate ILPs and determine if the candidate has met or exceeded the standards in each area of the rubric. A review of training materials and interviews with program leaders indicate that, although the program does provide ongoing and training support for mentors, and the ILP Rubric is provided, mentors receive neither training nor calibration in the use of this tool.

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation – Met with Concerns

Interviews with program participants and program leadership indicated a two step process for verification that candidates have satisfactorily completed all program activities and requirements. First, mentors assess candidate progress toward mastery of the CSTPs and evaluate the evidence of the mentor's completion of the activities outlined in the ILP. Then the candidate provides verification of completion of program requirements via the TIP Completion Form to program leadership, who spot checks the submissions. Based on this evidence, the team was not able to clearly conclude that the program's recommendation verification process included a defensible process of reviewing documentation.

INSTITUTION SUMMARY

The vision of EGUSD is to ensure that “Every Student is Learning, in Every Classroom, in Every Subject, Every Day to Prepare College, Career and Life Ready Graduates.” This message is clearly demonstrated across all levels of the institution. The teacher induction program wholly embodies the district’s vision through its strong focus on continual growth, lifelong learning, and relationship building. Across constituents groups, it is evident that the collaborative nature of the induction program is a quality that is highly valued and purposefully maintained. The program’s design of conducting weekly candidate meetings in small groups demonstrates this emphasis on community. In describing their weekly meetings with mentors, one candidate stated, “it feels communal in a way.” Additionally, candidates’ deep appreciation and love for their mentors was expressed through interviews. Candidates consistently agreed that they felt comfortable to reach out to their mentor at any time, and that they would receive a timely response. Mentors reinforced the programmatic emphasis on “building relationships,” both among one another and with their candidates. One mentor explained, “our trainings and conversation starters are focused on this,” which creates a “space to share successes and struggles.” Moreover, “mental health and taking care of yourself” is prioritized. Another mentor explained that this relationship building with candidates “makes it easier to have harder conversations” and helps create a comfortable environment. The superintendent reinforced this collegial culture by stating that “we believe our induction program improves teacher retention by building trusting relationships and developing the skills of lifelong learners.”

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Interviews and review of program documentation with the EGUSD Induction leadership find that the induction program holds a research-based vision of teaching and learning. The EGUSD Induction Program has made recent changes to involve program leaders, mentors, and relevant constituents such as district and site administrators, lead mentors, professional service providers in the organization, coordination, and decision making for program improvements

over time. Induction program leadership stated that the significant changes and improvements were made last year and implemented this year. For example, the induction program leadership collaborated with the curriculum department to bring all induction documentation online via Google Classroom. As well, the new induction specialist networks regularly with other induction regional directors and coordinators, which has led to change the outdated induction requirements to a more streamlined Individualized Learning Plan experience guided by mentor conversations, observations and collaborations with candidates. Interviews show through the Advisory meetings and regional induction director (Cluster 1) virtual meetings that the EGUSD Induction leadership actively collaborates with other induction programs to improve their program. Interviews with Regional Induction Directors provided information about how EGUSD participates in “professional learning rounds.” These rounds shaped potential changes to the program, including significant revisions made to the Individual Learning Plan and the introduction of triad meetings with site administrators.

The district provides the induction program with sufficient resources for the effective operation, including, but not limited to, coordination, enrollment, advisement, ILP implementation, professional development, administrator and mentor training, and on the job or just-in-time systems of support. When interviewed, site administrators expressed appreciation for the triad meetings including one principal who stated, “I think that the recent implementation of triad meetings with me as the principal, the mentor and new teacher are super beneficial, especially for our younger teachers or newer teachers where we can sympathize with what they're currently going through.” Interviews of candidates and mentors clearly demonstrate that additional support is coordinated at the site and/or district level depending on the goals set in each candidate’s ILP. Candidates report they are strongly assisted by their mentors and cohort colleagues when they meet weekly to discuss “just in time” needs and identified areas of growth in their teaching practice. Induction leadership monitors a credential recommendation process that ensures that candidates recommended for a clear credential have met all requirements.

EGUSD provided documented evidence of the development of a Program Specialist position for Equity and Workforce Diversity who consult with current EGUSD teachers of color regarding opportunities for career development within the organization (affinity groups) and to consult with classified staff of color regarding pathways to becoming certificated educators. This Program Specialist is developing and implementing a system of support for educators of color in their first two years in EGUSD. The superintendent verified that this is a top priority in the district, and he stated that “widening that net [on] where we go to look [for candidates]” has been integral to their hiring process. He went on to explain that EGUSD has focused on “building an organization where people are attracted to it.” Interviews and documentation confirmed recent efforts toward recruitment with the hiring and retention of mentors and candidates (new teachers) who represent and support diversity and excellence. Surveys from the accreditation data dashboard indicate that completers’ demographic data is shifting to become more diverse, with higher percentages of candidates who identify as persons of color. For example, in looking across recent years, the trends have included a steady increase in completers who identify as “Hispanic or Latino” (from 16% in 2019-20 to 42.9% in 2022-23). In

addition, there has also been an increase in completers who identify their race as something other than “White.” In 2019-20, only 10.4% of completers identified their race as something other than “White.” In 2022-23, this percentage increased to 30.4% of completers.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Interviews with program leadership, candidates, mentors, professional development providers, district leadership, the Advisory Board, and document reviews validate that the EGUSD provides a strong system of support, advice and assistance that is uniformly provided to all program candidates. At the point of hiring, new teachers are systematically provided with information about enrollment in the induction program, as confirmed by the program coordinator and credential analysts interviews. In addition, site administrators, teacher colleagues and district professional development providers also encourage and remind eligible new teachers to enroll in the program, per interviews. The program coordinator emails eligible candidates inviting them to enroll in the induction program, as confirmed through interviews with the coordinator and participating teachers. Members of the Advisory Board testified to the strong level of support and collaboration provided by the program coordinator within the district and induction program.

The program coordinator provides clear guidance and support through the Candidate Handbook, program website, emails, newsletters, and ongoing communication to ensure that each participant may meet program requirements.

A review of documents and interviews with program participants revealed that multiple measures are used in a systematic approach by the candidate’s mentor and program staff to monitor and document candidate progress in meeting program requirements. Mentors typically work with their candidates in small cohorts of job-alike credentials. Through the cohort system, mentors provide candidates with both one-on-one and group support. Mentor logs verify that mentors work with their candidates weekly on “just in time” issues, as well as ILP development, implementation and reflection. Together, new teachers have the support of fellow candidate colleagues and mentors at their weekly meeting. As one candidate remarked, “It was nice to have other new teachers with whom we could share our weekly wins and struggles.”

Document reviews and multiple interviews confirmed that the EGUSD Induction Program program coordinator, the Advisory Board and the professional development providers for the program routinely collects, analyzes, and uses a variety of feedback data from candidates, mentors, site administrators to assess program effectiveness. The program leadership surveys candidates, mentors and site administrators every spring, and additionally collects organic anecdotal feedback throughout the year from key constituents about the quality of the program.

The Advisory Board works closely with the program coordinator to look at feedback data and make suggestions for program improvement during the school year. The EGUSD Induction program also receives ADD completer survey data annually from those candidates who completed the program.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The EGUSD Induction program collaborates with school administrators and district leadership regarding the criteria and selection of mentors at school sites. Reviewed documents and interviews verified that mentors are certified and experienced in teaching the specified content or performing the services authorized by the credential and provide effective and knowledgeable support for the cohorts of candidates within their teaching context. The EGUSD Human Resources Director stated, "We know we have so many highly qualified teachers out there [to be potential mentors]. We know that being a mentor is good for the experienced teacher's own practice, to be able to teach something is a demonstration of true expertise and it's a win win for us when the mentors build their skills and get better at what they do, as well as building up our next generation of educators."

Documented evidence and interview responses also demonstrate the close collaboration and integration of the induction program within the Curriculum and Professional Learning (CPL) department. The induction program collaborates with other CPL staff to design and implement a planned sequence of professional development and on-the-job experiences for candidates to be able to develop and demonstrate knowledge and skills to educate and support students in meeting state-adopted content standards.

EGUSD and their induction program offer high-quality professional development on the knowledge and skills expected of beginning teachers and grounded in current research on effective practice. Professional Development is integrated closely with on the job experiences as well as teacher needs identified in the ILP for professional growth.

The EGUSD Induction program continues to work on program improvements to build a more cohesive mentor-designed system that verifies how candidates learn, practice, and demonstrate competencies required of the clear credential as they demonstrate mastery toward California Standards for the Teaching Profession. Through site-based work and ILP experiences, the induction program offered by the district provides candidates with opportunities to experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. In 2022-23 surveys, 88.9% of program completers expressed that their mentors/system of support were either “helpful” or “very helpful” in supporting them to create and maintain a safe and positive climate for students in learning.

The Elk Grove Induction program allows for structured opportunities for candidates to 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 population and the opportunity to work with the range of students identified in the program standards. The accreditation data dashboard shows how EGUSD Induction program continues to report a positive impact through verified data collection in 2022-23 when looking at impact on student learning and diverse student groups with 90% of candidates reporting that the support provided by their mentor was “helpful” or “very helpful” regarding the use of strategies to support English Learners and to support students with disabilities. Additionally, 94% of candidates reported that the support provided by their mentor was “helpful” or “very helpful” regarding the use of strategies to minimize bias and using culturally responsive pedagogy. One mentor stated, “the observations and the ILP together...really give our participating teachers a more concrete understanding of how they're able to...tailor the classroom to the diverse needs of their students. And by having that observation time where candidates can ask us...what they can do to better support their kids in the targeted area, because they feel they are still really learning how best to meet those diverse student needs. I think the whole process together really allows for a tailored experience for [candidates] and their students they serve.”

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
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.	Inconsistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Document reviews and multiple interviews confirmed that the EGUSD Induction Program program coordinator, the Advisory Board and the professional development providers for the program routinely collect, analyzes, and uses a variety of feedback data from candidates, mentors, site administrators to assess program effectiveness. The program leadership surveys candidates, mentors and site administrators every spring, and additionally collects organic anecdotal feedback throughout the year from key constituents about the quality and effectiveness of the program.

The Advisory Board works closely with the program coordinator to look at feedback data and make suggestions for program improvement during the school year. The EGUSD Induction program also receives ADD Completer Survey data annually from those candidates who completed the program. Survey results in the last two years confirmed that the program had a positive effect on their teaching. Approximately, 85% of candidate completers responded that the EGUSD Induction Program helped them to develop the skills, habits, or tools they needed to grow in their teaching practice. More than 76% of the candidate completers felt the induction program was effective to very responsive to their needs.

Constituent interviews and review of evidence review indicated 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 except in the area of mentor training in the utilization of the Individualized Learning Plan Rubric to assess candidate ILPs and to determine if the candidate has met or exceeded the standards in each area of the rubric.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard

Extensive documented evidence shows that EGUSD and the Induction Program leadership collaborates regularly to ensure candidates preparing to serve as professional educators can demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. During interviews, the curriculum specialist explained how “...candidates are highly recommended to network with experts on various topics (PD sessions) and that some of that overlaps the district’s mandatory training. For example, our family and community engagement department, our English Learner Services Department, and one of the teachers who does a mindfulness class they all have designed specific PD sections just for induction teachers. Although the candidates don't have to go to those professional development network meetings but if they want to go, then the district has sections set aside so they don't have to be on a waitlist to get into where the professional development is specifically designed to be newer in the profession or at a more introductory level.” The Individual Learning Plan has been carefully designed and modified over the most recent years to ensure that candidates meet the CSTP, as specified in the various program requirements. The program is structured so that candidates regularly and systematically collaborate with colleagues and mentors in context alike, school site and/or district settings through the use of weekly mentor/candidate small group cohort collaborations. Additionally, mentor and peer observations are evidenced by contact logs and the ILP and triad meetings between site administrators, mentors and candidates to discuss progress toward professional goals based on self assessments of the CSTPs.

EGUSD and the induction program 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. This positive impact was evident when a candidate expressed their experience of working within the EGUSD mentor-designed induction program stating, “We talked about the ILP ...and in my group we talked about specifically about what examples would be beneficial for us to practice. When my mentor comes and observes me, she's looking for those specific strategies that we talked about in our collaborative weekly meetings. Her

observations help give me feedback about what my specific goals are and my progress. Additionally, in my cohort group we're pretty open because we talk about what we feel like we're struggling in or what we are needing to practice more, etc. So I feel it's individualized because we talk about our individual learning needs as teachers.”