

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

## Corona Norco Unified School District

Professional Services Division

March 2024

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Corona Norco 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	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

### Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0
Clear Administrative Services	5	5	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:** Corona Norco Unified School District

**Dates of Visit:** March 11-13, 2024

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">March 10, 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 providers, 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

After review of all relevant preconditions for this institution, all have been determined to be **met**.

Program Standards

All Program Standards for the Corona Norco Unified School District's Teacher Induction Program (TIP) and their Clear Administrative Services credentialing (CASC) program were determined to be **met**.

Common Standards

All Common Standards for Corona Norco Unified School District were determined to be **met**.

Overall Recommendation

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

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

Teacher Induction  
Clear Administrative Services

In addition, staff recommends that:

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

#### **Accreditation Team**

##### **Team Lead:**

James Webb  
William S. Hart Union School District

##### **Programs Reviewers:**

Minluvi Ramos  
Compton Unified School District

##### **Common Standards:**

Suzanne Borgese  
Placentia-Yorba Linda Unified School  
District, retired

Raeanne Little  
Orange Unified School District

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

Gay Roby  
Commission on Teacher Credential

#### **Documents Reviewed**

Accreditation Data Dashboard  
Accreditation Website  
Assessment Materials  
Candidate Advisement Materials  
Candidate Files  
Candidate Handbooks

Common Standards Addendum  
Common Standards Submission  
Precondition Responses  
Program Review Addendum  
Program Review Submission  
Survey Results

### Interviews Conducted

<b>Constituencies</b>	<b>TOTAL</b>
Candidates	66
Completers	52
Employers	17
Institutional Administration	5
Program Director	1
Professional Development Providers	12
Mentors/Coaches	21
Content Mentors	9
Advisory Board Members	12
IHE Partners	2
Credential Analyst	1
<b>TOTAL</b>	<b>198</b>

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

### Background Information

The Corona-Norco Unified School District (CNUSD) is the largest public school district in Riverside County, and the 7th largest in Southern California, providing education to the students of the Corona, Norco, and Eastvale for over 125 years. CNUSD has 51 schools in operation: 31 elementary schools, 3 K–8 academies, 8 intermediate schools, 1 Hybrid school, and 8 high schools. The district currently serves more than 50,000 students in grades K-12 with a student-teacher ratio of 25 to 1. California Department of Education ethnicity reports for 2022-23 states CNUSD's student population as Hispanic 53.7%, White 20.8%, Asian 12.6%, African American 5.6%, Filipino 3.1%, two or more races 2.3%, not reported 1.3%, Pacific Islander 0.4%, and Native American or Alaskan Native 0.3%.

### Education Unit

The district's two educator credentialing programs are housed in the Educational Services department with the Deputy Superintendent providing oversight while one of the Educational Services directors has day-to-day implementation responsibilities. The TIP program employs eight full-time release mentors serving 119 candidates, supported by content mentors when there is not a complete credential match between mentor and teacher. The CASC program employs 22 coaches who are current and recently retired administrators from the district; they support 28 administrator candidates. A single Advisory Board supports both programs, consisting of district administrators, mentors, coaches, and candidates, as well as local college/university partners.

**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>
Teacher Induction Program	83	119
Clear Administrative Service	12	28

### 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**

As evidenced by their program summary, program handbooks, and website, the Corona-Norco Unified School District provides a two-year Induction program designed to support each new candidate through an individualized, job-embedded experience that supports teaching and learning within their specified placements. An early completion option is available for candidates who meet the district's publicized criteria to shorten their induction experience by a semester. The organizational chart and interviews verified that the CNUSD Teacher Induction Program is led by the district Superintendent as the program sponsor with the program assigned to the Educational Services division of the district office. Oversight is provided by the Deputy Superintendent of Educational Services while daily operation of the program is the responsibility of the program director, whose job title is Director of Educational Service, Induction Programs. The director coordinates the pairing of mentors with candidates, develops meeting content, oversees the teacher induction mentors, and ultimately determines if the candidate qualifies for recommendation of a clear credential. The program employs both induction mentors who monitor the progress of each candidate on their Individualized Learning Plan, plan monthly meeting content, and meet with candidates on a weekly basis, as well as content mentors, who support the candidate in their content knowledge. The Superintendent commented that the district will continue to support the induction programs because they see how the programs positively impact students.

As evidenced by candidate, mentor, and site administrator interviews, the CNUSD teacher induction program communicates with program personnel in a variety of ways. Communication with candidates begins when they finalize their contract in Human Resources and their name is provided to the program to contact regarding enrollment. Eligible candidates sign a "Notification of Eligibility and Responsibility to Enter" document as well as the "Two Year Pathway to a Clear Credential." These documents are then given to the induction program director to sign, signaling entry into the teacher induction program.

Communication between mentors and candidates occurs via in-person visits, email, phone calls, and monthly collaboration meetings. One candidate reported that weekly mentor meetings helped greatly as "she never judged me...but listened and problem-solved with me." Another candidate noted they would have been lost without their mentor who contacted and supported them from day one. Finally, a third candidate observed that they wouldn't be the teacher that they are today without the help of their mentor.

Mentors receive training on the structure of the program, their responsibilities as a mentor, and the forms used to document growth and progress. Specific attention is given to the Individual Learning Plan (ILP) and the role mentors play in observing and providing feedback to their candidates. According to a mentor, everything was laid out during orientation and monthly meetings so that both candidate and mentor are clear regarding the expectations and timelines in the program. Another mentor said the district's online platform has everything they need to be able to check in with their candidate's ILP progress.

The program's Advisory Board is composed of employees from the various district departments, program members and completers, site administration, and local university staff. The Advisory Board meets three times a year to analyze survey data and to identify patterns and trends. They then make recommendations based upon their findings which the program director may or may not adopt. IHE collaborators explained that they support the CNUSD Teacher Induction Program by providing online professional development modules, including RICA test preparation as needed.

Interviews with the program director, Assistant Superintendent of Human Resources, and the credential analysts confirmed that communication is maintained among the Teacher Induction Program, Human Resources, and the Credential Analysts through monthly meetings. Items discussed include documenting individual candidate's progress within induction, changing rules and regulations, and coordination of processes as candidates complete their program.

Interviews confirmed that in addition to providing an induction mentor to candidates, the program assigns content mentors, with matching credentials, should the mentor and candidate credentials differ. These mentors generally work with candidates a minimum of one hour per week to provide "just in time" mentoring and coaching, ensuring that each candidate gains competence in lesson planning, subject content, and the California Standards for the Teaching Profession (CSTP). Individualized Learning Plans (ILP) guide candidates to select relevant standards and professional learning that moves their practice forward through cycles of inquiry. The program director assigns mentors to support each new candidate within the first 30 days of their enrollment in the program. According to the Director of Human Resources, retention has been very high at CNUSD, with numerous staff members having more than 25 years in the district, in part because teacher induction does great work in providing immediate support to the district's new teachers.

Mentors confirmed that the selection process for mentors begins with Human Resources sending an email to all district certificated staff, detailing the job qualifications, description, and the process for applying. Applicants meet with an interview panel that consists of the program director, a teacher union representative, and district office administrators before being selected.

The program gathers input from its constituencies and partners throughout the year. The program director explained that candidates give input in the form of self-assessments and surveys. Candidates begin providing input to their support provider by completing a needs

assessment and initial self-assessment on the CSTP. Candidates confirmed that they also provide input through reflections on each inquiry process of their ILP, including self-assessments to document their growth in the CSTP. In addition, the candidates confirmed that they complete a mid-year survey and an end-of-year survey. The Advisory Board members and mentors confirmed that the survey results are then analyzed by the mentors and the program director, and during Advisory Board meetings with appropriate actions then taken. Program modifications reported by CNUSD district and program leaders include holding virtual meetings in addition to the predominantly in person meetings, to ensure that mentors and candidates successfully meet throughout the year. The program director also shared modifications have occurred in spreadsheets and documents in their common online platform which allows for easy access for program leaders.

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

All interviewed completers and candidates shared that the program assigned a mentor to support them within the first 30 days of their employment who then provided two years of weekly mentoring that was job-embedded and based on their individual needs. Mentor support is documented through candidate self-assessments using the CSTP.

Candidates shared that their journey through induction begins with the development of an Individual Learning Plan within 60 days of starting the program. During their first and second year of teacher induction, candidates participate in cycles of inquiry that employ the program's "Plan, Teach, Reflect and Apply Cycle" and focus on specific areas of growth. Credential analysts confirmed that every newly hired teacher in CNUSD is eligible to participate in the CNUSD teacher induction program if they have a Certificate of Clearance and hold a preliminary teaching credential.

Candidates verified that as they work on their ILP, they meet with their mentor weekly for a variety of purposes. These may include direct mentoring on a specific subject, assistance with research for the ILP, or observation by the mentor to provide feedback to the candidate on their professional practice. Mentors also confirmed that they have the responsibility to monitor their candidate's online portfolio to ensure progress is being made.

The CNUSD professional development providers reported that to support the learning the candidates are doing around their focus areas, a variety of professional learning opportunities are offered to the candidates, based on the candidates' responses to a professional development needs survey sent out upon orientation, and/or from the site administrators' requests. Candidates keep track of their professional growth hours on a professional development log.

The candidates, completers, mentors, and employers confirmed that the program leaders send out mid-year and end-of-year surveys, and surveys after each training session and monthly meetings. The Advisory Board members reported that they analyze survey results and make recommendations for changes based on the data.



### **Assessment of Candidates**

The program director, candidates, completers, and mentors confirmed that over the course of the two-year program, candidates maintain an online folder containing their ILP, activity records, and self-assessments. Formative assessment occurs as candidates meet with their mentor and receive input and feedback around their observations, inquiry work, and progress on their ILP. Mentor support is provided through visits, observations, and conference attendance which is recorded on the mentor's weekly contact log and candidate activity records. The mentors and program director monitor progress toward completion. One candidate expressed appreciation for the online platform where everything is clearly explained and available, making it easy to go to the folder anytime to record classroom observations, reflections, and weekly collaboration.

Candidates and completers confirmed that whenever they face extenuating circumstances and cannot continue with their program participation, they are able to meet with the program director for advice, extensions, and a pause in their program participation. They also reported that the district provides make-ups when meetings have been missed.

The candidates explained that during orientation, and through the program handbook and MOU, they were informed on how they will be assessed and evaluated in relation to program competencies. They also confirmed that the program director explained to them how to complete the Individualized Learning Plan that includes CSTP self-assessments, and how to provide evidence for the Continuum of Teaching Practice chart. One completer expressed gratitude to the CNUSD teacher induction program which provided a clear understanding of program expectations after their first year of teacher induction in another district.

Candidates confirmed that they conduct self-assessments on the CSTP at the beginning and end of the school year. In addition, during each year of the program, candidates complete the Continuum of Teacher Practice chart in which they rate themselves on the CSTP elements, providing evidence to support their rating. At the end of each year, candidates participate in group ILP presentations to program staff, support providers, and other candidates, using a presentation template to ensure quality and a full inquiry cycle.

The program director and credential analyst confirmed that only candidates who have completed all program requirements are recommended for a clear credential. Once completion is verified by the program director, copies of the program completion documents are forwarded to the credential analyst who emails the candidate with directions on how to apply for the clear credential which the candidate completes electronically. When a candidate has been issued the clear credential, the credential analyst provides the program director with verification of issuance.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 111 candidates, completers,

professional development providers, employers, and mentors, the team determined that all program standards are **met** for the Teacher Induction Program.

### **Clear Administrative Services**

#### **Program Design**

Corona Norco Unified School District's Clear Administrative Services Credential (CASC) program is housed in the Educational Service division and is supervised by the Director of Educational Services, Induction Programs, under the direct leadership of the Deputy Superintendent of Educational Services. Interviews with the program director and Deputy Superintendent confirm that the program is well integrated into the culture of the institution and the program director has frequent opportunities to share and receive feedback on the program during regular cabinet and Education Services division meetings. The program has grown over the past few years and currently serves approximately twenty candidates in a variety of administrative positions.

Interviews with the Deputy Superintendent of Educational Services and the administrative director of Human Resources indicate that program leadership communicates frequently with cabinet leaders to ensure alignment of the program with the institution's strategic plan. CASC coaches and candidates reported that the lines of communication throughout the CASC program are strong with regular meetings, emails, and phone calls. Candidates reported that they felt comfortable sharing concerns with both their coach and the program director.

The Deputy Superintendent of Educational Services shared that all district administrators have received training on Cognitive Coaching, and the Coach Agreement notes that this is a prerequisite training for any district coach. CASC coaches confirmed that they attend an annual introductory coaches' training to review processes used and discuss program strengths and concerns from the previous year. The structure of the program includes one on one candidate coach sessions, as well as collaborative coaching during monthly program meetings. During interviews, CASC coaches and candidates both stated that they appreciated the camaraderie that is a part of these sessions and how the structured work time helps them to stay on track with the coaching hours and process while the differentiation makes the work meaningful for each of them.

Annually, the program director sends an email informing experienced administrators of the opportunity to apply to be a CASC coach. Although there is an application included in the handbook, several coaches reported that they informally reached out to the program director or were directly asked to become a coach, if they met the criteria. New coaches are trained on the California Professional Standards for Educational Leaders (CPSEL) using the publication Moving Leadership Standards Into Everyday Work and are shown how to use the descriptors of practice to assist candidates in completing an initial self-assessment. Throughout the program year, coaches regularly participate in collaborative program meetings with their candidates. Three times per year, a "Coach's Corner" is offered where coaches support one another in their coaching work. One coach shared about a current book study, and another coach stated that

he valued the time to dialogue and reflect on challenges. Several coaches mentioned that they had reached out to the program director to seek additional ideas and feedback on how best to support their candidates and felt supported in these interactions.

The Corona Norco CASC program seeks feedback on the program from its induction Advisory Board, which meets three times per year. Members include district department heads, program members and graduates, site administrators, and local university staff. Additionally, credentials analysts confirmed that communication is maintained between the induction program and Human Resources with monthly meetings. Two coaches mentioned that they are also involved in the Riverside County Induction program, however they were unaware of any formal partnerships or collaborations between Corona Norco and neighboring administrative induction programs.

Coaches participate twice yearly in collaborative coaching sessions with their candidate and the program director and receives informal feedback following these meetings. The program surveys both candidates and coaches at and end of the program year. Agendas from the “Coaches Corner” confirm that the program director shares strengths and challenges, identified on the surveys, with the coaching group.

Based on participant surveys and candidate challenges, formal collaboration meetings were recently reconfigured to allow candidates and coaches time to work together on program documents. Additionally, coaches noted that the program added the “Coaches Corner” three times per year to provide ongoing coach training.

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

Coach/candidate matches are established by the program director. CASC coaches and district leaders noted that finding a coach with job experiences and expertise related to the candidate assignment is a high priority. Some of the CASC candidates shared that they had requested a specific mentor and appreciated that this preference was honored when possible. Other candidates indicated that they were not asked for input about their mentor, but felt their coach was a good fit in terms of job skills and working style. In two cases, candidates or completers indicated concerns about their coaches having the time to fulfill their induction commitments. Both stated that they were able to share their concerns with the program and improve the situation, or ultimately be assigned a different coach.

The Individual Induction Plan (IIP) begins with an initial CPSEL self-assessment that the candidate completes with the coach’s aid. Following the self-assessment, the coach guides the candidate in selecting an inquiry question for each of the year’s focus CPSEL: standards 1-3 in year one, and standards 4-6 in year two. Several candidates noted that their coach was instrumental in helping them to narrow the focus and link their inquiry question to their job needs. When the candidate indicates they are ready, the coach conducts an observation of a job-task related to the IIP goal. At least one observation is conducted for each CPSEL focus question. Candidates noted that they valued this job-embedded feedback and appreciated the opportunity to understand their strengths and areas of growth in the context of the non-

evaluative coaching relationship. Recent CASC completers confirmed that these observations felt supportive rather than evaluative and allowed them to receive job embedded feedback on their performance, areas of strength and growth. One candidate stated they never felt like they had to do something more for their IIP than what was expected in their job, adding that they had to document it more, but that documentation did help them to slow down and reflect on learning, which they might not have done without the IIP.

All candidate work is completed in a shared online platform so that coaches and the program director can regularly check progress. The program director schedules individualized meetings with each candidate and coach twice yearly to advise them on progress and ensure they understand program expectations. One candidate stated that while he had felt overwhelmed by the paperwork expectations at first, the organization and straightforward feedback helped him to stay on track. One coach noted that the program director regularly reviews candidate files and that when she would reach out to the director with a concern, was often surprised that the program director was already familiar with the challenge. As a result of the frequent collaboration opportunities one of the candidates stated they always felt supported by peers, their coach, and the program director, concluding with “I feel like a lot of people have my back.”

Current CASC candidates and completers noted that the professional development offered by the program aligned well with their job needs, reflected their survey input, and provided them the opportunity to get to know other leaders in the district that they could call on in future for support. District-led professional development includes a variety of choice and options for candidates which individualizes their professional development. Candidates noted that having the opportunity to dialogue with their coach following professional development was helpful in them applying their learning to their job context.

CASC candidates and coaches complete mid- and end-of-the-year surveys on their experience in the program. CASC coaches confirmed that as a result of their feedback, they have seen changes in both candidate and coach training. Principals and other administrative supervisors confirmed that they participate in annual triad meetings with the candidate and coach, and that they give feedback on the candidates work and support needed to ensure alignment for job goals.

### **Assessment of Candidates**

At the end of the first year of participation, CASC induction candidates complete benchmark assessments on their progress towards completion, including the *Self-Assessment on the CPSEL Descriptions of Practice*, and ensuring all required documents are uploaded to their portfolio. One CASC completer noted that revisiting the CPSEL self-assessment with her coach was powerful, as it helped her to gain confidence in her growth. At the end of each program year, candidates participate in group IIP presentations to program staff, coaches, and other CASC candidates. Principals who had supervised a CASC candidate noted that this helped them to understand their candidate’s work and to support their continued growth.

The program director monitors candidate progress and meets individually with candidates who have not met benchmarks. CASC completers indicated that this was a supportive option that allowed them the time and assistance needed to complete documentation. The CASC handbook also includes a request for *Extra Assistance/Special Circumstances*, and a form for a *Requested Extension Due to Lack of Completion*. Credentials Analysts confirmed that these forms are occasionally used with candidates who are delayed in meeting credentialing requirements.

The Corona Norco administrative induction program provides both candidates and coaches information on the assessment process via the handbook, initial training, and monthly collaboration meetings. Coaches and candidates recalled that these processes were also discussed in introductory program presentations.

At the end of the two years, candidates review their portfolio with their coach and the program director. The portfolio is scored using the program completion rubric. The candidate must score a three or four on each section to earn the clear credential. The *Program Completion Rubric* is included in the candidate handbook, and candidates and completers both noted in interviews that they felt clear on expectations from the beginning of the program.

The most frequently cited challenge to program completion by all program participants was completion of paperwork. Two program improvements had been implemented in recent years to mitigate this challenge: inclusion of coach candidate work time in the monthly collaboration meetings, and the program director creating individualized working appointments with candidates who need extra time and support to complete documentation.

To ensure that only candidates who have reached a level of competence meriting possession of a Clear Administrative Services Credential are recommended, the program director reviews each candidates' portfolio and completes the program completion rubric with input from the candidate's coach. Once program completion, coaching hours, and professional development hours are verified, completion documents are provided to Human Resources. A credential analyst emails the candidate the directions on applying for the clear credential and the candidate completes this electronically.

#### Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituencies, the team determined that all program standards are **met** for the Clear Administrative Services Credential.

### **INSTITUTION SUMMARY**

Housed in the Education Services Division of the Corona Norco Unified School District (CNUSD), the CNUSD Induction Programs' foundation is mentor/coach support centered on the achievement of individualized candidate goals and growth in professional practice with both the CSTP and CPSEL. All groups interviewed during the visit expressed high regard and appreciation for the CNUSD induction programs with many constituents commenting on the responsiveness of the program as well as how the work of induction was "real" and connected

to the context of the candidates' job responsibilities. The work of both teacher and administrator induction is based on the development of the ILP and IIP, which guide candidate reflection and the development of effective practices. Interviews conducted at all levels communicated the common objective of developing, sustaining, and retaining qualified teachers and administrators in their district, and candidates spoke of their appreciation for the support that their mentors and coaches provided.

Through the inquiry process in TIP, mentors support each candidate's consistent practice of reflection on the efficacy of instruction, analysis of student work, and the use of these data points to further inform the repeated cycle of planning and instruction. With CASC, coaches work with their candidates to examine the context of their administrative assignment, provide job-embedded support, and promote reflection against the CPSEL for candidate success as an administrator. Monthly professional development meetings for both programs provide training on topics common to all candidates while also allowing candidate options in a variety of ways, thereby providing individualization for each candidate. The induction team has worked hard to maintain a consistent induction experience for new teachers and administrators. While there is some collaboration with Institutions of Higher Education (IHE) through the Advisory Board, this relationship should extend beyond the district to include partnerships with the broader educational community, working together with other induction programs in the cluster and neighboring districts. With these strengthened partnerships, CNUSD can provide teacher and administrator candidates with diverse perspectives and experiences, enriching their experiences and professional learning.

### COMMON STANDARDS FINDINGS

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

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</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>Inconsistently</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**

Corona Norco Unified School District (CNUSD) is committed to fostering a research-based vision of teaching and learning that aligns with California's educational standards and frameworks, ensuring coherence across both its educator preparation programs. Verified by program summaries, the district's educational infrastructure is designed to actively involve relevant constituents in decision-making processes, promoting collaboration and alignment with the state-adopted standards.

Documentation review verified their research-based vision of teaching and learning reflects California's educational standards. Grounded in the work of Dr. Linda Darling-Hammond,

Michael Fullan, and Dr. Anne Podolsky their vision serves as the foundation for the programs within the educational unit, ensuring consistency and alignment with state requirements. CNUSD prepares beginning teachers and administrators to effectively implement California's adopted standards and curricular frameworks in their classrooms and at their sites, based on current research. The Superintendent commented he loves to see all of the current instructional strategies and technologies incorporated into teachers' classrooms, stating his belief that their cycles of inquiry help to accomplish this.

CNUSD's active decision-making processes are inclusive and transparent, allowing affected groups to contribute their expertise and perspectives. One Advisory Board member shared their diversity of members ensures that they are meeting with all of the district's constituent groups. Reviews documented this collaborative approach ensures that programs are responsive to the needs of educators and the broader educational community, fostering continuous improvement and innovation.

CNUSD promotes regular and systematic collaboration among constituent groups to enhance their programs through its Advisory Board. While there is some collaboration with Institutions of Higher Education (IHE) through the Advisory Board, this should extend beyond the district to include partnerships with the broader educational community, working together with other induction programs in the cluster and neighboring districts. With these strengthened partnerships, CNUSD can provide teacher and administrator candidates with diverse perspectives and experiences, enriching their experiences and professional learning.

CNUSD ensures that the education unit receives sufficient resources for the effective operation of both induction programs. A review of supporting documentation shows inclusion of coordination, admission, advisement, curriculum development, professional development, field-based supervision, and clinical experiences resources. By investing in these areas, CNUSD demonstrates its commitment to providing high-quality preparation for its beginning teachers and administrators. The Superintendent reinforced the district's commitment to their induction program by declaring they will continue to support the programs because they can see how it positively impacts students.

CNUSD administrators are empowered with the authority and institutional support needed to address the needs of its programs. Documents reviewed confirmed that leadership considers the interests of each program within the institution, ensuring that resources and support are allocated equitably. This fosters a culture of collaboration and shared responsibility for program success. A teacher candidate completer commented that if it weren't for their mentor, they would not have made it as a beginning teacher as the mentor "helped me so much."

CNUSD's recruitment and faculty development efforts prioritize diversity and excellence, supporting the hiring and retention of induction personnel who reflect the diverse needs of the community. A review of documentation showed that induction personnel are selected based on published qualifications, including current knowledge of content, familiarity with California's



educational standards, awareness of diversity in society, and demonstration of effective professional practices.

Finally, CNUUSD monitors a rigorous credential recommendation process to ensure that candidates meet all requirements. Interviews with the credential analyst and the Administrative Director of Human Resources confirmed this process includes comprehensive assessments of candidates' knowledge, skills, and competencies, as well as ongoing evaluation and feedback to support continuous improvement.

<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**

CNUUSD uses a multi-faceted candidate selection process that includes application screening, college transcripts, previous educational experience, credentials held, and subject area emphasis when seeking new teachers and administrators. The credential analyst confirmed that only teachers holding a certificate of clearance and a preliminary teaching credential and administrators holding a preliminary administrative services credential are accepted into their induction programs.

As documented by program calendars and verified by Human Resources administrators, the district purposefully recruits to hire and admit candidates for their induction programs that represent the diversity of the area's student population. The Administrative Director of Human

Resources explained that the district participates in job fairs located at IHE that “have a diverse population of students.” Once hired, teachers and administrators are screened for program eligibility and subsequently provided with support, advice, and assistance through individualized coaching, targeted professional development, and self-selected cycles of inquiry.

Handbooks have been created for both candidate and mentor/coach use in CNUSD’s educator preparation programs. New hires enrolled in an induction program attend an orientation where program information is reviewed by key program personnel. As outlined in the program handbooks and program calendars, candidates are provided options that meet their individual needs within district-provided professional development. When asked how long after being hired they were informed of professional development opportunities, a candidate responded that as soon as they signed the contract, they were informed of the New Teacher Training and the following week they were assigned a mentor.

An assigned mentor (TIP) or coach (CASC) meets weekly with their assigned candidate providing guidance and feedback on their professional practice, through ‘just in time” conversations and more structured discussions on the candidate’s ILP/IIP. TIP candidates indicated that when additional content support was needed, the program provides a content mentor. The frequency of content mentors fluctuates, but all candidates expressed the availability and valued support provided by their content mentors. During an interview, a completer shared that their mentor was available any time they needed support and even though they have completed induction, “she is still there for me.”

The program director expressed the districtwide belief that program candidates should be given every opportunity to succeed which has resulted in extended time, additional support mentoring, and even dedicated work time and space to ensure candidates meet competencies outlined by their induction program. One mentor, referencing action that might be taken when a candidate is struggling, shared that their special ed candidate was having difficulty with math content. The program director arranged for a math content mentor to provide additional support and by the end of the school year, the candidate became confident teaching math and actually reported they now enjoyed it.

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

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each <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 teacher and administrator induction programs at CNUSD provide job-embedded mentor and coach support and targeted professional development to successfully introduce novice educators to their job responsibilities. Program handbooks and candidate work demonstrate that the induction candidates complete cycles of inquiry, grounded in professional standards, and documented in their ILP/IIP. Teacher induction candidates complete inquiry cycles on CSTP 1-3 during their first year of participation and CSTP 4-6 in their second year. Likewise, CASC candidates complete inquiry cycles on CPSEL 1-3 during their first year of participation and CPSEL 4-6 in their second year. Inquiry cycles are supported by mentoring/coaching sessions and professional learning individualized to their learning needs. These three elements together provide a cohesive program that allows candidates to demonstrate growth and competency levels.

District data, school data, and site-based mentors/coaches interviews confirm that every school has a wide range of students with diverse needs. The program director confirmed that induction candidates learn and practice research-based strategies to teach and lead schools that result in improvements in teaching and student learning.

Prospective mentors and coaches complete a vetting process that includes applications, reference letters, and panel interviews, ensuring they are both certified and experienced in state content standards. Should a mentor hold a credential different than their candidate, a content mentor is provided as additional support. Mentors and coaches receive cognitive coach training and maintain a development log on their own professional growth.

When asked what they valued most about being a TIP mentor, one mentor responded that they liked watching teachers grow and seeing their teaching develop across the months in a school year. Another mentor commented they liked “paying it forward”, helping a teacher be successful in their teaching practice rather than just letting them “flounder.”

CNUSD Induction programs provide trainings to mentors and coaches in Cognitive Coaching and the development and implementation of the ILP/IIP. Subsequent training is provided during monthly meetings, focusing on program documents and coaching skills. The Deputy Superintendent of Educational Services reported that subsequent training topics are partially derived from district goals and state educational trends such as MTSS, as well as the ongoing refinement of coaching skills.

Candidate progress is monitored on a regular basis through ongoing self-reflection, observation feedback, and mentor/coach conversations during weekly face-to-face meetings. Candidates complete self-assessments of their professional practice at the beginning, mid-point, and end of their participation in induction which provides evidence of their growth and competency in the CSTP and CPSEL.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistently</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>

Common Standard 4: Continuous Improvement	Team Finding
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**

Interviews confirmed that CNUUSD collects data throughout the school year from candidates, mentors and coaches, district administrators, and the Advisory Board members. For candidates, the data collection begins with a baseline of self-reflection on their level of professional practice. A member of the Advisory Board commented they look at data provided by program leadership to examine trends and analyze feedback from candidates. Data that is reviewed at Advisory Board meetings is then used to make suggestions for improving program quality and effectiveness. A review of documentation at the site visit verified that program leadership reviews and analyzes data from a variety of sources to make appropriate modifications to the program as needed.

A completer from the CASC program gave specific examples of program modifications as a result of surveys and exit interviews, such as transitioning from whole-group monthly sessions to more relevant small-group content trainings as a result of monthly surveys that candidates completed.

CNUUSD's induction programs systematically collect, analyze, and utilize candidate and program completer data, as well as operational data, to continually enhance program effectiveness. This process integrates multiple sources of data, including evaluations of mentor meetings, collaboration meetings, and local and state survey data. A review of documentation confirmed that induction candidates are surveyed upon the conclusion of both mentor meetings and collaboration meetings, allowing program leadership to review what is working in candidates' practice and what may need further consideration by the program.

Interviews confirmed that candidate data is regularly gathered and assessed to evaluate the extent to which beginning teachers and administrators are prepared to confidently enter the professional workforce. Additionally, feedback from site administrators and IHE partners provide valuable insights into the quality of the program. One IHE member commented they look at program data to assist with candidates and their professional development by offering the candidates the opportunity to take online modules with our university.

By systematically collecting and analyzing this data, CNUUSD's induction programs make informed decisions to improve program quality and better meet the needs of their induction

candidates, as evidenced in interviews with constituents and a review of program documents. As explained by the program director, this continuous improvement process ensures that CNUUSD remains responsive to changing educational landscapes and committed to providing high-quality induction experiences for educators.

<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 effectively support all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>Consistently</b>
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	<b>Consistently</b>

#### **Finding on Common Standard 5: Met**

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

The CNUUSD’s induction programs follow an inquiry cycle that allows candidates serving as professional school personnel to know and demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards. Shared documents and interviews with educational partners showed that current candidates and program completers are assessed against the Commission-adopted requirements and program standards. A CNUUSD site principal commented that both new teachers and new administrators are getting the best program to help them throughout their educational careers in our district. Retention is high in the district, with many teachers and administrators reporting careers in Corona Norco USD that span two decades or more.

During interviews, both teacher and administrator candidates established that both formative and summative feedback is offered during coursework and fieldwork experiences to guide, hone, and ultimately confirm their standards-based competencies. Teacher induction completer surveys on the Commission’s Accreditation Data System (ADS) confirm that the teacher induction program is highly regarded, with a 4-point Likert scale averages of 3.50 regarding the program’s effectiveness in helping them develop the skills, habits, and tools needed to grow their teaching practice, and 3.46 regarding the program’s effectiveness in meeting their needs.

The different stages of monitoring a candidate's journey were evidenced within the induction programs’ ILP and IIP documents. For TIP, candidates conduct self-assessments at the beginning and the end of the year to confirm they are making progress toward mastery of the CSTP.

Mentors reported reflective coach-mentor conversations are held to unpack a candidate's measurement of the growth at the beginning of the candidate's enrollment and the end of each participant year. If a candidate does not meet the standard, formative feedback is provided, and the mentor and candidate work together until that section of the ILP meets the standard. ADS data show TIP candidates, in the last reporting year (2022-23), felt well prepared to work in the six CSTP, based on their IIP goals and activities; averages for the six CSTP results are in a range 2.75 to 2.90. For CASC, all work is completed via an online platform with regular check-ins by the program director to ensure benchmarks are being met and work is of quality with the CPSEL. For both induction programs, it is through the completion of induction tasks and candidate ILP/IIP completion that candidates are granted a recommendation for a clear credential, which is processed via CNUUSD's credential analyst with the Commission on Teacher Credentialing. Due to the lower number of program participants, ADS completer surveys are not available for CASC, but local survey results indicate a high satisfaction amongst completers for the preparation provide in their administrator induction program. Based on the most recent CASC candidate feedback, 84% of candidates find the regular professional development activities very valuable to their work with supporting their schools and departments. Additionally, in a review of candidate IIP's the "outcome" section for each candidate focus question includes specific quantitative and qualitative measures of impact including such items as a decrease in absences and tardies, and increased participation in parent involvement meetings.

CNUUSD's Induction Programs, through the candidate coursework and reflection, aim to ensure that all their induction participants are prepared for their professional future by demonstrating competence in the state's professional standards. One member of the Advisory Board offered their opinion that the induction programs allow support for the CNUUSD initiatives for both teachers and administrators by being job-embedded and supportive of the district's strategic plan. This is just one of the many examples provided during interviews that show how the induction programs evaluate and demonstrate that they are having a positive impact both on candidate learning and competence as well as teaching and learning in schools that serve California's students.