

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Chaffey Joint Union High School District**

**Professional Services Division**

**March 2024**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Chaffey Joint Union High 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**

<b>Common Standards</b>	<b>Status</b>
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**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction	6	6		

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:** Chaffey Joint Union High School District

**Dates of Visit:** February 26-28, 2024

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">Chaffey Joint Union High School District Report 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, 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

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

Program Standards

All relevant Program Standards have been determined to be met.

Common Standards

All relevant Common Standards have been determined to be met.

Overall Recommendation

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

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

### ***Teacher Induction***

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Chaffey Joint Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Chaffey Joint Union High 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:**

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#### **Programs Reviewers:**

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#### **Common Standards:**

Samantha Leddel  
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#### **Staff to the Visit:**

Frances Martinez Kellar, Ed.D.  
Commission on Teacher Credentialing

#### **Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Individual Learning Plans  
Candidate Advisement Materials  
Accreditation Website  
Candidate Files  
Assessment Materials

Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
Performance Assessment Results and Analysis  
Examination Results  
Accreditation Data Dashboard

### Interviews Conducted

<b>Constituencies</b>	<b>TOTAL</b>
Candidates	27
Completers	11
Site Principals	7
Mentors	4
Superintendent	1
Program Director	1
Assistant Superintendent of Instructional Services	1
Assistant Superintendent of Personnel Services	1
Credential Analysts	2
Instructional Coaches	9
Joint Panel (Advisory Council)	8
Assistant Superintendent of Business Services	1
Chief Fiscal Services Officer	1
Executive Director of Equity and Inclusion	1
<b>TOTAL</b>	<b>75</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 Chaffey Joint Union High School District (CJUHSD) is the second largest high school district in the state serving more than 24,000 students in the communities of Ontario, Montclair, and Rancho Cucamonga in addition to portions of Fontana, Upland, Chino, and Mount Baldy in San Bernardino County. The district is comprised of eight comprehensive high schools, a community day school, a continuation high school, and an adult school. With its district office located in Ontario, approximately one hour east of Los Angeles in the region known as the Inland Empire, the district has provided quality public education for its high school students in the area since 1911.

CJUHSD is a district rooted in rich history that can be traced back to as early as 1882 when George Chaffey, along with his brother William, purchased the land from the Cucamonga Land Company and Kincaid ranches. After years of development, citizens of Upland and Ontario voted to form the Chaffey Joint Union High School District in May 1911. On June 9, 1911 CJUHSD became a legal entity with Merton E. Hill named as the district's first superintendent. Chaffey Union High School was the district's first high school welcoming 346 students to its inaugural cohort on September 11, 1911. Since the district's inception, only 9 superintendents have taken the helm over the last 113 years leading the way to recruiting and retaining its talented and dedicated school leaders, teachers, and support staff in serving its diverse student population.

The district offers a wide range of instructional options that supply a quality educational program for every student they serve. The district also provides a variety of professional development supports that attract and retain their well-prepared, highly-qualified, and dedicated teachers and staff. The district boasts some of the highest graduation rates in San Bernardino County with students routinely accepted into some of the most prestigious colleges and university across the country.

## **Education Unit**

The Chaffey Joint Union High School District Teacher Induction Program is housed within the Instructional Services Division of the Chaffey Joint Union High School District (CJUHSD). The Teacher Induction Program within CJUHSD currently supports 37 candidates in a collaborative effort between site administrators, content-specific instructional coaches, and induction mentors.

The induction program provides a two-year, individualized, job-embedded system of professional learning and mentorship for all new teachers in their first and second year of teaching in the district. The program is overseen by the Assistant Superintendent of Instructional Services with the Director of Instruction coordinating and managing all induction program operations. The Director of Instruction began his role in coordinating teacher induction near the start of the 2023-24 academic year.

**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	27	37

**The Visit**

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

## **PRECONDITION FINDINGS**

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

## **PROGRAM REPORTS**

### **Teacher Induction**

#### Program Design

The Chaffey Joint Union High School District Teacher Induction Program (CJUHS) serves approximately 24,000 students across eight comprehensive high schools, a community day school, a continuation high school, and an adult school. There are three full-time mentors serving 37 teacher candidates. The program serves both general education and special education credential holders. The induction program is a two-year, individualized, job-embedded system of mentoring, support, and professional learning for all new teachers to the district in their first and second year of teaching. The program is located under the Instructional Development Office. As part of the Instruction Division, induction is overseen by the Assistant Superintendent of Instructional Services and directly by the Director of Instruction. It is the director's responsibility to ensure that the induction program is developed and implemented with fidelity.

The road map for candidates' induction work is the development of an Individual Learning Plan (ILP) that provides an opportunity to demonstrate growth in the California Standards for the Teaching Profession (CSTP) with the assistance of the Continuum of Teaching Practice. Developed collaboratively within the first 60 days of the candidate's enrollment in the program, the ILP is based on needs determined by the candidate in consultation with the induction mentor, the site administrator, and the Induction Development Plan (IDP), when available. It is implemented solely for the growth and development of the participating teacher.

To assist with goal development, teacher candidates reflect upon the CSTPs, meet with their principal, review their IDP from their preliminary program (if available), and reflect upon any mentor observations of their teaching practice. For a meaningful inquiry, teacher candidates utilize cycles of inquiry to help determine the effectiveness of one or more instructional strategies. The induction program regularly invites teacher candidates to reflect upon their teaching practice. As one candidate noted, "It opened up the opportunity to reflect on my teaching. The reflecting skill is something that I took away and still use." In addition to reflecting upon the CSTPs and goal progress, candidates reflect upon professional learning opportunities and veteran classroom teacher visits. At the end of each year, teacher candidates have an opportunity to meet with their principals to reflect upon the year, share successes and/or struggles, and hear from other candidates in the program on their sites.

Professional learning is provided through the team of instructional coaches, as well as opportunities designed specifically for new teachers by the induction mentors. Beginning teachers receive one-on-one mentorship from fully released mentors whose sole purpose is to provide impactful learning and mentorship throughout teachers' time in the induction program using the California Standards for the Teaching Profession, the California Quality Professional Learning Standards, and drawing on the work of Elena Aguilar and the mentorship framework from Mentoring Matters.

Teacher candidates also have access to district-employed instructional coaches, who provide effective professional development opportunities targeting Year 1 and 2 teachers. They also provide ongoing professional learning in English/Language Arts, mathematics, science, special education, social science, Diversity, Equity, Inclusion, and Accessibility (DEIA), Social-Emotional Learning for both teachers and students (SEL), and Trauma Informed Practices.

There are a variety of supports in place for the education specialist to clear their credential. Like the general education candidate, the special education candidate is assigned a full-release mentor who meets with them weekly to provide individualized, job-embedded support. The mentor assists in goal development within the context of the ILP. They also receive support from the education specialist instructional coach provided through the instructional services department. The candidates have a dedicated coaching schedule to meet with their mentors and have specific pull-out days dedicated to working on IEPs under the guidance of the special education department and the instructional coach. In addition to their mentor and special education coach, the new teacher has access to the special education advisor located on their campus. These advisors are special education teachers who are given 2-3 release periods daily to provide personalized support. They are introduced to the new teacher as an immediate resource. In addition to these resources, the new teacher receives assistance from department chairs, the Special Education Local Plan Area (SELPA), and the district special education department.

Mentor recruitment begins a year in advance before the anticipated start date for an induction mentor. CJUHSD's director announces the upcoming open position. Announcing, interviewing, and selecting mentors for the position a year early allows for vital opportunities for shadowing and training in the time leading up to a new mentor assuming the position.

Mentors are selected through a process that includes input from both the district and the joint panel, the body that oversees the quality and integrity of the program. Members of the joint panel and the induction program director observe all applicants in their classrooms before interviews. Then interviews are conducted with select members of the joint panel and the executive director. Once a mentor is selected, the mentor begins the process of shadowing and meeting with current induction mentors to understand the work of being a mentor. The new mentor remains in his or her classroom for the remainder of the year but is pulled out regularly to begin the training. Once the school year is over, the new mentor is fully released from the classroom.



Although mentor expertise in specific content areas is a priority, other logistical factors also play a crucial role in assignment decisions. Furthermore, the induction program emphasizes the value of continuity in the mentor-teacher relationship, aiming to maintain this pairing for the full two years of a candidate's enrollment. When mentors are assigned to a teacher candidate outside their expertise area, they adopt several best practices to ensure effective support. These practices include consulting with the district's instructional coach, participating in district workshops for professional development, and reviewing relevant content standards. Because the mentors and instructional coaches are housed in the same office space, they are able to collaborate regularly and provide the introduction of additional support to the teacher candidates.

Mentors are on a six-year rotation, and if a teacher candidate chooses a reassignment, they direct their concerns to the executive director. If a candidate desires to change the candidate/mentor match, the following procedures are followed: The candidate or mentor requests a change of assignment from the director of instruction. The director determines if a change is possible, keeping in mind the number of mentors and credential match. The director notifies the site administrator of this change.

Feedback on mentor performance occurs through the mid-year and end-of-year surveys from both Year 1 and Year 2 candidates. The Year 2 candidates also participate in an end-of-program survey. The results of these surveys are conveyed to the mentors as part of their formal evaluations. The mentors meet with the director at the end of the year for an informal reflection on the year.

Induction mentors plan and present professional growth opportunities through workshops. The teacher candidates assess the effectiveness of their professional learning experiences as they pertain to the quality of the content and their application to the classroom.

The executive director elicits feedback from candidates in annual mid-year, end-of-year, and end-of-program surveys. This data is reviewed by the executive director and the induction mentors at the start of the second semester and the end of the school year. The data is also shared with the joint panel to review in the first meeting of the year to reflect upon and shape direction for ongoing program support and curriculum. Additionally, surveys are administered at the end of every professional learning workshop to gather immediate feedback on the quality and relevance of the training provided. Data is analyzed and reflected upon by the executive director, the induction mentors, and any instructional coaches who potentially offered learning in the workshop. At the end of the year, the executive director administers a survey to all administrators across the district who work closely with teacher candidates.

Mentors meet weekly with the Executive Director for Special Education to discuss topics pertinent to the induction program, including candidates' progress and struggles, ongoing learning, and discussion of scenarios to support the growth of the mentor. One mentor noted the importance of feedback saying, "Feedback is given throughout the process to encourage growth." Mentors meet with the executive director at the mid-year reflection specifically to discuss candidate growth and progress, and then again at the end of the year to discuss

candidate competency, growth, and preparedness for the clear credential for Year 2 candidates.

The joint panel serves as the CJUHSD Induction Program advisory committee. The assistant superintendent of instructional services participates in the joint panel and provides guidance and leadership to the induction program. It meets quarterly and is made up of educational partners including two vice-principals, two former mentors, three union representatives (president, vice-president, and secretary), and one representative of an institution of higher education (IHE). Each CJUHSD campus has a representative on the panel. The panel analyzes the district created surveys looking at data points related to teacher induction support that include mid-year and end-of-year surveys and professional development surveys. They “come together and try to solve problems, are sounding boards for instructional strategies, provide input, and listen and come up with plans.”

The joint panel participates in the interview and selection of mentors, evaluates the coursework of the induction program, makes recommendations for ongoing program improvement, approves reports submitted to the state for program accreditation, approves trainers, and approves the professional development for mentors and beginning teachers. The IHE representative on the joint panel is a teacher for the district who also works for Claremont Graduate University. Finally, CJUHSD has a history of collaboration with Cluster 6 through its former director. The new CJUHSD induction program director is contacting Cluster 6 to inquire about recent activity within the group.

The induction program involves education partners, utilizing feedback to drive enhancements. As one participant noted, “We are always reflecting and making it more effective and powerful.” Updates are provided monthly, as needed, at the Superintendent’s Principals’ Meeting. Ongoing informal meetings with the assistant superintendent focus on the program’s responsiveness to educational needs.

There is a Principal Input Feedback Meeting in September where the candidates share their chosen focus CSTP in collaboration with their site administrator and mentor. Candidates are informed about the school site goals and district goals. They discuss how these goals fit in with their development of professional goals for induction. Candidates explain how they will be finalizing goals for professional growth with their mentor and ask for any suggestions or input.

The induction director provides ongoing feedback on the ILP documentation through a Google document. At the end of the inquiry cycle, feedback is given to candidates through the rubric. The rubric outlines the criteria for reviewing ILPs. It consists of Met Requirements, Partially Met, and Not Met Requirements. It measures the CSTP reflection, candidate responses to the principal’s input, goal setting/plan, and the mid-year reflection. The rubric offers teachers clear guidance on what is being evaluated. Its purpose is to reflect on learning and professional growth goals indicated by the ILP and to provide evidence of candidates’ successful completion of the activities outlined in the ILP to support clear credential recommendations. As noted by one candidate, “My ILP isn’t anything extra. It’s all about what I’m doing in class. It’s something

I really want to work on. I was able to alter one of my goals because I had met it. It really is about a growth mindset.”

Feedback is also provided on the Verification of Completion (VOC) document. There is a section for notes in which the director can provide feedback. There is feedback provided by the mentors following classroom observations as well as during the observation of a colleague. Candidates commented that, “Feedback is given throughout the process to encourage growth.”

#### Course of Study (Mentor System)

The site principals and personnel services oversee the educator pool. There is a teacher recruitment fair that announces the anticipated positions and the application process. All teachers who have a preliminary single subject, education specialist, or multiple subject credential and are hired in the CJUHSD have an opportunity to clear their credentials through the induction program. At the new teacher orientation, the director of instruction invites all newly hired teachers who need to clear their credential to enroll in the induction program.

Mentors in interviews confirmed they each provide candidates with an average of no less than one hour per week of individualized support. One mentor noted, “I had a tracker in my weekly calendar to make sure we averaged an hour a week.” The mentor assists in goal development for each participating teacher within the context of the individualized learning plan. The program provides a menu of professional development opportunities for participating teachers to help assist the teachers in demonstrating goal growth. They are also provided the opportunity to observe accomplished and experienced teachers in their classrooms.

The Induction Program Manual includes the Year 1 and Year 2 ILP flowcharts and templates that describe the path to reach the credential. There is an Induction Completion document that includes enrollment dates, mentorship, ILP, professional development, and verification of completion from mentors and the program director.

Progress toward completion is monitored strategically throughout the year so that any candidate who is not meeting the requirements is identified early on for needed interventions. Mentors and the program director review the ILPs for depth of reflection, evidence of a shift in student outcomes as a result of the inquiry process, and completion of professional development activities. The team provides comments and feedback to the teacher candidate through the shared Google document on which the teacher candidates complete their ILP. Additionally, the principal participates in Input Feedback meetings with candidates and mentors to support candidates in building their ILP goals and to identify areas they may be able to support the beginning teacher in the growth of the goals.

At the end of the year, the director and the induction mentors meet to do a final review of candidates’ ILPs. They collectively review the final documents, review the Teacher Verification of Completion to ensure all appropriate program requirements have been completed, and complete the Induction Completion document for each candidate. Once it has been determined that all Induction program requirements have been met, candidates are notified and the end-

of-program interviews are scheduled for final reflection between the executive director, the principal, the induction mentor, and the teacher candidate.

In April of each year, the induction program team meets to review all teacher candidates' ILPs to ensure that all candidates have met the requirements for recommendation of the clear credential. When the teacher candidate meets all indicators for the clear credential, the team compiles the list of candidates to be recommended to the credential analyst in personnel. The credential analyst emails all teacher candidates to request their Red Cross training certificate (which is a district-specific requirement) and any proof still needed of RICA successful completion. Once the information is collected, the credential analyst applies to the Commission for the clear credential for each candidate. From there, the credential analyst monitors the completion of the necessary documentation to complete the process. Candidates forward receipts of their payment and then verify that the clear credentials are posted on the Commission's website.

### Assessment of Candidates

When onboarding new teachers, induction mentors administer the Beginning Teacher Self-Assessment Inventory and then again at the end of the first semester to see where candidates still need individualized support. They have developed a rubric that outlines the criteria for reviewing ILPs. This rubric offers teachers clear guidance on what is being evaluated. "The distinctions on the rubric are very clear," remarked candidates. The rubric is used to reflect learning and professional growth goals indicated by the ILP and to provide evidence of candidates' successful completion of the activities outlined in the ILP to support clear credential recommendations. The Verification of Completion document allows candidates to track their progress and understand expectations to complete requirements to complete the induction program.

Progress toward completion is monitored strategically throughout the year between mentors and candidates so that any candidate who is not meeting the requirements is identified early on for needed interventions. The induction program team reviews the ILPs for depth of reflection, evidence of a shift in student outcomes as a result of student data analysis, and completion of professional development activities. The team provides comments and feedback to the teacher candidate through a shared Google document on which the teacher candidates complete their ILP.

If the school site is concerned about a candidate's induction progress, the assistant principal of instruction contacts the director of teacher induction with a referral, and then the director sends instructional coaches or mentors to offer support to the teacher candidate. Once a week, the director meets with the mentors to check progress on candidate support.

A team is being assembled that will discuss the steps and develop a defensible process to follow if a candidate does not fulfill the requirements of the program. The team will consist of the executive director, union president, personnel director, and the superintendent. This will ensure that the processes are systematized and codified as the program continues to grow.

At the conclusion of the induction program, teacher candidates participate in campus-based colloquiums with their induction peers, principals, and mentors, and engage in reflective conversations that center around their ILP goals, inquiry cycles, and CSTP elements. Following these colloquiums, the induction program hosts a celebratory ceremony at the district office where teacher candidates are recognized for successful completion of their induction journey.

#### 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, instructional coaches, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Chaffey Joint Union High School District Teacher Induction Program.

## INSTITUTION SUMMARY

The Chaffey Joint Union High School District (CJUHSD) teacher induction program provides well-organized and deliberate wrap-around support for its beginning teachers. Induction mentors and district instructional coaches work together seamlessly to ensure beginning teachers' needs are met, instructionally and emotionally. Instructional coaches and mentors all work out of the same office and collaborate regularly. Any candidate need that is content-specific is relayed to the instructional coach and together the mentor and coach support the teacher. Workshops and professional development sessions are provided by the instructional coaches and range from content-specific sessions to sessions that provide instructional strategies applicable to all teachers. A focus on teacher well-being has continued this school year, also.

The district places an emphasis on supporting beginning teachers and funds it accordingly. As stated by the superintendent, "We don't typically lose our new teachers, and a part is the commitment we have to support the beginning teachers." The assistant superintendent of business services reiterated this by stating, "We want to make sure that we not only recruit but retain. Beginning teachers need all the support we can provide. If you can get those teachers through the program, they will be lifetime teachers and hopefully stay with the district. We look under every rock to target funding for personnel, conferences, materials, and supplies."

Candidates note that through reflecting with their mentor they can see the growth they make through the cycles of inquiry documented in their ILP. This emphasis supports candidates through the first years of teaching. Completers noted that the induction program is "dedicated to making us our best selves." In interviews with site administrators, the assistant superintendent of personnel services, and the superintendent, it was stated that very few teachers are released or choose to leave the district. The support provided ensures that they are successful teachers.

Through regular data collection, the program engages its education partners in ongoing reflection and program improvement. Because fewer than ten program completers have completed the state program completion survey, the review team relied upon locally administered surveys.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Initial Team Finding</b>
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.	<b>Consistently</b>

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

### **Finding on Common Standard 1: Met**

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

The CJUHSD induction program has a clear vision that guides their teacher induction program that identifies mentorship and reflection on the California Standards for the Teaching Profession (CSTP) as the support that ensures the teachers working towards college and career readiness for all students. Their joint panel is composed of district and site administrators, teachers, instructional coaches, full-release mentors, and a district teacher who also teaches at Claremont Graduate University as their institution of higher education representative. The panel meets three times a year to review survey data and discuss possible areas of improvement within the induction program. The structure of the joint panel is governed by a

collective bargaining agreement. The induction director and the mentors attend the statewide induction conference each year. Candidates learn about the induction program at a new hire orientation prior to the start of the school year. Candidates reported that an induction overview was provided at their new hire orientation and that they were able to sign up as a participant at that time. It is clear that the district supports the induction program and program leadership has the authority to address needs that may emerge.

The district works to hire and retain teachers and mentors that represent diversity. Their self-reported demographics show that the demographics of the certificated staff closely mirror the demographics of the enrolled students. Staff development offerings include supporting their multilingual learners, incorporating accommodations for special education students, and supporting their LGBTQIA+ students socially, emotionally, and academically. The district previously contracted with the non-profit group Facing History and Ourselves. The district continues to build on the pedagogy learned by developing committees on a district and site level. The district created a CARES group that meets regularly to evaluate the support for all staff and students across all areas of diversity. The schools all have teacher-led equity committees that focus on the needs of their student bodies. One joint panel member shared that one Saturday a month the school hosts an Equity Day to highlight the accomplishments, culture, music, and foods of different groups represented at their site.

Mentors and induction leadership provide regular feedback to candidates through shared Google documents, ensuring that candidates are aware of any revisions or work that needs to be completed. A comprehensive rubric is used when reviewing the documents. Candidates stated that the rubric helps them know exactly what is expected and that “the rubric guides the ILP, the ILP doesn’t guide the rubric.” Candidates are provided with a verification of completion form that is updated by program leadership twice during the year. By including all program requirements on this verification form, the program ensures that candidates have completed all required components. The program also monitors those candidates who have executive orders for RICA completion and out-of-state credential holders who need to complete the English learner authorization prior to recommending the clear credential.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Initial 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>



<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Initial Team Finding</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	<b>Consistently</b>
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	<b>Consistently</b>

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

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

The CJUHSD recruits and supports candidates to ensure their success. All candidates with preliminary credentials are invited to participate in the district's induction program at the New Teacher Orientation meeting. At this meeting, candidates are introduced to the full-release mentors and the Director of Instruction who supervises the mentors and collaborates with the site administrators. Additionally, since the program is housed within the Instructional Services department, candidates also receive support from content specific instructional coaches; candidates are referred to them by their mentors. As a result, every new teacher in induction receives a comprehensive "wrap around system of support" that contributes to teacher success and retention in the profession. Candidates, mentors, and site administrators alike consistently shared in interviews that the district's culture of providing support from all levels so everyone can be successful is alive and contributes to attracting and retaining "the cream of the crop." This was echoed in the interview with the Assistant Superintendent of Personnel, as she shared that the district's attendance at San Bernardino's hiring fair, competitive salary and benefits package, and recognition as one of Inland News Group's "Top Workplaces" contribute to the district's remarkable teacher retention rates: "We don't typically lose our new teachers because of the commitment we have to support the beginning teachers."

Candidates are consistently made aware of their progress in meeting competency and performance expectations through weekly meetings with their mentors. Together, they use the newly developed verification form and "ILP Coursework Rubric" where "clear distinctions guide what [they] are doing in the ILP." Additionally, Google folders with checklists allow mentors to highlight what needs to be completed and candidates to see their progress in real time. In interviews, one Year 2 candidate who participated in another program for their first year of induction shared the difference between the two programs, "It was a part time job [for my first mentor] and I rarely communicated with her. [We had] small check-ins and then when I came here (CJUHSD), [my mentor] was with me anytime I needed it [and] I got more out of it." This validates the commitment and value of CJUHSD's full-release mentoring model.

While one completer shared that “Mentors were a text message or call away. They reminded us to look at highlights in documents [and] helped us connect with others on campus [like my department chair and teachers next door] to have additional support,” there is a lack of evidence to support a clearly defined process to support candidates who need additional assistance. As program enrollment continues to increase, a clearly codified and systematized process needs to be in place and the institution has indicated it is taking steps toward this goal.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Initial Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each <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 CJUHSD is committed to offering a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. The induction program is uniquely structured to include coursework that is a result of a collaboration between full-release induction mentors and content specific instructional coaches. Together, they work as site-based supervisors under the Director of Instruction to provide all induction candidates with cohesive and comprehensive coursework that is integrated closely with field experiences so they can learn, practice, and demonstrate competencies required of the credential they seek while supporting diverse student populations. Examples of this year's CSTP-aligned coursework include *Building Healthy Classroom Culture*; *Individual Learning Plan Overview*; *Content-Specific Collaboration Opportunities*; and *Moving Onward: A Healthy Start to Second Semester*.

The effectiveness of the collaboration between full-release induction mentors and content specific instructional coaches is illustrated by the following candidate quotes:

- “My ILP isn’t anything extra – it’s all about what I am doing in class. It’s something I really want to work on. I was able to alter one of my goals because I had met it – it really is about a growth mindset.”
- “My mentor pushed me beyond my comfort zone to try new strategies, and in working with colleagues.”
- “I appreciate that [my mentor] wasn’t science because it helped me reflect and be aware of the skill I was trying to get across. It made me think deeper. It gave me a boost of confidence.”

The above quotes validate the cohesiveness and close integration of field experiences, standards aligned coursework and knowledge of the specified content.

The joint panel which is composed of mentors, administrators, and teachers works collaboratively to screen prospective mentor applicants to identify who should be interviewed. Then panel interviews, teaching observations, extended periods of mentor shadowing, field training, attendance at the Californian Teacher Induction Conference and candidate colloquium, in addition to reading and discussing respected authors (e.g., Elena Aguilar, Laura Lipton and Bruce Wellman, Zaretta Hammond), all constitute the mentor criteria and selection process.

Furthermore, courses like this year’s *Differentiating Instruction for Multilingual Learners and Neuro-Diverse Students* exemplify how CJUHSD ensures candidates experience global issues of diversity and research-based strategies for improving teaching and student learning, especially with diverse student populations. Additionally, mentors and candidates report that “Facing History and Ourselves” is coursework that integrates trauma-informed practices with current events, social responsibility, and identity exploration. They learn “lots of strategies for [English learners] and special education students and what accommodations look like in the classroom.” AVID trainings and learning how to teach science through an equity and social justice lens are just a few of the many examples that prove the district’s relatively new equity board resolution extends beyond paper and is seen consistently in classrooms, fieldwork, and clinical practice.

The newly developed rubric and Verification of Completion forms help mentors implement and evaluate fieldwork and clinical practice with a checklist to assist candidates with the completion of all parts of the ILP. This form is completed collaboratively between mentors and candidates in the middle and at the end of the school year. According to one candidate, it allows them to “see all of the things they need to shore up to meet [program] expectations.”

All of this results in a comprehensive district wide team of site-based supervisors who provide effective and knowledgeable support for candidates.

<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 develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistently</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

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

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

CJUHSD has a comprehensive continuous improvement process that relies on data to capitalize on program effectiveness and indicate and implement program modifications. Interviews with CJUHSD administrators, joint panel members, mentors, and beginning teachers confirm that they review and analyze data multiple times a year to improve the program and their services.

Interviews with the joint panel, which is composed of mentors, administrators, and teachers, revealed that quarterly meetings allow them to review mid- and end-of-year candidate survey data and post-professional development survey data in order to “listen, plan and ensure equity

of voice” when determining program effectiveness. As a result of data analysis joint panel members and mentors cited an improved “triangulated process” to describe the collaboration between site administrators, mentors, and new teachers that result in a “less segmented” approach to professional growth. This triangulation is further validated in interviews with site administrators who share that “the mentors and the first-year teachers know what the schoolwide goals/initiatives are” from the beginning of the school year. A former mentor and current joint panel member conveyed his “amazement at the growth” of the program, stating that “there hasn’t been a single year where the program has been exactly the same” because of program responsiveness to candidate needs. One such need, identified in the 23-24 Mid-Year Program Surveys and joint panel interviews, indicates that a special education mentor needs to be added to the team to provide more support for new special education teachers.

In interviews, site administrators shared that candidates are successful because of the mentors’ coaching. They find that mentors and coaches “are already working on the ‘thing’ that [site administrators] want them to work on” and “anecdotal records of success” document the importance of the trusting relationships between the first-year teachers and their mentors. All of these factors contribute to the high levels of candidate preparedness.

Mentors meet with the Director of Instruction at weekly Friday meetings where, most recently, they calibrated and aligned their use of their newly developed rubric to measure depth of candidate reflection and growth. This process was put in place to help “clarify expectations for candidates.”

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

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

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

The program implements a comprehensive rubric that is aligned to induction program standards. Through ongoing calibration sessions the mentors and program leadership ensure that each candidate meets all Commission adopted competency requirements and demonstrates that they have the knowledge and skills to make a positive impact on student learning. Survey data from site administrators clearly shows that the induction program is

having a positive impact on teacher competency and student achievement. Candidates show that they have met all expectations of the program through the end-of-year program interview, also. Completers shared that the end-of-year interview and colloquium are a celebration of the achievements and growth that they have made. Administrators, mentors, and instructional coaches come together with the program completers and they let the completers know that “we have 100% confidence that you are a competent teacher and we are confident in you.”