

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

**Professional Services Division**

**May 2024**

**Overview of this Report**

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

**Dates of Visit:** April 8-10, 2024

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
Date: <a href="#">February 29, 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, mentors, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All relevant preconditions have been determined to be **aligned**.

Program Standards

All Program Standards have been determined to be **met**.

Common Standards

All 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.
- Palmdale School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Palmdale 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:**

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**Staff to the Visit:**

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

### **Documents Reviewed**

Accreditation Data Dashboard  
Accreditation Website  
Assessment Materials  
Candidate Support Materials  
Candidate Files  
Common Standards Submission  
Common Standards Addendum

Individual Learning Plans  
Program Orientation Materials  
Precondition Responses  
Program Handbooks  
Program Review Addendum  
Program Review Submission  
Survey Results

### Interviews Conducted

<b>Constituencies</b>	<b>TOTAL</b>
Candidates	34
Completers	9
Site Principals	8
Mentors	19
Superintendent	1
Program Director	1
Assistant Superintendent of Educational Services	1
Assistant Superintendent of Human Resources	1
Director of Elementary Curriculum	1
Credential Analysts	3
Instructional Coaches	6
Director, Certificated Human Resources	1
Director, Mental Health Services	1
Director, Access & Equity	1
Director, Middle School Curriculum	1
Director, Department of Special Education	1
Advisory Committee Members	8
<b>TOTAL</b>	<b>98</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 Palmdale School District (Palmdale SD) is located in the Antelope Valley in one of the largest and fastest growing areas in Southern California. The city of Palmdale is located northeast of Los Angeles. It has seen unprecedented growth over the past several years but still offers an array of affordable housing, a small-town atmosphere, and big city amenities. The Antelope Valley attracts families from diverse socioeconomic and ethnic backgrounds. It is also a hub for some of the nation's largest aerospace corporations and is home to Edwards Air Force Base.

The district was first formed in 1888, two years after the initial settlements in Palmdale formed. In 1962, the city of Palmdale became the first community in the Antelope Valley to incorporate and it has continued to grow at a breakneck pace.

Palmdale SD has 28 schools consisting of five middle schools, 16 elementary schools, three K-8 schools, and five specialized schools. Two of the K-8 schools are full Spanish Dual 50/50 Immersion and the third is an International Baccalaureate (IB) K-8 school with both an authorized Primary Years Program (PYP) and Middle Years Program (MYP). The Dual Immersion Schools of choice continue to develop students' literacy in English and Spanish through academic instruction in both languages, and, in 2016, one of their dual immersion schools received California Association for Bilingual Educators' Seal of Excellence for their outstanding dual language program.

The demographic breakdown of Palmdale SD's student population by ethnicity consists of 76.64% Hispanic/Latino, 14.74% African American, 4.57% White, 1.20% Asian, 0.66% American Indian, and 1.88% identifying as more than one race. Approximately 92% of students qualify for Free or Reduced-Price Meals (FRPM). Currently 23.7% of Palmdale SD students are designated English Language Learners (ELL) and 5.79% are Redesignated Fluent English Proficient (RFEP) students.

## **Education Unit**

The Palmdale Teacher Induction Program is part of the Palmdale School District, which serves approximately 21,000 students grades TK-8. The program is a part of the district's Teacher Support Department, housed within the Educational Services Department, and offers a job-embedded teacher induction experience that begins in the teacher's first year of teaching. The Palmdale Teacher Induction Program serves and supports beginning teachers who have earned their Preliminary Multiple Subject, Education Specialist, and/or Single Subject Credential. The Department also provides support for interns and teachers who are currently working to complete their preliminary credentials.

The Teacher Induction Program is led by Dr. Jill Bradford who serves as the Coordinator for Teacher Support and is supported by a clerk, six full-time coaches, and 29 part-time mentors who support 80 Induction teacher candidates. In the 2023-24 school year, the Teacher Induction Program serves three cohorts: 23 Year 1 teachers, 22 Year 2 teachers, and 35

international teachers. Associate Superintendent of Educational Services, Dr. Elena Esquer, provides direct oversight and guidance to the program coordinator.

The Palmdale Teacher Induction Program and broader Educational Services Department pride themselves on supplying a level of comprehensive wrap-around support for all new teachers at each step and stage of their early career. As one district level leader expressed, “All new teachers need our support, and we work to ensure they have everything they need every day.”

**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	31	80

**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 Palmdale SD Teacher Induction Program provides multiple opportunities for communication and collaboration between various constituent groups within the district and surrounding communities. The department coordinator meets bi-weekly with members of the Educational Services team, as well as cross-departmental communication with Human Resources and Special Education (SPED), and the ELD instructional coaches. Members of the Special Education Instructional Support team shared some of the communication and collaboration that happens between their departments, reporting, “We talk about the Induction process, about curriculum and planning, classroom management, class arrangement, SPED procedures, and co-teaching supports to make sure our new teachers are well trained.”

The mentoring design of the program is grounded in research-based methods, including the work of Elena Aguilar and Douglas Fisher. The mentoring program includes six full-time mentors who each work with approximately 15 new teachers, and 29 part-time mentors who each support one to two teachers. In addition, the program has incorporated an Additional Induction Support (AIS) coach who provides an additional layer of support for teachers as an additional coach checking in once each month or as needed. One of the part-time mentors shared, “We are very supported, and we can always reach out to the AIS coach for mentoring support.”

Mentors are credentialed, permanent teachers with a minimum of three years of teaching experience in Palmdale SD. The selection criteria for mentors include the ability to communicate effectively, possess advanced knowledge of instructional methodologies, curriculum, pedagogy, and have experience delivering staff development. Mentors participate in a selection process that involves an application, recommendation, and review of their qualifications. Mentors attend an orientation at the beginning of the year and receive ongoing training at monthly meetings. The ongoing training is based on input from candidates and mentors, as well as reviews of candidate work. One mentor shared, “The support provided for new full-time coaches is robust and organized. For anyone coming in, the team is supportive, and each is an expert in a particular area. It is a solid team. [The Program Director] goes out of her way to build capacity in whoever she hires.”

The induction program seeks feedback from candidates through surveys after each monthly meeting. District personnel and administrators are encouraged to provide feedback through contact with the program coordinator by phone or email. The program coordinator collaborates with the many instructional coaches throughout the district to support the new teachers and coaches. When specific needs arise, the program coordinator collaborates with other instructional coaches. One of the English Language Development (ELD) instructional coaches

shared about their role with induction, stating, “Teachers are overwhelmed and feel insecure about having people in their room. When we do get our foot in the door, teachers appreciate it and see student growth.”

Over the last two years, the program has grown and evolved based on candidate needs. A recent substantial shift was the inclusion of the International Induction Teacher (IIT) Cohort. The Palmdale School District was facing teacher shortages; the Human Resources team recruited international teachers to fill 36 math, science, special education, and elementary multiple subject positions. Providing time for the newly arrived teachers to acclimate before beginning the full rigorous induction program, the program added a semester to the two-year Induction program, setting a more intentional pace for the IIT cohort. Recognizing these were experienced teachers who needed to clear their California teaching credentials, the Induction team worked to create an assets-based Induction program that validated the teachers’ current strengths. The cohort members were surveyed to assess their needs, allowing the program to prioritize and individualize support while remaining meaningful and effective. During interviews, members of the IIT cohort confirmed they felt supported and encouraged by the Palmdale Teacher Induction Program team and its mentors. One member shared, “My mentor was a good shepherd and now I can shepherd my students better.” Another shared that she feels very “thankful for the Induction program; it is truly exceptional. We received support and strategies that we need to thrive in California.” Survey results in the Accreditation Data Dashboard also corroborate these levels of support with more than 80% of respondents indicating the program is effective in responding to candidate needs.

#### Course of Study (Mentor System)

The mentoring-based, job-embedded Induction program provides Clear Credential candidates with the opportunity to grow in the California Standards for the Teaching Profession (CSTP) while applying skills and strategies to support student learning. Interviews with candidates and mentors indicated that candidates use their classroom setting and the needs of their students, as well as grade level and site-based goals as a starting point for determining the focus for their individualized inquiry. A Year 2 candidate shared that she has “Conversations with my mentor help me see where my mentor thinks I’m at, which standards I need the most help with, even what will benefit me most in my environment.”

Candidates work through five cycles of inquiry during their two years of Induction, starting with an Appreciative Interview where they set goals (with input from their mentor and administrator), and then complete an inquiry cycle as outlined on their Individual Learning Plan (ILP). Site administrators confirmed their participation in the process and the value they see in meeting with the candidate and mentor to provide support and guidance in a non-evaluative setting. One site principal shared that often the candidates have the basics on which to begin their focus, adding, “We suggest goals aligned with district goals/expectations and school site goals, usually around building relationships and classroom management as the main focus.”

Candidates are supervised, advised, and evaluated by mentors, AIS team members and the program coordinator. Weekly one-hour meetings are held one-on-one between candidates and



mentors which provide ample opportunity for supervision and advisement on the ILP as well as just-in-time support. AIS mentors review the ILP and provide additional feedback for the candidates. As a Year 2 candidate shared, "My AIS coach looks at my work monthly and she puts in notes asking me to be more specific and provide more explanations, such as how are you using the data. As a Year 2 [candidate], she challenges me to be more in depth and share more information about how and why I'm doing what I'm doing." Another candidate shared that she was able to ask for support on a project, adding, "we can ask those questions and she can make our dreams come true through our cycle of inquiry project."

Candidates are provided with a wide variety of professional learning opportunities. During their monthly meetings, they are provided with a road map with a focus on their ILP. These meetings break down the daunting ILP process into smaller, more manageable parts. A Year 2 candidate shared, "It's like a chunk and chew - they gave us information, then gave us time to work on it; sometimes it seems overwhelming, but they make it digestible." The Induction Program in conjunction with the Educational Services Department instructional coaches also provides "Pop Up PD" sessions around requested and needed curricular areas. Special Education Instructional Coaches, ELD Instructional Coaches, and other staff share their expertise at these virtual professional development (PD) opportunities. A Year 2 candidate shared, "They provide PD tailored to our needs." The PD is very focused on candidates' job responsibilities, the needs of their students, and on data results from surveys.

Mentors are also provided weekly professional growth opportunities to support their development as coaches. Mentors shared that they spent time developing as a team and calibrating their practices. In addition, one shared that they spent quite a bit of time "on coaching practices, focus on team development, books, effective strategies, Elena Aguilar's books and on role-playing...helped me to grow as a coach." Another mentor shared that their growth opportunities are very data-driven, focusing on supporting the candidates. Finally, one of the mentors shared that the program coordinator offers a "Ride-Along" opportunity in which she attends a weekly meeting with the mentor-candidate pair and provides immediate feedback to the coach on what they are doing well and how they can improve. A mentor shared, "Ride-Alongs provide immediate feedback. We also work with accountability partners to grow and improve based on this feedback."

All constituents shared that the Induction Program regularly seeks feedback from candidates, mentors, employers, and others about the effectiveness of the program. Feedback is collected monthly at meetings and candidates shared that the program often makes adjustments right away. A Year 2 candidate shared, "They actually listen to us when we give feedback. The next meeting they made a change and listened." A part-time mentor shared that the program seeks feedback from candidates and mentors, "The program will see what we are saying and clarify or make changes. They use the data on surveys to make the whole induction program get better." Site administrators shared the open-door policy they have with the program coordinator, saying "[The program director] is very open to feedback, in fact when I brought a complaint to her, she invited me to be on the committee to help make decisions." Another administrator

said, “You can get on the phone or send an email and she is very responsive. She communicates really well and [the program director] and her team have been a joy to work with.”

### Assessment of Candidates

The Palmdale School District Induction Program has a variety of strategies in place to monitor and support candidates regarding their performance to ensure they are progressing toward meeting program requirements. Weekly meetings with a mentor are the primary method of ensuring progress on program requirements. The inclusion of a second layer of support from the AIS coach provides additional feedback and support. The hands-on approach of the coordinator and the collaboration of the full-time coaches ensures that multiple eyes are on the ILP throughout the year. Finally, the one-on-one Mid-Year Interview with the program coordinator and mentor supplies a deeper dive into assessing the needs of each candidate and ensuring candidate success in the program.

When candidates are not making successful progress, the program is responsive in providing additional professional development focused on the needs of the teacher and their students. The program coordinator shared that the mentor relationship is critical in these situations, “We leverage the relationship between the candidate and coach, focusing on helping the coach tap into their knowledge. Having a caring, kind confidante who is well trained in strategies to support teachers helps.”

The program coordinator is responsible for evaluating progress on the ILP and for recommending candidates for clear credentials. Once candidates have completed all program requirements, they present their portfolios to the program coordinator in an End of Year Interview. According to a Year 2 teacher, “We touch base on how we differentiated instruction for each student, reflect, discuss what we learned, what observable data made a shift in our practice, and really reflect.” The program coordinator then shares this information with the credential analysts who apply for the candidates’ clear credentials.

### 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 Palmdale School District Teacher Induction Program.

## INSTITUTION SUMMARY

The Palmdale School District Induction Program has experienced substantial change over the last four years to meet the needs of its teachers in support of their students’ academic achievement. New teacher support in Palmdale SD consists of robust mentoring for all teachers new to the profession. A highly individualized, job-embedded Induction program allows preliminary credentialed teachers to experience layers of support and opportunities for professional growth. Over the past two years, the Induction team focused on using data meaningfully to assess effectiveness, making data-driven adjustments to the service model based on data collected. The clear intention of the program leadership has been to authentically live the same cycle of inquiry approach that candidates experience while completing their induction work. This authenticity in practice was validated in the interviews with candidates and completers.

The heart of the program is the multi-layered, coordinated support provided to candidates in a variety of delivery methods. This includes innovative strategies such as “Pop-Up PDs,” timely professional development opportunities that provide information as the teacher needs it throughout the year, additional induction support for candidates receiving coaching from part time mentors, and one on one twice yearly interviews with the program coordinator. Candidates feel a spirit of support from the Induction experience they receive.

The Palmdale SD Induction program is constantly evolving based on the needs of the teachers and students they serve. Program leadership, along with partnering departments, seamlessly added a cohort of international induction teachers to their program mid-year providing them all the same layers of support as other new teachers. The Palmdale SD Induction program aligns their actions with their beliefs that are consistent with a high level of care and respect for the needs of their teachers and the students and families they serve.

### COMMON STANDARDS FINDINGS

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

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

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

As evidenced through a thorough review of documents and site interviews with key constituents, the Palmdale School District Induction program has the infrastructure in place to operate an effective educator preparation program. The single district program’s research-based vision of teaching and learning fosters coherence among, and is clearly represented in, all educator preparation programs. This vision is supported by the program’s goals to develop teachers to make it possible for students to receive positive but challenging learning

experiences that will enable them to meet and exceed content standards. Documents reviewed and interviews conducted establish that an advisory committee along with a collaborative of distinct programs and universities is in place to maintain oversight of the program and feedback for continual improvement. Members of the advisory committee include representatives from program leadership, district and site administration, current mentors, completer candidates, as well as members from local institutions of higher education. Interviews with members of this committee show that consistent collaboration occurs between the induction program and members of the broader educational community. A strong relationship with local universities including California State University, Bakersfield and California State University, Northridge allows program leaders to bridge the pre-service experience of their candidates to induction. Furthermore, the advisory committee ensures that the program is provided with sufficient resources for its effective operation. Several examples from members substantiate this claim. For instance, one member interviewed commented, “There is a lot of accountability that goes on and this advisory committee is an important component of that: what are we doing well and what do we need to continue to improve?”

Interviews with district and program leadership support the assertion that the district intentionally recruits and retains effective mentors and professional development providers, including coordinated support with those who represent and support diversity and excellence. It was noted that professional development opportunities are available to all new teachers in a timely manner.

The process used to monitor and ultimately recommend candidates for a clear credential is systematic and transparent. Candidates are informed of this process in several ways, including through the Induction bootcamp orientation, credential analyst, and the program handbook.

<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>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</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**

Document review and interviews with program leaders, credential analysts, mentors, site administrators and completers confirmed the Palmdale SD Induction program accepts applicants who meet clearly defined criteria. Interviews with the program coordinator and district superintendent provided a description of current efforts to recruit a diverse educator pool and identified specific strategies already in place to continue to hire teachers who reflect the demographics of their student population. One example includes international recruiting of teachers from Mexico and the Philippines. Interviews with current candidates and recent completers confirm appropriate personnel are available to support each candidate through the two-year program and to ensure successful entry into the profession. Interviews and documents reviewed provide specific examples of how program leadership is accessible and consistently seeks feedback to continuously improve the program. Recent adjustments to the design based on feedback include the additional layer of support provided to the part time mentors and the teachers they support in the form of AIS mentors.

Interviews with the credential analyst and program director confirm that there are established clear procedures in place to ensure that induction candidates are identified at the point of hire and enrolled in the program. Documents reviewed and interviews confirm that there is a defensible process in place with clear checks and balances that allow for the credential recommendation process to proceed efficiently and accurately. The program provides a detailed handbook that clearly defines expectations, roles, and responsibilities. Completers of the program concur, reporting “everything we need to know is presented clearly and is easy to follow.”

The Palmdale SD Induction program’s leadership and mentors are committed to providing highly individualized, job-embedded induction experiences designed to meet each candidate where they are. The program design allows for both deep instructional coaching and just-in-time support. Candidates and completers shared examples of how their mentors customize support and listen to them throughout the process. This allows them to feel as if they have a voice in the support they receive and facilitate accurate reflection that results in increased confidence and effectiveness in the classroom. The program’s handbook identifies that a clearly defined process to identify and support candidates who need additional assistance is in place. Interviews with candidates, completers, program mentors, and site administrators provide examples of how the program individualizes support to meet the diverse needs of its

candidates. For instance, a completer from the program reflected, “[The program] did a great job of accommodating me when I need additional help and put me back on track to complete the program without making me feel like I wasn’t doing my best.”

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

**Finding on Common Standard 3: Met**

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

The Palmdale School District Induction program vision and goals are conceptualized within the framework of the district's two cornerstone documents, the Palmdale PROMISE Roadmap and the District's Multi-Tiered System of Support (MTSS) Framework.

The effectiveness of the Palmdale SD Induction program is evidenced by a comprehensive review of program documentation alongside participant testimonials. New teacher candidates, as indicated in interviews, place great importance on the care and support provided by their mentors, highly esteeming these relationships. One candidate in the International Induction Cohort shared, "I used advice from my mentor, and it was like magic in my classroom management," highlighting the pivotal role mentors play in shaping effective pedagogical practices. Additionally, candidates indicated success in implementing resources and strategies suggested by their mentors to support diverse student populations. As noted by another participant, "Instructional strategies, like the implementation of social contracts, are working in my ILP and helping me foster inclusive learning environments."

Expressions of gratitude toward mentors underscore their profound impact on candidates' growth and efficacy. A participant expressed, "I am so thankful for my mentor," emphasizing the reciprocal nature of mentorship. Another participant also shared, "I was given a good shepherd with my mentor so I can now be a good shepherd for my students." This highlights the program's emphasis on fostering relationships that benefit candidates, mentors, and students.

Interviews affirm the program's efficacy and use of best practices. Candidates actively engage in setting SMART goals, developing an Individual Learning Plan (ILP), participating in cycles of inquiry, analyzing data to drive instruction, and developing in the California Standards for the Teaching Profession (CSTPs). The program fosters a nurturing environment, supported by resources accessible through platforms like Google Classroom.

The program coordinator verifies all induction program expectations have been met through interviews and utilization of program rubrics. Progress monitoring offers opportunities for candidate reflection and growth, while monthly coach training sessions and ILP-focused meetings enrich candidates' professional journey. Site administrators play a vital role in supporting goal setting, ensuring alignment with broader educational objectives.

The Palmdale SD Induction Program carefully designs experiences to ensure that candidates develop and showcase essential knowledge and skills to effectively educate and support P-12 students in meeting state-adopted content standards. Through a collaborative approach with internal and external partners and intentional selection of mentors, the program provides a high-quality, research-grounded system of support of learning with practical application. By fostering an environment that allows candidates to learn, practice, and demonstrate competencies, the program equips candidates to grow in their roles and positively impact students' lives.



<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistently</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The Teacher Induction program has demonstrated a strong commitment to continuous improvement through a comprehensive and multi-faceted approach. The program incorporates various data sources and feedback mechanisms to assess its effectiveness and make necessary modifications. The program's commitment to continuous improvement is evident through its multi-tiered approach and the positive experiences shared by participants.

Evidence of key components of the continuous improvement process illustrate the program’s efforts in monitoring candidate program through the Individual Learning Plan (ILP) reviews; supplying support and development in mentor practice through time logs, self-assessments, professional development feedback and goal-setting sessions; using surveys at various stages of the year to gather input from candidates, mentors, and program partners to support continuous improvement; and cultivating interdepartmental collaboration across departments such as Teacher Support, Human Resources, Credentialing, Education Services, Special Education, English Learner Support, and local community partners.

Focus group interviews with new teacher candidates, mentors, and site administrators provide further evidence of the program's commitment to continuous improvement. Program leadership actively engages with participants through "ride-along" observations, meetings, and immediate feedback sessions. Mentors are encouraged to set goals, have accountability partners, and participate in self-reflection.

Candidates have opportunities to share concerns and provide input during monthly meetings (via surveys) and during mid-year interviews. Quotes from participants underscore the

program's dedication to continuous improvement. One mentor shared, "I was able to give feedback on updating our year one rubric for the candidates' year-end reflection project." The program fosters a safe and inclusive environment where opinions and experiences are valued and contribute to growth.

Meetings serve as models for data-driven decision-making and surveys provide opportunities for suggestions and feedback. Another mentor stated, "Our meetings are models of how we should conduct meetings with our candidates, always looking at data." The Induction Program team was described as organized and resourceful, supportive of mentors in their roles.

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

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard**

The Palmdale SD Induction Program regularly evaluates and demonstrates a positive impact on candidate learning and competence. This is evidenced by the upward trend in new teacher retention rate, which increased from 90.38% in 2021 to 96.97% in 2023. Candidates and coaches have also indicated the value of their coach relationships, which often transfer into life-long friendships. Candidates feel cared about and supported, not only because of the emotional connection but also due to the valuable coaching and support their mentors provide.

During focus group interviews, teachers shared specific examples of how the induction program has positively impacted their classroom effectiveness and students' learning. One teacher mentioned growth in equity and culture, utilizing strategies such as equity sticks and class jobs to enhance engagement and classroom management. Another teacher learned to modify their approach to increase student access to learning. Additionally, teachers learned to be adaptable, recognizing that some strategies may not work and being open to changing directions when necessary. The program also helped teachers foster care and build relationships with their students, as exemplified by one teacher who created a calming corner and engaged in positive talks with a focus student, resulting in improved self-regulation and progress in the student's work.

Candidates shared specific examples of how the induction program has impacted student learning. One candidate noticed a lack of student growth and, after attending a professional development session on differentiation and applying the strategies learned, saw improvement in student achievement. Another candidate began showing videos of himself modeling physical education activities, which led to increased student buy-in, student/teacher connection, and fun challenges.

Principals have also noticed the growth and improvement in candidates' performance. They have observed improvement in candidates writing and more fluent facilitation of IEP. One site administrator shared that the program and coach support for classroom management makes a significant difference in the amount of teaching that occurs, and they have witnessed many improved strategies in new teachers compared to the beginning of the year. A first-year teacher also mentioned learning new ways to analyze data to differentiate instruction and help students grow.