

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

Long Beach Unified School District

Professional Services Division

May 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Long Beach Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with a 7th year report** is made for the institution.

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	4	2	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Long Beach Unified School District

Dates of Visit: April 8-10, 2024

Accreditation Team Recommendation: Accreditation with a 7th year report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
2016 Site Visit Report	Accreditation letter

Rationale:

The unanimous recommendation of **Accreditation with a 7th year report** 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 program standards for the Long Beach Unified School District's Teacher Induction Program were **Met** except for Program Standard 4: Qualifications, Selection, and Training of Mentors and Program Standard 6: Program Responsibilities for Assuring Quality of Program Services which were **Met with Concerns**.

Common Standards

Common Standards for the Long Beach Unified School District were **Met** except for Common Standard 3: Fieldwork and Clinical Practice which was **Met with Concerns**.

Overall Recommendation

Because the team found that all standards for the Teacher Induction program were **Met** with the exception of Program Standards 4 and 6 and Common Standard 3 which were met with concern, the team recommends **Accreditation with a 7th year report**.

The 7th year report will provide the Committee on Accreditation with an update on the implementation results of changing from eight full-time release induction mentors model to

having induction mentors reassigned to content curriculum offices and induction candidates supported by 32 content area specialists.

Based on 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 Program

In addition, staff recommends that:

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

Accreditation Team

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Assessment Materials
Candidate Advisement Materials
Candidate Induction Activities
Candidate Portfolios
Candidate Handbooks

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

Interviews Conducted

Constituencies	TOTAL
Candidates	31
Completers	17
Employers	10
Institutional Administration	6
Program Coordinators	1
Professional Development Providers	10
Mentors	20
Credential Analysts	3
Advisory Board Members	10
IHE Collaborators	2
PK-12 Collaborators	5
TOTAL	115

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 Long Beach Unified School District (LBUSD) was established in 1885, is the fourth largest school district in California, and serves some of the most diverse cities in the United States. Long Beach Unified School District currently has over 64,000 students enrolled in 84 public schools in the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. According to the CA Department of Education’s Data Quest, in 2022-23, the district’s student population is 59.1 percent Hispanic, 12.4 percent African American, 12.1 percent white, 7.1 percent Asian, 3.1% Filipino 5 percent two or more races, 1.0 percent Pacific Islander and 0.1 percent Native American. More than two-thirds of the student population come from lower-income households and qualify for free and reduced-price meals. The school district employs more than 10,000 people, making it the largest employer in the city of Long Beach.

Education Unit

The LBUSD’s teacher induction program is housed in the Office of Curriculum, Instruction, and Professional Development (OCIPD). Supervision of the program is provided by the Director of Instruction with the day-to-day operations provided by an Induction Coordinator. Mentors for 2023-24 are full-time release teachers who are placed in various content-specific offices and serve induction candidates as one of many job responsibilities. This paradigm is a shift from past years when the district had an Induction Office with an Induction Coordinator and 8 full-time release teachers whose only responsibility was to mentor induction candidates, with content experts providing additional support. The program currently serves 192 candidates, having 90 candidates completing induction in spring 2023.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	90	192

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 Long Beach Unified School District Teacher Induction Program (LBUSD TIP) is overseen by the induction coordinator, with direction and supervision provided by the director of instruction within the Office of Curriculum, Instruction, and Professional Development (OCIPD) as evidenced by the district organizational chart. The induction coordinator's job description confirms he is responsible for all day-to-day operations, including program delivery, mentor training, and monitoring, acknowledgment of candidate progress, maintenance of institutional contact information to the Commission on Teacher Credentialing (CTC) attendance at Cluster Four Induction meetings, program level, and candidate record keeping.

As reported by multiple interviewees, in the fall of 2023, TIP moved from a full-release model to an "embedded model". Formerly, induction mentors were full-time release Teachers on Special Assignment, assigned to Office of Curriculum, Instruction, and Professional Development (OCIPD's) Induction Office, and trained to support new teachers in their professional growth. In the fall of 2023, those mentors were reassigned to content area offices according to their credentials, and their job responsibilities were altered to include instructional coaching as well as induction mentoring. At the same time, the district's instructional content coaches, also TOSA, were assigned induction candidates to support. These two paradigm shifts resulted in induction being embedded in the responsibilities of the content area offices, whose coaching tasks were primarily instructional. Presently, LBUSD has 32 mentors (collectively called instructional coaches within the district) with induction caseloads across the district's learning departments. The induction coordinator reported that he supports all mentors/coaches through monthly meetings, which include a concentration in onboarding the instructional coaches/mentors (who were assigned induction candidates in the fall of 2023) in specific induction practices and coaching styles. Additionally, the eight former induction mentors reported spending significant time assisting these new instructional coaches/mentors in their understanding and implementation of induction mentoring and practices, which is not currently in their job description. These new changes necessitate multiple training sessions, followed by time for the instructional coaches/mentors to learn and practice new skills. Currently, eight months into the new paradigm, the site visit team found that the "institution's coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system" is unclear; it is the team's belief that the institution will require additional time to fully implement the new changes.

Based on interviews with the Assistant Superintendent of Curriculum and Instruction, the LBUSD TIP mission aligns with the district's strategic plan, recruiting, encouraging, and

supporting candidates from diverse populations. Mentors assist candidates in setting goals and identifying strengths and areas for growth, aligning them with the California Standards for the Teaching Profession (CSTP). As evidenced by coaching logs posted to the district's learning management system (LMS), *Coda*, candidates, and mentors meet regularly, averaging at least one hour per week between initial orientation in August/September and end-of-the-year Results Night/Colloquium in May.

Candidates confirmed that the three-or-four-day New Teacher Institute sessions, which are conducted by various district offices, were very helpful. Agendas show that these sessions cover essential topics like time management, equitable learning environments, and communities. In addition, LBUSD TIP also has a program orientation, attended by all candidates, which familiarizes them with the program's foundations, mentors, program expectations, and candidate roles/responsibilities.

Mentors described the ways they support their candidates in creating their Individual Learning Plans (ILP) and writing their specific, measurable, achievable, relevant, and time-bound goals (SMART goals), related to the CSTP. Mentors assist candidates in setting goals and identifying strengths and areas for growth. Candidates shared that they meet regularly with their mentors, averaging at least one hour per week, and are encouraged to pursue self-paced learning opportunities through LBUSD's online Professional Development (PD) platform to earn salary and advancement credit for a local university.

Course of Study (Mentor/Coaching System)

The LBUSD TIP implements a program outlined by the requirements of the CSTP and Induction Program Standards. Embedding the mentoring responsibilities with the curriculum offices, LBUSD currently uses previously selected mentors to support new teachers participating in the Induction Program. The various curriculum offices are given a list of new induction participants by the district's program managers. The curriculum leads then decide which mentors will be matched to which new teachers. All the mentors in a specific curriculum office hold the same credential as the Induction teachers assigned to that curriculum office. Interviews with candidates confirmed that all candidates were matched within the first 30 days of the participant's enrollment and the ILP goals were developed within 60 days of enrollment in the program.

As part of the program requirements, candidates participate in a triad meeting with the Induction mentor and site administrator, to share their ILP goals and request support they need to achieve those goals. Mentors and the program coordinator reported that the candidates' ILP guides professional development activities that support the growth and improvement of their professional practice in at least one content area. Mentors shared that the ILP is a working document, regularly revisited for reflection and updating. The cycles of inquiry employ the Plan, Do, Study, and Act (PDSA) model. Reflection on evidence of practice is a collaborative process between the teacher candidate and their mentor occurring throughout the inquiry cycle. One of the mentors shared that they visit the candidate's ILP weekly to make sure they are making progress toward mastery. Principal interviews confirmed that triad meetings provide a chance to provide both feedback and support to the district's induction teachers. Middle school

principals shared that the candidates would benefit from a triad meeting earlier in the school year.

Assessment of Candidates

The timing of competency assessments in the program varies according to candidates' goals, reflections, and progress. Candidates evaluate themselves against the CSTP at the start and conclusion of each cycle of inquiry, using the CSTP Self-Assessment to track their development. Together with their coaches, candidates reflect on the CSTP and choose a focus standard. Principals shared how they encourage the candidates to align their CSTP selection with their evaluation goals to reduce additional workload. *Coda*, has been implemented as a system of accountability and accessibility for the coordinator, mentors, and candidates, to track candidate progress and submission information. The induction coordinator shared that all files are easily accessible which allows for consistent progress monitoring and assignment evaluation by the mentors and the coordinator. Housing each candidate's files and information (portfolio) in a central location makes for easy access and auditing. Interviews with candidates confirmed that candidates receive ongoing written and verbal feedback from their mentors and stay informed about forthcoming steps and standards. Culminating projects are showcased during presentations to mentors and district leaders at Results Night (Year One) and Colloquium (Year Two).

Interviews confirmed that verified completers' names are submitted to the district's credential analyst who is authorized to make clear credential recommendations to the CTC. The credential analyst explained how she works with candidates to complete appropriate paperwork, submit payment, and confirm their credential requests.

Findings on Standards

After review of the institutional report, supporting documentation, and the completion of interviews with candidates, completers, professional development providers, employers, and mentors, the team determined that all program standards are fully **met** for the Teacher Induction Program except for the following: Program Standard 4: Qualifications, Selection, and Training of Mentors and Program Standard : Program Responsibilities for Assuring Quality of Program Services which were **Met with Concern**.

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

The institution has recently moved to an embedded coaching model, resulting in the need for the qualifications for mentors be updated and the training of the mentors who received induction candidates in the fall of 2023 to be completed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

The institution has recently moved to an embedded coaching model resulting in a transition to many of its program structures and personnel. The institution's coherent overall system of support through the collaboration, communication and coordination between candidates,

mentors, school and district administrators, and all members of the Induction system is currently unclear.

INSTITUTION SUMMARY

LBUSD TIP's vision is to "amplify excellence, equity, and inclusion by strengthening the professional practice of teacher candidates." To accomplish this endeavor, the district implements their instructional framework "Quality Core Instruction," which is used in conjunction with an Expectations and Understanding for Core Content Growth guide to improve and retain teachers in the profession. The program implements research-based practices to execute its vision.

Candidates are supported by 32 full-time released mentors, housed in the content area offices of the Office of Curriculum, Instruction, and Professional Development (OCIPD). This is a shift from previous years when induction mentors worked collectively in a single induction office and had multiple opportunities to share best practices, review data, and collaborate on candidate needs. The new "content-embedded model" has minimized these opportunities, and evidence reviewed along with interviews conducted with mentors, confirmed that program operations are not yet clear, with a high level of inconsistency across the district.

The Advisory Board collaborative partners find their relationship with the induction program invaluable. They reported that the data analysis process is collaborative and meaningful. The meetings routinely begin with whole group discussions, followed by smaller breakout groups to probe deeply into data from multiple sources, which lead to suggestions for the continuous cycle of improvement. The program coordinator makes the final decision on program changes and monitors any changes made.

The LBUSD TIP assesses its candidates via a multi-tiered approach. Candidates develop their ILP with their mentor and site administrator in a triad meeting. The candidates engage in a self-assessment process guided by the CSTP to determine growth goals, as reported by the program coordinator and mentors, and recorded in *Coda*. This is followed by cycles of inquiry, which focus on classroom practice. Candidate work files confirm mentors and the program coordinator verify that candidates are advancing in professional growth. The culminating assessment, as reported by the program coordinator, occurs on Results Night (Year 1) or Colloquium (Year 2) as noted previously whereby candidate growth and professional learning experiences are verified. Interviews with site administrators indicated that they enjoyed the celebration and discovering "how far the candidates had come."

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns, and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

LBUSD TIP creates and articulates a research-based vision of teaching and learning via its research bands of Equity and Excellence (Muhammad), Inclusion (Collaborative for Academic, Social, and Emotional Learning), a framework on Quality Core Instruction, and mentoring and coaching (Wellman and Lipton). The program actively involves relevant educational partners in the organization and decision-making process for its preparation program through various collaboration structures: in-house district teams, a multiple institutional advisory board, and regional cluster meetings with nearby induction meetings. Interviews with the superintendent, program leader, professional development providers, and mentors revealed that the program communicates systematically with partners in the P-12 community in its vision for educator preparation and excellence.

The program handbook states that the “LBUSD’s two-year program follows a highly individualized, developmental approach where teachers select their area of emphasis based on an analysis of the needs of the students in their classroom in conjunction with an analysis of their own preparation to effectively meet those needs.” Confirmed in interviews with candidates and completers, many stated that their self-assessment, CSTP-based cycles of inquiry, and reflection were significant in completing their induction experience, as evidenced by their ILP. Candidates reported that they were impressed with the delivery of the program and placed high value on the effectiveness of program leadership, mentor support, and professional learning.

Interviews held with the superintendent, district leaders, and program coordinator revealed that the LBUSD TIP is committed to supporting teachers as they refine their practice towards becoming a distinguished educator and remain in the educational field. Interview with district personnel also confirmed that the district was committed to its funding by meeting regularly with the assistant superintendent of the OCIPD to assess the cost of maintaining personnel, curriculum, professional development, and other resources.

Records in the district’s LMS, *Coda*, indicated that candidates regularly participate in the professional development offerings working toward attaining the goals set in their ILPs. Interviews with candidates, program managers and the program leader verified that a New Teacher Institute is held to begin the school year and reprised for late hires. Candidates report that they are trained in the district’s initiatives, technology platforms, and instructional strategies at this event.

As revealed through interviews, either content area managers or the program leader, assign a mentor to each candidate, matching them by credential needs. Candidates consistently reported that they were satisfied with the mentor pairing, with many continuing the professional relationship after induction had ended. Candidates confirmed that their mentors are knowledgeable in their content areas and California’s adopted standards and frameworks,

supported them in teaching the district’s diverse population, and prepared them to address the differentiated needs of the classroom.

Interviews with the credential analysts and the program coordinator, along with samples of documentation, verified that the LBUSD TIP monitors a recommendation process that ensures candidates have met all requirements. Credential analysts reported that there is a procedure in place to check if candidates have completed the process of applying for their clear credentials.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

LBUSD purposefully recruits and admits candidates to diversify the educator pool as demonstrated by evidence of extensive recruiting at job fairs throughout the Southland, and advertising for highly qualified personnel on EdJoin. Interviews with the superintendent and other district leadership indicated that extensive efforts are being pursued to expand the diversity of the teacher pool outside of the local university zone and increase focus “on recruiting hard-to-fill positions, such as Dual Language and CTE.” District leadership further pursues candidate diversity through their Teacher Pipeline program, a pathway to teaching for prospective candidates such as classified employees, recent high school graduates, and even district parents.

Demographic data shows that teacher diversity is a focus of LBUSD. According to the Accreditation Data System data, 40% of reporting teachers were Hispanic. Interviews with

constituencies confirmed that diversity is a top-down focus for LBUSD. Recruiting documentation states; “We seek diverse candidates who are dedicated to continuous improvement, high-quality differentiated instruction, caring student relationships, and an unwavering commitment to equity.”

LBUSD provides a variety of structures and teacher support personnel to guide candidates throughout their time in Induction. Candidates and completers confirmed that they participated in an onboarding orientation process which was greatly valued. Agendas confirm that candidates are exposed to the district's mission, vision, induction basics, and collaborative support model among the informational items presented at program orientation sessions. LBUSD also hosts a New Teacher Institute annually to further prepare candidates for their teaching assignments in the district which are highly esteemed according to candidate interviews. Mentors and candidates confirmed they work collaboratively to create standard-based goals on the candidate’s ILP. This goal-setting process also allows for collaboration with their administrators and site-specific goals through annual triad meetings. At this meeting, they review site goals and objectives to be included in the ILP. Administrators confirmed they meet with candidates and mentors to align their site goals with the ILP. All administrators confirmed that they feel their role is to be supportive of the work the induction teacher is completing with their coach, with one site administrator commenting that the candidate identifies areas of educational focus they want to work on and “my focus is to be supportive of that work.”

Candidate participation throughout the program is monitored for progress completion through the use of the LMS, *Coda*. This system allows mentors and program staff to easily monitor progress towards completion of the program. Mentors stated that relationship building was a key to the success or failure of candidates, expressing multiple times that a strong relationship allows for reflective conversations and better progress monitoring of candidates’ professional growth through weekly meetings.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Inconsistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
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 with Concerns

Summary of information applicable to the standard

LBUSD developed a two-year teacher induction program that follows a highly individualized, developmental approach where beginning teachers use the CSTP to select an area of emphasis to improve practice. Based on an analysis of the needs of the students in their classroom, in conjunction with an analysis of their own preparation to effectively meet those needs, the mentor-candidate duo develops and executes a long-term professional growth plan while also addressing the candidate's immediate classroom needs. The program strives to create a smooth transition from pre-service to Induction candidate as evidenced by the collaboration among district programs and local educational institutions. An example of this is the collaboration of induction personnel working with the Teacher Development Office (TDO) to provide growth for LBUSD teachers through advanced clinical practices sessions and National Board certification. Together with Human Resources support, induction and TDO personnel facilitate the annual New Teacher Institute. Occurring over three days or four days in the summer and repeated throughout the year for late hires, candidates described how the institute allowed them to get acclimated to the processes of the district, while fostering collaboration with other new teachers. Candidates further confirmed that, even as a late hire, the district provided the New

Teacher Institute for them. One candidate shared that this was key to success in their new position because their mentor was there to meet and collaborate, starting a beautiful working relationship that is now a real friendship. This collaboration demonstrates the support new teachers receive from the district. In early September, candidates attend program orientation and are given program information, handbooks, and detailed program expectations that include activities, expectations, and program processes. During this event they cover district priorities, CSTP impacts in the classroom, equity, and curriculum. Mentors then follow up on orientation topics with weekly meetings, professional development ideas, observations with feedback, and veteran viewpoints.

The district's LMS *Coda*, verified that candidates are matched with a mentor within 30 days by program leadership while candidates confirmed they were paired with mentors on average of two weeks and all within a month. According to ADS, 87% of candidates reported that they were paired within one month of being hired. Many candidates and completers reported that they began developing goals on their ILP within the first month of employment. Candidates and completers both confirmed that induction mentorship helped to further their work through classroom visits and feedback, co-teaching, collaboration, and 1:1 individualized support.

While the mentor-based new teacher support system of induction relies heavily on the guidance of mentors, no mentors have been hired in recent years and it is unclear if the selection criteria is still applicable in their new embedded model. The team was unable to locate evidence that demonstrated any current process or criteria, that will be used in the selection of site-based supervisors/mentors once mentors are hired again.

During a candidate's two years in Induction, mentors assist candidates in completing their ILP and cycle of inquiry projects. Candidates collect evidence of their teaching practice, which is housed in *Coda*, where it is easily accessible by both mentors and the program coordinator for candidate monitoring toward completion. Candidates and completers described the program as incredibly beneficial. In particular, they repeatedly recounted the powerful impact of their lesson observations in veteran classrooms have made on their teaching practices. One candidate stated that her teaching assignment was unique at her site, so being able to visit different sites with teachers who taught the same classes was "super helpful, as it not only helped my classroom but also helped to make meaningful connections to adults in my field."

Rationale for the Finding

The site visit team was unable to verify the program has a current criteria/list of qualifications for mentors and a process for their selection.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

A document review confirmed that LBUSD TIP has a multi-year continuous improvement and assessment cycle that uses multiple data sources to reflect upon the program's effectiveness and the quality of preparation that candidates receive. The program gathers a variety of evidence, including mid-year and end-of-year surveys, interview results, program completer data, and professional development exit slips for formative assessment purposes. The program coordinator demonstrated how this data is compiled and presented to constituencies from across the district who analyze it for possible program changes for improvement.

LBUSD uses the PDSA Cycle of Plan-Do-Study-Act to guide its continuous improvement work. This aligns with the Inquiry Cycles and coaching cycles used with teacher candidates. Program evidence demonstrated that they regularly evaluate program data this way, considering topics such as revisions to the program, changes in documents, and just-in-time support.

Constituent interviews indicated that the program regularly examines program data. This collection and analysis of data inform and support candidates, mentors, and the program itself. Collaborative data analysis by the Advisory Board occurs 2-3 times a year whose members reflect a variety of positions within the program, the district, and program collaborators. Advisory board members are recruited by the Induction Coordinator and serve for a one-year term.

Data findings are presented to pertinent collaborators throughout the year. One member of the Teacher Development Office shared that they revisit data topics throughout the year to make sure they are “continuously advising, and reflecting, not just a one and done.” Advisory board members reported they felt the board created effective change and they had confidence that they were making an impact in program improvement. District leaders stated they were consistently impressed with the depth and detailed overviews of surveys, allowing them to consider changes, based upon the feedback from participants in the program. Another member of the Advisory Board said of the program, “I really appreciate the closing of the loop. In terms of the data feedback, there is always a touch point as to where we were or if there is an impact being made. I feel like the information is taken to heart.”

Administrators shared they felt that the Induction Program was very effective in preparing teachers as educational professionals. Administrators reported that induction candidates develop a professional growth plan, based on data they have gathered, and they are more open to sharing that plan with their site administrator. One administrator shared, “I appreciate the alignment between the Induction program requirements and what we are doing as a system”.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

A review of *Coda* confirmed that the LBUUSD TIP ensures that all candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting the state-adopted academic standards necessary before being recommended for the clear teaching credential. Candidates reported they gain the skills needed through the successful completion of their ILP, while demonstrating professional growth in moving towards mastery of the CSTP via self-reflection and ongoing professional collaboration with their mentor.

Survey data from program constituents provided evidence that the program has a positive impact on candidate competence and subsequently on student achievement. The state completer survey on the Accreditation Data System confirms the positive impact on candidates.

Program completers cited many ways in which the program experiences, requirements, and most importantly, the support from their mentors allowed them to grow in their ability to support a diverse classroom.

In the survey results from the 2023 completer survey, 66.7% of general education program completers reported that the overall program was effective or very effective in developing the skills, habits, or tools needed to grow their teaching practice. A program completer expressed his growth is so immense his students comment on it; “now that I have been through the process I can repackage for my students and even my students notice how I have grown as a professional.” Survey data from formative assessments like professional development session exit slip responses and mid-year surveys rate LBUSD TIP as highly effective. The majority of end-of-program survey completers agreed that “This program has helped me grow as an educator in getting to reflect on my teaching.”

Administrators shared multiple ways that their Induction candidates demonstrate they have grown in their teaching practice. One stated that “there is a big difference between those that have induction support and those that don't. They work hard at addressing the needs of students all the time, they are very reflective and focused on their goals.” Another administrator reported that, “Effectiveness building through reflective practice becomes a way of being for teachers that have participated in induction. For those that haven't [participated], there is a noticeable difference—there is just a way of being that induction teachers gain.”

Completers expressed how thankful they were to have had a mentor for their first years of teaching. Overall, completers expressed that the mentorship allowed them to make a positive impact on students sooner. A completer stated, “I agree mentors were very helpful; I could ask my questions. People in our cohort meetings were also helpful. We were able to share ideas, issues, and celebrations; then lastly the CSTP self-assessment really helped me to understand myself and focus on one goal. It helped me to become a leader in my grade level.”