

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Encinitas Union School District Teacher Induction Program**

Professional Services Division

May 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted virtually at **Encinitas Union 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 Stipulation** 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 Concern
4) Continuous Improvement	Met
5) Program Impact	Met with Concern

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	5	1	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: Encinitas Union School District Teacher Induction Program

Dates of Visit: March 11-13, 2024

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 10, 2016 Site Visit Report	Accreditation

Rationale:

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

Preconditions

All General Institutional Preconditions have been determined to be **Met**. All Teacher Induction Program Preconditions have been determined to be **Met**.

Program Standards

Following a review of the Teacher Induction Program documentation and completion of interviews with candidates, completers, mentors, professional development providers, site administrators, and institution and program leadership, the team determined that Program Standards 1, 2, 3, 4, and 6 were **Met**. Program Standard 5 was determined to be **Met with Concern**.

Common Standards

After a review of the institutional report, supporting documentation, and completion of interviews with candidates, completers, mentors, professional development providers, site administrators, and institution and program leadership, the team determined that Common Standards 1, 2, and 4 were **Met**. Common Standards 3 and 5 were **Met with Concern**.

Overall Recommendation

The team completed a thorough review of Encinitas Union School District's Teacher Induction Program documents and interviewed candidates, completers, mentors, site administrators, advisory committee members, program personnel, and district leadership. Based on the findings from this review, including the interviews, the team unanimously recommends a decision of **Accreditation with Stipulations**.

The team recommends the following stipulations:

- Teacher Induction Program Standard 5: The program must develop and provide evidence that a defensible, consistent, and equitable process is in place for mentors and/or program personnel to assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the Clear Credential.
- Within one year, submit a report of actions taken to address the stipulation.

On the basis of this recommendation, the institution is authorized to offer the following credential program 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.
- Encinitas Union School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Encinitas Union School District be granted full approval 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:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Candidate MOU
Induction Brochure
Accreditation Website
Teacher Induction Website
Candidate Files
Assessment Materials
Teacher Induction Handbooks
Survey Results
Mentor Induction Handbook
Mentor Training Materials
Professional Learning Calendar
NCC TRI Progress Tracking Form

Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Accreditation Data Dashboard
Job Descriptions of Program Leaders
Mentor Role Description/MOU
Candidate Individualized Learning Plans
Teacher Candidate/Mentor Collaboration Log
Advisory Committee Agendas
District Lead Meeting Agendas
Board Policy
Orientation Slide Deck
Colloquium Slide Deck
New Mentor Application
Mentor Meets Materials & Calendar

Interviews Conducted

Constituencies	TOTAL
Candidates	44
Completers	11
Mentors	29
Site Administrators	16
Institutional Administration	3
Program Coordinators	1
District Leads	6
Credential Analysts and Staff	3
Advisory Board Members	14
TOTAL	127

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 Encinitas Union School District (EUSD) serves the city of Encinitas and the Rancho La Costa area of south Carlsbad in North San Diego County. Approximately 4,500 students in Kindergarten through 6th grade are enrolled in the district’s nine schools. EUSD serves a diverse and varied community. The student population is approximately 22% Hispanic, 4% Asian, 65% Caucasian, and 7% two or more races, and 2% other races.

Additionally, EUSD is the program lead for the North Coastal Consortium. The five-district consortium serves approximately 12,189 students in grades K-8, comprising four K-6 districts and one K-8 district. Across the consortium districts, data show 54% Caucasian, 16% Hispanic, 19% Asian, 7% 2 or more races, 2% Other Ethnicities, and 2% not reported.

EUSD elementary schools offer a variety of specialized programs, including two dual language immersion schools, an International Baccalaureate Primary Years Program school, an elementary school with a STREAM focus, a Farm Lab where all district students engage in eco-literacy and wellness-based learning experiences, and a Film Guild. The Film Guild provides 4th through 6th-grade students with opportunities to learn and participate in camera work, scriptwriting, production, and storyboarding, equipping them with career-ready skills.

Education Unit

The EUSD Teacher Induction Program is the Local Educational Agency (LEA) for the North Coastal Consortium Teaching, Reflection, and Induction Program (NCC TRI). The North Coastal Consortium is comprised of five districts: Cardiff School District, Del Mar Union, Encinitas Union, Ranch Santa Fe, and Solana Beach Elementary School District. The Education Unit is led by the Superintendent of Encinitas Union School District and the induction program is housed within the Administrative Services Department and is overseen by the program coordinator.

Table 1 below provides the current number of candidates enrolled in the program as well as the number of completers last year.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction Program	25	53

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

PROGRAM REPORTS

Teacher Induction Program

Program Design

The Encinitas Union School District (EUSD) is the Local Educational Agency that operates The North Coastal Consortium Teacher Induction Program (Encinitas USD Teacher Induction Program) and partners with five neighboring districts, which include Cardiff School District, Del Mar Union School District, Encinitas Union School District, Rancho Santa Fe School District, and Solana Beach Elementary School District. All districts work cohesively to support candidates in clearing their Preliminary teaching credential. The Encinitas USD Teacher Induction Program is housed within the Administrative Services Department and reports directly to the EUSD Assistant Superintendent of Administrative Services while also working closely with the District Leads and site administrators. The Induction Coordinator is in charge of overall program operations, communicating and leading professional development opportunities for mentors and teachers, and the day-to-day decisions of the Encinitas USD Teacher Induction Program. The Induction Coordinator works directly with the Advisory Committee and District Leads to monitor program implementation and mentor effectiveness.

Encinitas USD Teacher Induction Program Coordinator communicates well with its program leadership through established lines of communication both formally and informally. While formal lines of communication are open through the Advisory Committee meetings, monthly mentor check-ins, quarterly mentor meetings (called Mentor Meets or M&M), newsletters, frequent emails, and surveys, interviews with stakeholders support that the ease of accessibility to the Induction Coordinator allows the program to quickly respond to questions. During principal interviews, an interviewee commented that the “Communication and newsletters are stellar and let us know what professional development is available across districts. Its [newsletter] is a phenomenal resource.” Coordination and communication between the Induction Coordinator, District Leads, and Advisory Committee enables the program to align professional development with each district’s and candidate’s priority educational initiatives. District Leads communicate with their district leadership (principals, assistant superintendents, etc.) by way of board presentations, newsletters, email, and in-person meetings. The Program Coordinator, District Leads and mentors facilitate district-based professional learning in accordance with their local initiatives and priorities.

Encinitas USD Teacher Induction Program mentors are the foundation of the Induction program. The mentor qualification and selection process has been verified through documentation and interviews and includes a minimum of:

- Three years of teaching experience
- A clear credential

- The ability, willingness, and flexibility to meet an educator’s need for support and development
- Knowledge of context and the content area of the candidate’s teaching assignment
- Commitment to professional learning and collaboration

Though mentor and candidate training opportunities differ across the program, they are well coordinated and complementary across the participating districts and the Encinitas USD Teacher Induction Program. Interviews revealed that while the district partners tend to provide their own professional learning opportunities for both mentors and candidates in their districts, the Encinitas USD Teacher Induction Program hosts quarterly Mentor Meets to provide ongoing training in coaching and mentoring, goal setting, use of mentoring instruments, adult learning practices, collaboration between mentors, and updates on program processes and design. Specifically, for the 2023-24 academic year, the Mentor Meets focused on listening and questioning, facilitative coaching, observation conversations, Individualized Learning Plans (ILPs) checks, and a book study embracing the effective mentoring strategies outlined in Elena Aguilar’s *The Art of Coaching: Effective Strategies for School Transformations*. Mentor expectations and responsibilities are acknowledged and signed annually in the Mentor Memorandum of Understanding. These agreements include developing trusting and supportive relationships, meeting with candidates an average of not less than one hour per week, working with candidates to develop their California Standards for the Teaching Profession (CSTPs)-focused goals within the context of the ILP, participating in professional learning, and collaborating with colleagues in the program.

The selection process for mentors in the partnering districts begins with recommendations from partnering district leaders according to the qualifications mentioned above. Following, prospective mentors participate in an application and interview process through the Encinitas USD Teacher Induction Program. Before meeting with candidates, new mentors meet individually with the Induction Coordinator to review the program expectations, Induction handbook, and discuss the ILP design. The quality of services provided by mentors is regularly assessed through candidate surveys, mentor surveys, frequent mentor check-ins, quarterly mentor meetings, and the development of the Mentor mini-ILP. During the interview process, mentors praised the mentor ILP and one mentor said, “The mentor ILP has been wonderful and reflective”. The mentor mini-ILP is informed by the *Continuum of Mentoring Practice*, reviewed by the Induction Coordinator, and revisited to document growth in mentoring practice.

Encinitas USD Teacher Induction Program relies on feedback from all stakeholder groups, including teacher candidates, mentors, site administrators, and the Advisory Committee, to continuously modify and inform changes to the Induction Program. The Advisory Committee, District Leads, and Program Coordinator work cohesively to spearhead ongoing improvements and ensure the success of both teacher candidates and mentors. The Advisory Committee convenes twice a year to thoroughly analyze and evaluate survey data from the program’s educational partners, provide feedback, and take action to drive program changes. Surveys include the Monthly Mentor Check-Ins, Mid-Year Candidate survey, End of Year Candidate survey, Advisory Feedback survey, Administrator Surveys, and Accreditation Data System (ADS) data from the Commission on Teacher Credentialing.

Examples of program modifications within the last two years include:

- Increasing mentor support around coaching and best practices using *The Art of Coaching* by Elena Aguilar.
- ILP modifications (adding the inquiry to the ILP, consolidate the reflection, improve collaboration logs) to simplify and streamline the process.
- Implement the mentor mini-ILP to support mentor growth in practice.
- Implementing quarterly mentor collaborative meetings.

Course of Study (Mentoring/Coaching System)

Matching candidates with a mentor begins when the Induction Coordinator receives a list of eligible candidates from the district's credential analysts. The Induction Coordinator confirms the candidate's credential status and begins to collaborate with the District Leads to assign candidates based on credential type, content area, and age group. Once a match is made, principals report during the interviews that they are consulted if any additional circumstances may require their input. A principal shared, "There have been no concerns. [District] Leads really take care of mentor pairings and do a good job of matching teachers based on their specific needs." Mentors confirm that once they receive a candidate, that they reach out in a timely manner to make an introduction and coordinate the initial meetings. This claim is supported by the ADS data for 2021-22 where 93.6% of candidates said that they were assigned a mentor within the first 30 days of enrolling in the Encinitas USD Teacher Induction Program and additional program data indicates that 76.9% of candidates even developed their ILP goal within the first 30 days.

A candidate's personalized learning experience begins with working with their mentor to complete a baseline self-assessment of the CSTP standards using the elements of the *Continuum of Teaching Practice*. From there, in consultation with their mentor, candidates evaluate their current classroom needs based on observations and conversations, reflect on areas of strength and areas for growth within the CSTP standards, and begin setting three goals for the year. These goals are written in the ILP and progress towards meeting their goals are tracked by the mentor, District Leads, and the Induction Coordinator. ILP goals are also communicated to site administrators in the Triad meeting with the intent to support the candidate's knowledge of their teaching context and connect them to their schools professional learning community and site goals. Informal feedback is provided by mentors on the ILP during their weekly meetings and milestones are updated in the candidate's NCC TRI Progress Tracking form. The District Leads and the Induction Coordinator provide additional feedback on the ILP and review the Progress Tracking form to evaluate candidate progress.

Throughout the year, candidates are offered professional growth opportunities from both their districts and the Encinitas USD Teacher Induction Program. These professional learning opportunities are diverse and range from the exploration of educational resources, and materials specific to each of the six CSTP standards, and awareness of instructional best practices via readings, TED talks, videos, etc. Professional learning topics are informed from feedback surveys given to candidates and mentors to ensure that the professional learning

needs are relevant and reflect the candidates' goals. Interviews with the professional learning providers confirmed that the program shares professional learning feedback with all presenters in a timely manner and that the feedback is also discussed at the District Lead's monthly meetings to review outcomes and make recommended changes to the professional learning.

Assessment of Candidates

All candidates attend the initial orientation meeting and complete a self-assessment of the CSTPs standards and their elements using the *Continuum of Teaching Practice*. Interviews and the review of ADS data confirm that the initial goal development occurs within 60 days of enrollment and is documented in the ILP. Candidates create three CSTP-focused goals with the guidance of their mentor, which is then discussed with the site administrator for input and possible support. A mid-year formative assessment is completed by either the District Lead or the Induction Coordinator and checks for completion of the following:

- A2 form on Schools, Family, and Community.
- Triad (mentor, candidate, site administrator) meeting.
- Development of three goals clearly written with initial levels and a minimum of 1 action and evidence for each goal.
- One learning walk.
- One mentor observation
- Candidates begun forming their inquiry question.

Following the mid-year assessment, candidates continue to complete the ILP action steps mentioned for the mid-year check and collect evidence to support growth in their teaching practice. An end-of-year check is performed to ensure the completion of the program requirements, including an additional learning walk and mentor observation, and a review of the mentor/candidate collaboration logs. At the Colloquium at the end of each year, candidates participate in a capstone Colloquium Project that details their journey of growth through the CSTP focus areas, highlighting their exploration into the inquiry process and growth within their teaching practice. In the case that a candidate is not making successful progress in the Encinitas USD Teacher Induction Program, multiple opportunities for remediation are embedded throughout the process. District Leads and the Induction Coordinator meet monthly to discuss any possible concerns and coordinate individualized interventions to meet those specific candidates' needs. Interviews with mentors, District Leads, and Induction program staff confirm that the program is quick to respond to candidate needs to ensure completion of program requirements.

Encinitas USD Teacher Induction Program informs candidates of how they will be assessed and evaluated in relation to program competencies. Candidates complete pre and post self-assessments. While the District Leads and Induction Coordinator confirm the completion of program requirements identified on the Progress Tracking form, review of documentation and interviews revealed insufficient evidence that the program has a mechanism in place to assess candidate progress toward mastery of the *California Standards for the Teaching Profession* to support the recommendation for the Clear Credential. Consequently, there is no defensible

process in place for calibration by which program personnel can assess the successful completion of program activities and documentation. Conversations with the Induction Coordinator communicated plans to revise this process in the future.

The recommendation process for the Clear Credential occurs after candidates complete all Encinitas USD Teacher Induction Program requirements and present their inquiry project. Mentors and the District Leads/Induction Coordinator review the Progress Tracking form to verify the completion of all program requirements. Lastly, credential analysts for each district and the Induction Coordinator verify completion of all renewal codes listed on the Preliminary Credential. At this point, the Induction Coordinator will submit a recommendation for a Clear Credential for all qualifying teacher candidates to the California Commission on Teacher Credentialing.

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, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the Encinitas Union School District Teacher Induction Program except for the following:

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation – **Met with Concerns** due to insufficient evidence to support that the program has a mechanism in place to assess candidate progress toward mastery of the *California Standards for the Teaching Profession* to support the recommendation for the Clear Credential. Consequently, there is no defensible process in place for calibration by which program personnel can assess the successful completion of program activities and documentation.

INSTITUTION SUMMARY

The Encinitas USD Teacher Induction Program has established a robust system to support candidates and foster professional growth. Recently updating its vision statement to "Inspiring All Students to Meet Their Limitless Potential," EUSD emphasizes that induction aligns with this vision at both the teacher and mentor levels. The program's strength lies in the Induction Coordinator's ability to thoughtfully match mentors with candidates, which ensures strong support for individuals as they set professional learning goals and work on their Individualized Learning Plans. One district lead shared, The Induction Coordinator "intentionally matches, takes the selection of mentors seriously. She spends time getting to know the new teacher and makes sure it is a good match." Interviewees continually shared that the Induction Coordinator communicated frequently with all constituent groups and successfully coordinated the calendars and needs of all districts in the consortium.

The authentic relationships forged between mentors and candidates extend beyond the program's duration. Some teachers, as revealed in interviews, have even changed schools to continue working with their mentors long after completing induction. Program leaders, mentors, and candidates have invested their dedication into this personalized process, aiming to contribute to the profession and retain teachers within the district.

Constituent interviews highlight the program's effective communication among program leadership, District Leads, mentors, and candidates. This collaborative effort ensures that all parties work together seamlessly to provide candidates with the best foundation to enhance their professional practice. Notably, the consistently high quality of mentors is recognized as a key strength of the program.

COMMON STANDARDS FINDINGS

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

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Encinitas Union School District (EUSD) is the designated Teacher Induction Program for the North Coastal Consortium (NCC-TRI), a collaborative effort involving five school districts: Cardiff, Del Mar Union, Encinitas Union, Rancho Santa Fe, and Solana Beach Elementary School District. The program aims to provide a personalized, two-year job-embedded experience that emphasizes collaboration, mentorship, professional learning, reflection, and inquiry for teachers, ensuring a high-quality, equitable education for all students. The superintendent shared, “Induction is at the heart of everything we do.”

Overseen by the Coordinator of the Induction Program, the program operates within the Administrative Services department. Monthly meetings bring together the Induction

Coordinator, District Leads, and mentors to evaluate mentor effectiveness and assess program implementation. This collaborative approach aims to facilitate continuous improvement and effective communication, with the Advisory Committee playing a pivotal role in guiding the program.

The Advisory Committee, comprised of representatives from each of the five districts, serves as the approving body for major program initiatives and provides direction to the induction program coordinator. Coordinated by the Induction Coordinator and District Lead mentors, the committee ensures that professional development aligns with each district's initiatives. Interviews with district administrators reveal the committee's engagement in continuous improvement through surveys and feedback on mentor support.

Mentors, recommended by site administration and selected by Program Coordinator and district lead at the commencement of the school year, undergo professional learning sessions facilitated by the program coordinator and district leads. Drawing from adult learning theory, Elena Aguilar's "Art of Coaching," and the Mentor Effectiveness online course offered by the San Diego County Office of Education (SDCOE), these sessions equip mentors with the necessary skills. They set mentoring goals, and their effectiveness is assessed through surveys with multiple measures.

The EUSD Induction Program employs check sheets to track candidates' progress toward completion of the program requirements, such as observations by the mentor, learning walks, and professional learning. Candidates collaborate with mentors to complete Individualized Learning Plans (ILPs), which are reviewed weekly and receive "just-in-time" support as needed. Progress is tracked through mid and end-of-year progress tracking documents, with District Leads ensuring candidates receive the necessary support.

At the year-end colloquium, candidates share their growth in the California Standards for the Teaching Profession (CSTPs). Once all requirements are met, the mentor and District Lead sign off on the ILP, and the program coordinator recommends the California Professional Clear Credential. The program coordinator conducts a thorough review of documentation to verify that all requirements have been met before making the formal recommendation for the California Professional Clear Credential.

Additionally, the Induction Coordinator actively participates in the broader induction community by attending Cluster 5 meetings, collaborating with coordinators from other regions, and engaging in Induction Regional Directors' meetings hosted by SDCOE.

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

The Encinitas USD Induction Program accepts newly hired teachers with preliminary credentials. The requirements for admittance into the induction program are communicated to potential candidates through a teacher induction brochure that is provided at each district's new teacher orientation or within one week from the point of hire via email. The program coordinator works closely with the credential analysts, other human resources personnel, and District Leads from each of the five districts to determine candidates' eligibility and placement. Eligible candidates complete a new teacher eligibility form when meeting with the credential analyst at the time of hiring. Eligible candidates receive information regarding induction from the program coordinator and are paired with a credential or job-alike mentor. As one candidate shared, "I am grateful that they take such care in selecting our mentors and it is a good match for our unique positions." Teacher candidates and mentors connect before attending an orientation for induction.

Induction is offered at no cost to teacher candidates to promote their successful entry and retention into the profession. Each of the districts that participate in the EUSD Induction Program advertises open positions on EdJoin, attends teacher recruitment fairs, and other platforms to reach a diverse pool of candidates, and the induction program is listed on the posting.

Mentors provide an average of an hour of support weekly to teacher candidates as evidenced through collaboration logs that are monitored by District Leads. Mentor conversations with candidates focus on the candidate's ILP goals and reflection along with just in time support. Mentors are flexible in the support they offer to best meet the needs of the candidate at the moment. Another candidate shared, "I meet at least once a week with my mentor to discuss my ILP and inquiry cycle. I will also just chat with her in passing, during lunch, texts, and emails. She is open and available to meet with me." Mentors complete two formal observations of their candidates, which include a pre-observation conversation along with a debrief after the observation to determine areas of focus based on data collected during the observation.

Candidates in need of additional support are identified through the monitoring of candidates' documents as well as the mentor collaboration log and this was confirmed in interviews with candidates. Candidates may also seek additional support through their mentor, who then notifies the appropriate District Lead and Induction Coordinator, or the candidate may directly email the District Lead and Program Coordinator. Should a candidate not make adequate progress toward program requirements, the candidate will be placed in Tier 1 of the Intervention System of Support Plan. "If we fall behind or need more support, our District Lead reaches out to us," shared a candidate. Candidates who are unable to complete induction within the two years with additional support of Tier 1, 2, and 3 as outlined in the support plan can apply for an extension or an opportunity to repeat portions of the program. This must be approved by the Leadership Team and/or Advisory Committee.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Inconsistently
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

The Encinitas USD Induction Program is designed to provide individualized support that results in candidates' growth towards mastery of the CSTP. Interviews with candidates, mentors, and principals revealed that a highlight of the program is a highly effective system of mentoring support. One principal stated that the mentors are very "masterful at their craft," while another mentioned that the program "lets the needs of the teacher drive the support." Mentors and candidates work together to develop the skills necessary to support the diverse student populations within the consortium.

Review of candidate ILPs and interviews with mentors and candidates confirmed that the Individualized Learning Plan is the roadmap for the induction experience. One candidate stated that "the ILP is a touchstone for how to guide us", and another stated that "it drives us as teachers." Candidates collaborate with their mentor to set three professional goals based on their areas of interest and alignment with the CSTP. Interviews with principals, candidates, and mentors confirmed that these goals are reviewed during the triad meeting with administration at the beginning of the year and are revisited throughout the year for progress. Candidates also develop their inquiry question, collaboratively with their mentor, and begin working on their cycle of inquiry following a Plan, Teach, Reflect, and Apply model.

Candidates are offered professional learning opportunities including focused sessions, such as classroom management and supporting multilingual students, as well as office hours, training sessions focused on their ILP development, and learning walks. One Year 2 candidate stated that the learning walks were "huge," while another stated that the learning walks were their favorite professional development opportunity because "learning is seeing what other teachers

are doing.” In addition, interviews and review of candidate ILPs confirmed that mentors observe their candidates at least twice per year, allowing candidates to reflect on data and growth in the CSTP. At the end of each year, candidates reflect on their goals and growth in their practice. They complete a self-assessment of the CSTPs using the Continuum of Teaching Practice (CTP), in collaboration with their mentor, noting their growth, however, interviews and review of documentation did not provide evidence of a mechanism in place for the program to evaluate candidates’ fieldwork and clinical practice. Candidates, along with their mentors, participate in a colloquium to share presentations highlighting their learning during the inquiry cycle, as well as growth during the program. Interviews revealed that upon completion of the program, the Program Coordinator ensures the candidate has completed all requirements before recommending them for a clear credential.

Review of documentation, as well as interviews with mentors and program staff, confirmed that mentors are first recommended for their role by site administrators and/or the EUSD Induction Program Coordinator or District Lead. They must meet all requirements for the position, located in the Induction Program Handbook, before completing the application process. Applicants must possess a clear credential, have taught for at least three years, and possess knowledge of the context and content of the candidate’s teaching assignment.

Interviews with mentors and the program coordinator confirmed that mentors are provided with initial training and ongoing development opportunities through three additional mentor professional learning sessions, mentor check-ins, professional reading, and a book study on *The Art of Coaching* by Elena Aguilar, as well as access to coaching resources. New mentors receive additional support with an Inquiry Action Cycle professional learning session. Interviews with mentors confirmed that the program leads and coordinator are available for one-on-one support, as well. Mentors develop goals on their own Individualized Learning Plans and receive feedback from the Program Coordinator.

Rationale for the Finding

Although the team finds evidence of effectively implementing fieldwork and clinical practice, there is inconsistent evidence of program evaluation of candidate progress towards mastery of the California Standards for the Teaching Profession.

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

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Document review and interviews with mentors, district personnel, site leaders and the advisory committee revealed that the Encinitas USD Induction Program implements a continuous improvement cycle and makes program modifications according to data and input received from a variety of constituents. The program utilizes a Program Improvement and Modification Record to document all changes made and/or actions taken, as well as the rationale for such modifications. Interviews with the advisory committee, mentors, candidates, and district personnel confirmed that feedback is given to the program through surveys, email, and in person during meetings. One constituent noted that they “have an opportunity to share bright spots, resources, information and specific areas of focus based on data,” while another added that the advisory committee members “problem solve as needed, hear feedback as to what is going well, and continue to improve upon the program.”

Review of documentation revealed that the program collects data from multiple sources throughout the year to inform the continuous improvement cycle. The effectiveness of the program, and its services, is reviewed regularly through surveys completed by candidates, mentors, and site administrators. In addition, interviews revealed that the program encourages input from its advisory committee members, including higher education partners. A principal noted that the candidates were well prepared as educators and that there is a sense of “equity of voice” for the completers, as the relationship between the candidate and mentor continues beyond the induction experience.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Inconsistently
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 with Concerns

Summary of information applicable to the standard.

The Encinitas USD Induction Program utilizes the Individualized Learning Plan to guide candidates in their development as professional educators. Interviews with candidates and mentors, as well as review of completed ILPs and collaboration logs, confirmed that candidates develop professional goals, engage in action research, and reflect on their learning and instruction regularly. They assess themselves on the California Standards for the Teaching Profession at the beginning and end of the year, documenting any growth they’ve made. A review of documents, as well as interviews with candidates and mentors, did not provide evidence of a mechanism in place for the program to assess candidates' growth toward mastery of the CSTPs. Candidates and mentors follow the Plan, Teach, Reflect and Apply cycle to foster candidate growth and continuous learning. According to the program coordinator, candidates have the option to attend program-provided professional learning opportunities and are encouraged to network with other educators on and off-campus.

According to the Commission’s program completer survey, 100% of candidates reported that the Encinitas Induction Program was effective in helping the candidate develop the skills, habits and tools needed to grow their teaching practice. One interviewee shared that he “consistently hears a sense of pride, that this program is worth their time and appreciation for the investment by the districts to make this happen for them.”

Rationale for the Finding

Although the team determined that candidates are preparing to serve as professional school personnel, there is not an assessment system in place for assessing candidates, beyond candidate self-assessments, that indicates that candidates have met the Commission adopted competency requirements, such as the CSTP, as specified in the program standards.