

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Partnerships to Uplift Communities (PUC) Schools**

**Professional Services Division**

**May2024**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **PUC Schools**. 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 Stipulations** is made for the institution.

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

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction Program	6	6	0	0

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

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

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

**Institution:** Partnerships to Uplift Communities (PUC Schools)

**Dates of Visit:** March 18-20, 2024

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">PUC Schools Accreditation Report 2016</a>	<a href="#">Accreditation</a>

**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

Teacher Induction Precondition 1 has been determined to be not aligned. All other Preconditions are aligned.

Program Standards

All Teacher Induction Standards were **Met**.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

***Preconditions Compliance Issue***

The team found that the institution was not in compliance within PUC Schools and across all partnering agencies with Teacher Induction Precondition 1 “Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.” In order to operate an approved program, institutions must be in alignment with preconditions at all times. It is the

team's understanding that the institution will promptly address the concern that evidence was not found that the program uniformly enrolled candidates within the first year of teaching. This will be done through necessary steps to rectify the compliance issue.

Based on the findings on the Preconditions, Common Standards and the Program Standards, the Team recommends **Accreditation with Stipulations**.

- That within 10 days of COA action, PUC Schools Teacher Induction Program will provide evidence that it is following Precondition 1. In so doing, PUC Schools will work with its partnering agencies to enforce MOU language and program criteria that establishes a program design to align with this precondition.

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

#### Teacher Induction Program

In addition, staff recommends that:

- The institution addresses the Precondition 1 Stipulation by May 17, 2024.
- PUC Schools be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- PUC Schools continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

### Team Lead:

LaVonne Chastain  
Kings County Office of Education (retired)

### Programs Reviewers:

Kim Nguyen  
Milpitas Unified School District

### Common Standards:

Karen Rock  
Santa Clara Unified School District

### Staff to the Visit:

Karen Sacramento  
Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Candidate Advisement Materials  
Accreditation Website  
Partnering MOUs  
Candidate Match Spreadsheet  
Candidate Intake Form  
Mentor Application  
Mentor Rubric

Mentor Individual Learning Plan  
Meeting Agendas  
Meeting Slide Decks  
Annual Program Review Session  
Individual Learning Plans  
Assessment Materials  
Program Handbook  
Survey Results  
Precondition Responses  
Accreditation Data Dashboard  
Candidate Individual Road Map

### Interviews Conducted

Constituencies	Total
Candidates	74
Recent Completers	23
Site Administrators	24
Charter Organization Administrators	6
Induction Coordinator	1
Professional Development Providers	5
Mentors	53
Credential Specialist	1
Advisory Board Members	11
Charter Point People	6
Induction Coach	1
Cluster 4 Program Leaders	6
<b>TOTAL</b>	<b>211</b>

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

### Background Information

Partnerships to Uplift Communities (PUC) is a non-profit charter school organization consisting of 14 schools authorized by Los Angeles Unified School District with 100 students per grade level for a total of over 4,000 students. The demographic data of the total student population includes: 12% English Learners, 90% Free/Reduced Lunch, 17% Students with Disabilities, and 58% Spanish Speaking. PUC Schools serves the Northeast San Fernando Valley and Northeast Los Angeles area and is designed to significantly increase college entrance and graduation rates for underserved students in these two communities. Partnerships to Uplift Communities is served by another non-profit organization, PUC National, which was created in order to support

and enhance the achievement of the mission of the schools and also replicate the model in other communities. The mission of PUC is to uplift communities through the creation of high-quality public charter schools in which students are inspired and prepared to graduate from high school and university and commit to uplift their communities now and forever.

**Education Unit**

The vision of the PUC Schools Teacher Induction Program is to support and develop beginning teachers’ pedagogical habits of inquiry, practice and reflection, and to develop a growth mindset, as they become competent, reflective teachers capable of preparing all students for college success. With the support of 77 mentors, the PUC Schools teacher induction program serves 106 candidates; 37 who are from PUC Schools and 70 who are working in 31 partnering charter schools.

**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2022-23)</b>	<b>Number of Candidates Enrolled (2023-24)</b>
Teacher Induction Program	57	107

**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 with the exception of the following:

Teacher Induction Precondition 1: The review team was not able to verify through evidence that the Teacher Induction Program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching for all eligible candidates. The institution was not in compliance within PUC schools and across all partnering agencies specifically with the section of Teacher Induction Precondition 1 requiring induction “begins in the teacher’s first year of teaching.” It is the team's understanding that the institution will promptly address and remedy this concern to assure that the program uniformly enrolls eligible candidates within the first year of teaching.

## **PROGRAM REPORTS**

### **Teacher Induction**

#### Program Design

The PUC Schools Teacher Induction Program is overseen by the Director of Professional Learning of PUC Schools. The Teacher Induction Coordinator, who reports to the Director of Professional Learning, supervises the PUC Schools Teacher Induction Program along with one full time release mentor, which makes up the Induction Leadership Team. The leadership team has multiple roles in running the day-to-day operations of the program. The Induction Leadership Team works closely together and communicates on a weekly basis to coordinate and facilitate the PUC Schools Teacher Induction Program. The Teacher Induction Coordinator communicates regularly with the Director of Professional Learning regarding any updates related to the PUC Schools Teacher Induction Program. Monthly communication is sent to all constituents via a newsletter. An interview with the coordinator and its constituents confirmed that the program is in constant communication.

Interviews with partner Charter School Point People confirm that there are several charter school organizations who partner with the PUC Schools Teacher Induction Program on a year-to-year basis. The PUC Schools Teacher Induction program provides overall management and coordination of the Teacher Induction program to the partner entities. Within the PUC Teacher Induction program, it provides training, support, and assessment of candidates and mentors. Each charter school identifies various point persons for tasks such as: communication with the PUC Schools Teacher Induction Coordinator, assigning mentors to their candidates, and execution of the MOU. Interviews with the Partner Charter Point Persons confirmed that the coordinator sends numerous information throughout the year and is always accessible in communication.

The design of the PUC Schools Teacher Induction Program is a two-year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching. Reviewers found some inconsistency in the implementation of this across the program. Each year in the two-inquiry cycle journey, the candidate and mentor determine the content of study which creates an individual inquiry question that guides the learning and inquiry process. Candidates in the ECO Pathway complete this process in one year. Interviews with candidates and Completers appreciated the reflective process to which one shared that it was "helpful to be reflective and think about my own teaching where I did the most growth in those years."

Several data sources are used to assess the quality of PUC Schools Teacher Induction's services and elicit feedback from constituents. Survey data is collected from candidates and mentors in January and then again in June. This data is analyzed by the PUC Schools Teacher Induction Advisory Board to recommend any changes to the PUC Induction Program. Through interviews of candidates and mentors, many felt valued that their feedback was taken seriously and surprised that some got implemented instantly. For example, one candidate shared the need to have more professional development on English learners. The following month a

professional development on supporting English learners was available. The PUC Schools Teacher induction program also meets with Cluster 4 program leaders regularly 4 times a year to collaborate on best practices in Induction. Topics range from RICA/TPA support for candidates to the latest CTC updates. In addition, the Blue Cohort from Cluster 4 also meets regularly throughout the year to collaborate on Preconditions, Program Standards and Common Standards. Additionally, the Teacher Induction program leadership participates in the biannually Induction/IHE collaborative meetings that supports all participants around pertinent program topics.

#### Course of Study (Curriculum and Field Experience)

Candidates are matched with mentors by credentials held, grade level and/or subject area. The PUC Schools Teacher Induction program also strives to match candidates and mentors by school site to ensure great access to collaboration. Qualified mentors are full-time classroom teachers, with the exception of a few coaches. Many candidates felt they were paired well with their mentor and appreciated having someone on site who was accessible.

Teachers with a clear credential and at least three years of teaching experience are welcome to apply to be a mentor for PUC Schools Teacher Induction. Prospective mentors must fill out an application and receive an administrator recommendation in order to demonstrate the qualifications listed in the mentor job description and application process. The application and administrator recommendations are reviewed by the PUC Schools Teacher Induction Leadership Team to determine if the applicant is eligible to be a mentor for the following school year. Each applicant is scored on a mentor application rubric and must score an average of 2.5 or higher on a 3-point rubric. Interviews with mentors and administrators confirmed this process.

All new mentors receive specialized training at the beginning of the school year. New mentor training includes foundational mentoring skills such as: building trust, active listening, purposefully pausing, paraphrasing, and asking questions. In the beginning of the school year, new and returning mentors attend an all mentor training. During this meeting, the Induction Leadership Team reviews program components, requirements for mentor development/training, adult learning theory, and best practices for mentor observations. Mentors also self-assess their areas of strength and growth in relation to the PUC mentor Practice Framework on their mentor Individualized Learning Plan and create a mentoring goal for the year. Mentors meet with a member of the induction leadership team two times a year. During these meetings, mentors reflect on their progress towards their mentoring goal and receive formative feedback in areas such as: weekly logs, collaboration on candidate submissions, mentor professional development, attendance and address any mentoring challenges. Interviews with mentors shared that they appreciate the differentiation in the mentor PDs and the various levels of support ranging from office hours, one on one meetings, and counseling for their own mental health. Many mentors also felt prepared to support their mentees. They shared that the individual feedback they received from the Induction Leadership team helped them grow in their mentor goals.



The PUC Schools Teacher Induction Leadership Team plans a variety of mentor development activities that align with Mentors' areas of growth. New mentors are required to complete six hours of training throughout the year, and returning mentors are required to complete four hours per year. Mentors may choose from a menu of options to collaborate with peers and further their own practice such as professional development, consultancy, independent studies, and book clubs. Mentor professional development sessions engage mentors in discussion about a variety of coaching topics such as Applying Coaching Approaches and Coaching for Behaviors and Beliefs. During consultancy sessions, mentors collaboratively engage in discussion with their colleagues, debriefing the application of a coaching strategy and/or brainstorming around a problem of practice. Independent studies are offered in a self-guided format and have included topics such as: The Power of Words and the Language of Oppression and Build Community. Book clubs are discussions centered around a chapter of a mentoring text including: Mentoring Matters, The Art of Coaching, Onward, and Coaching for Equity. Through the mentor interviews, many expressed appreciations that the program not only provides individualized support for the candidates, but also for the mentors. One mentor valued the “collective time to come together to make sure we’re all on the same page and providing resources that are relevant”. Many mentors expressed how they valued the time to self-reflect and be able to have time to “develop next steps to better ourselves in mentoring.”

If at any time a PUC Schools Teacher Induction participant is dissatisfied with the mentor pairing, the program elements, or requirements of the program, the candidate will direct their concern to the Induction Coordinator in writing and the situation will be explored. If the concern is related to candidate/mentor pairing, the procedures detailed in the candidate/mentor Request for Reassignment Policy will be followed. During an interview a candidate shared their process of a mentor change and how grateful they were for receiving a better match to fit their needs. For all other concerns, the Induction Coordinator will contact the person making the request and if necessary, will meet with the involved parties to resolve the conflict and/or concern. Should the conflict and/or concern go unresolved, the Induction coordinator will present the concern to the PUC Schools Teacher Induction Advisory Board for resolution per the Grievance Policy and Procedures are described in the PUC Schools Teacher Induction Handbook.

Each candidate completes two cycles of inquiry per year in their ILP, which includes: collecting and analyzing data, researching and planning, and instructing and implementing. At every step, their mentor is there to provide “just in time” support and longer-term analysis of their teaching practice. Through an interview with several completers, it was unanimous that all felt that the process of implementing their personal inquiry helped them become better prepared as a teacher. In the beginning of the school year, candidates identify areas of strength and growth by self-assessing on the CSTPs and reflecting on their students’ present level of performance and their own present levels of practice. Candidates take note of their school/district-wide priorities and review their preliminary program transition plan. Many candidates and completers in the interview shared that they appreciated the time to reflect on their own personal growth and were able to identify specific areas to focus on for their inquiries.

After identifying areas of professional growth, candidates engage in research and planning. With guidance from their mentor, candidates select one research activity and observe a colleague who has strong practices in their areas of growth. Candidates then collaborate with their mentor to formulate an inquiry question, action plan, and mid-year and end of year measurable professional growth goals as contained in their ILP. Their work is focused on two to four CSTP elements and centered on student outcomes. Next, candidates meet with their site administrator and mentor in a triad meeting to receive input and support to ensure that there is cohesion between the professional development received on site and induction program goals and activities. The triad meeting also ensures that the candidates' induction goals are aligned to their teaching context, personal professional growth goals, and site/district initiatives. Candidates who were interviewed appreciated having the time to connect with the administrator to share their goal and being able to "keep them in the loop." A member from the Induction Leadership Team also meets and provides guidance to each candidate during designated their first checkpoint meeting as documented in their weekly logs.

Once the candidates' inquiry question and professional growth goals are finalized, candidates engage in implementation/instruction of their action plan with their mentor's support. Mentors conduct a planning conference, mentor observation, and debrief meeting to reflect on the observation. In an interview, one candidate shared that they value their mentor's feedback and appreciated having a mentor available to "stop by when they can." Additionally, candidates attend a cohort meeting to share their inquiry question, data they are collecting to measure their impact on students, a challenge they have faced thus far, and one thing they have learned thus far.

After implementation and instruction, candidates collect and analyze data yet again. With guidance from their mentor, candidates complete one activity geared towards analyzing student data. Candidates also complete the mid-year data analysis in their ILP to determine whether or not they have met their mid-year professional growth goals. At this time, candidates consider, with their mentor, whether modifications to their inquiry question would be beneficial. A second triad meeting is held to share highlights from Inquiry Cycle #1 and to collaborate on resources/supports the candidates may need to continue working on professional growth goals. Additionally, a second optional checkpoint meeting is held with the candidate and member of the Induction Leadership Team to reflect on any changes to their ILP inquiry question and/or needs more support or resources. Candidates then continue with inquiry cycle #2 with researching and planning (one research activity and colleague observation), implementing/instructing (planning conference, mentor observation, debrief meeting, reflection), and collecting and analyzing data (one data analysis activity and end of year inquiry data analysis). Additionally, candidates complete an end of the year self-assessment on their focus two to four CSTP elements (see Inquiry Data Analysis Tab). Towards the end of the year, candidates meet with a member of the Induction Leadership Team at a final checkpoint to reflect on their growth and the progress of their students. Through interviews with Year 2 candidates, one expressed that "the program is framed "intentionally". Many felt the structure of the program made it easy for them to follow and it was well organized where they felt successful in completing the program. One candidate appreciated

how the inquiry allowed her to hone her skills and identify areas upon which to focus. One program completer shared their experience and felt the “program was thoughtful, and the Individual Learning Plan fit their specific needs, especially working in special education.” She felt successful in being a new teacher and being able to manage it all, without feeling overwhelmed with “busy work.”

In addition to the individualized resources and support identified through triad meetings, program checkpoints, and mentor collaboration, candidates have access to Cluster 4 professional development offerings which occur four times a year. Some of the recent topics included: Implementing Appropriate Accommodations and Modifications, RICA Support, TPA support, and Trauma-Informed Practices, UDL and supports for ELs. Additionally, PUC candidates receive weekly professional development from their school site that is led by the site administrators. For candidates who require even further individualized support, the Induction Leadership Team has office hours twice each month. Additionally, In the 2022-23 school year, the PUC Clinical Counseling team offered a weekly Teacher Support Group for candidates and mentors.

#### Assessment of Candidates

In order to complete a year of teacher induction, all program indicators must be met and all teacher induction program submissions must meet the criteria for success, which are outlined in the ILP and evidenced through the ILP activities. Mentors also provide feedback on candidate submissions and indicate a “Mentor review date” on the Road Map portion of the ILP. After submissions are reviewed by the mentor, a member from the Teacher Induction Leadership team reviews submissions monthly and provides feedback as needed. The Teacher Induction Leadership Team also keeps a separate record on the Candidate Completion Criteria Log. At the end of the Teacher Induction program, the Teacher Induction Leadership Team reviews each candidate’s observed and documented evidence and fills out the Completion Rubric tab on the ILP. If any CSTPs are not met, candidates are given the opportunity to repeat portions of the program, as needed. A written appeal process can be found in the Teacher Induction Handbook for any candidates who disagree with the Induction Program's determination.

Year 1 candidates who meet all of the standards outlined on the Completion Rubric are recommended to continue to Year 2 of the Program. Year 2 and Early Completion Option Candidates who meet all of the standards are recommended by the PUC Advisory board to the PUC Credential Specialist to submit for their Clear California Credential. This process was confirmed through interviews.

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with the Induction Coordinator, candidates, mentors, Charter Point Persons, and completers the team determined that all program standards are **Met** for the PUC Schools Teacher Induction Program.

## INSTITUTION SUMMARY

The Partnerships to Uplift Communities (PUC) school is a non-profit organization authorized by the Los Angeles Unified School District. The 14 schools, plus their partner schools serve the Northeast San Fernando Valley and Northeast Los Angeles. The program currently serves 37 new teacher candidates within the PUC schools and 70 new teacher candidates from their partnering charter schools.

The PUC induction program is under the leadership of one coordinator and one full time release mentor and is overseen by the Director of Professional Learning. The leadership team has multiple roles in running the day-to-day operations of the program.

PUC induction program equips their educators to be reflective practitioners and leaders committed to continuous improvement, competent in the implementation of research-based best practices, and advocates for inclusive practices and equitable conditions to ensure positive student outcomes.

The induction coordinator, in collaboration with a full-time release mentor, and support staff monitors candidate completion of program requirements as candidates progress through their programs. At the culmination of the candidate’s program participation, program staff verify that each candidate has completed program responsibilities and demonstrated competency in each standard. This is accomplished through review of candidate requirements directly by program staff and through a rubric process.

The common thread throughout this program and its most notable strength is its ability to support all new teachers in a systematic and effective way. As one candidate said, “my induction mentor has been a lifeline to me as I started this new career. I don’t think I’d stay in teaching if it wasn’t for her.” An additional strength to be noted is the commitment the program leadership displays to train and support new teachers with equity and diversity training, all in order to best support their students. As one administrator stated, “Within the ILP, our new teachers focus on our diverse student population that we serve. They receive top-notch training from the program that also supports our site goals and the diversity of those we serve.”

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>

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

**Finding on Common Standard 1: Met**

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

The PUC Schools teacher induction program has a clear research-based vision. Data is shared with all constituents within the program and program changes are made based on the analysis of that data. The teacher induction program is supported by the institution as evidenced through the documentation submitted and interviews.

The PUC Schools teacher induction program equips their educators to be reflective practitioners and leaders committed to continuous improvement, competent in the implementation of research-based best practices and advocates of inclusive practices and equitable conditions to ensure positive student outcomes. As one administrator stated, “without the induction program, our new teachers wouldn’t be as reflective as they are, especially at a time like now when people are leaving the profession.”

A variety of interviews confirmed that sufficient resources and support are allocated for the effective operation of the program. All groups interviewed expressed gratitude to the program leadership for their capacity to communicate clearly and effectively, its systems of support, and its responsiveness to feedback. Both the program coordinator and the lead mentor are skilled and proactive in their support, seemingly always available, and receptive to ideas on improving the induction experience. Candidates report they are well supported by their mentors, the program director, and colleagues at the sites. As one candidate stated, “Going into induction, I thought me and my mentor would be on an island. But the induction leadership are as supportive as my mentor, but they also hold me accountable. I feel so connected because of them and the program. It’s been a huge, pleasant surprise!”

The PUC Schools teacher induction program is grounded on a research-based vision of teaching and learning, supported by multiple resources, and job embedded professional development. Interviews confirmed the program is aligned with California Standards for the Teaching Profession (CSTP) as evidenced through candidate program completion requirements, district-wide initiatives focused on support for new teachers, and ongoing professional development.

Interviews with site administrators indicated professional development providers and mentors effectively support candidates’ abilities to assess and implement research-based strategies. The program systematically ensures recommended candidates have met all program requirements through a variety of checkpoints along the induction journey of each candidate.

The PUC Schools teacher induction leadership regularly engage with their colleagues in PK-12 settings, college and university units, and members of the broader educational community to improve educator preparation. Communication amongst all constituents who are actively involved in the organization, coordination, and decision making was verified through interviews. Advisory Board members stated that looking at data and making decisions as potential areas of growth is part of the culture.

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

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

The PUC Schools teacher induction program has clear criteria for teachers entering the induction program. Upon completing the induction intake form, the credential analyst reviews teachers’ credentials to ensure they are eligible and to identify any outstanding renewal requirements. The partner school’s point person informs PUC induction leadership who will need induction and completes the intake form to enter the program.

PUC Schools engage in a dedicated process to recruit and support diverse educators that reflect their student population. One way this is accomplished is through the PUC Alumni Teach Project (ATP). ATP is a culturally responsible Urban Teacher Residency Program designed to cultivate and foster leadership skills in PUC alumni and PUC community educators. This program encourages individuals from different educational backgrounds who may not have thought about becoming a teacher to enter the field. One interviewee commented on how important it is to have teachers with diverse educational experiences so they can connect with students on a similar path: encouraging them along the way.

Once candidates have joined the program, they attend an orientation meeting with the induction leadership team. The orientation is an overview of PUC induction, highlighting the Individual Learning Plan (ILP) and other program requirements. Candidates are assigned a

mentor within 60 days of program enrollment to provide them support in their teaching assignment. Twice a year, candidates meet with their administrator and mentor in a Triad meeting to collaborate and identify needs for support. Three times a year, Candidates meet with a member of the induction leadership team to receive individualized support. Candidates are given access to PD options, bi-weekly Induction Office Hours. The induction leadership team has an “open door” policy where Candidates can reach out at any time to get the support they need. Candidates and mentors are also given access to a teacher support group and one-on-one counseling that is facilitated by our PUC Clinical Counselors.

The candidates’ ILP submissions help the program leaders know how much support each candidate needs within a 3-tiered level of support for the candidates. Candidates who might need additional support are given more opportunities to meet with the program leaders to guide them through the process. Feedback is given to the candidates after the submissions and CSTP self-assessments. Candidates shared that they gave, “...direct and timely feedback”. Additionally, they shared, “Feedback on submissions is very constructive. I appreciate that they are genuinely looking at my work. “

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>



<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	<b>Consistently</b>

### **Finding on Common Standard 3: Met**

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

Candidates create an inquiry focus that is in alignment with their site-based work by collaborating with their mentor and administrator. One administrator commented, “the direct alignment with the mentor and school initiatives, align the work so extra work isn’t added on; it is all related”. Candidates engage in two inquiry cycles a school year where they collect data, research effective strategies for improving teaching and student learning, implement the strategy learned, and collect data yet again to analyze the effectiveness of their instruction on the growth of their students. During each cycle, the candidates select activities that best assist with their inquiry question. Having choice in their activities was appreciated by the candidates; as one candidate stated, “...it’s nice to have different avenues. Each cycle I can choose what is tailored to my own needs. The flexibility has been very beneficial to us.” Colleague and mentor observations are part of the ILP. An additional candidate commented, “After data collection and analysis there is an activity that includes observing a colleague or having a mentor observation. This helps see other teaching strategies in the building.” In their ILP they also reflect on five focus students. They provide a lesson plan that addresses the accommodations and supports needed by the diversity of students, are observed by their mentor, given feedback by their mentor, and reflect on the effectiveness of their implementation of the research-based strategy. It was shared that they appreciated and understood why they needed the focal student data, “...so we can collect data and ensure students in subgroups we are working with are able to be successful.”

The PUC induction program has a mentor application for educators who are interested in becoming a mentor. The application includes an endorsement from their administrator, and the applicant must score an average of 2.5 on a 3 point rubric. Upon successfully qualifying, Mentors are then matched with candidates.

Mentors are trained in supervision and oriented to their role in the beginning of the school year

as well as throughout the school year. All mentors attend the all-mentor training where they learn about the induction program and adult learning theory. New mentors receive additional training in the beginning of the school year that includes building trust, active listening, and questioning. All mentors attend orientation alongside the candidates to further orient them to the program. Throughout the school year, mentors select from a menu of options to engage in professional development. In the interviews it was shared, “We get coaching based on what we reflected on”.

Included in the mentor ILP is feedback given during their individualized checkpoints in December and April with the induction leadership to reflect on their mentoring practice. One mentor stated, “We establish our own growth goals so we can further our development within the mentoring process; continually learning and improving our craft.”

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

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The PUC Schools teacher induction program sends out mid-year and end of year surveys to their candidates, mentors, leaders and partner Charter School Point People. This survey data is reviewed by the teacher induction leadership and then key points and comments are shared at the advisory board meetings. They also send out surveys following professional development offerings and other training hosted by PUC Schools teacher induction. They share pertinent information from these surveys with the appropriate constituents. It was shared, “I feel like my voice is heard. “Additionally, the induction leadership meets with partner districts at a survey data analysis meeting to share the data results.

The PUC Schools teacher induction program has an advisory board that meets four times a year. The teacher induction leadership creates the agenda for each meeting. They share data and other issues or questions that have surfaced around the program. At these meetings they get feedback and ideas. At a future meeting, or email if needed, they will then share ideas for change from the feedback given. They will consider the impacts of the choices and then help select the best course of action for the program. When reflecting on the meetings members stated, “Data collection is very good, mid end survey analysis, great job highlighting areas to give feedback on... data is relevant and important to strengthen the program”.

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

**Finding on Common Standard 5: Met**

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

Candidates complete and submit their work and engage in three ILP checkpoints during the year with program leadership. Twice a year, candidates meet individually with a member of the Induction Leadership Team to review their ILP work, offer advice, and seek extra support if needed. If a candidate requires extra support, a mid-year check is necessary to make sure the candidate stays on track for completion. As part of the ILP, the candidates reflect on their professional growth and student progress, as well as provide feedback on their mentor and on the program. The accreditation data dashboard shows how PUC Induction program continues to report a positive impact through verified data collection in 2022-23. When looking at the impact on student learning 81% of program completers reported that their ILP goal based activities well prepared them to understand and organize subject matter for student learning, plan instruction and design learning experiences for all students, and assess students for learning. All ILP requirements of the PUC Schools teacher Induction program must be met in order to be recommended for a clear credential. Through interviews, it was noted “Focus on data submission has been helpful. Changing or pivoting off of what I have found has been helpful; like a new skill. Working with someone more advanced in the skill has been helpful.”.

After conducting interviews, it was clear that multiple constituents felt the PUC Schools teacher induction program has a positive impact on educators and students. Some thoughts shared at

the interviews include, “Providing a space for reflection. When they reflect, the best learning happens, allows them to slow down and creates a beneficial learning experience and “The all-student piece is important, in addition to submissions, having students in subgroups, making sure all my teaching is available to all my students. “

There is a shared understanding that the skills and knowledge candidates gain during teacher induction can and will be used in the years following. An example that was shared during the interviews is, “Creates a system for collecting data; smart goal and inquiry setting up for success. Base instructional decisions on data to back up your decisions”. It was evident that the teacher induction program was put together in a systematic way to help teachers grow and learn and create a positive impact on their students.

The program as a whole is well organized, and all constituents felt they could reach out to the induction leadership team at any time, as one person noted: “Shoutout dedication of the program to us, really makes us feel seen and valued, not just my goals but my time. I really appreciate their ability to see us for who we are individually and how it aligns to the program. “