

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

Professional Services Division

June 2024

Overview of this Report

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

Common Standards and Program Standard Decisions

For All Commission Approved Programs Offered by the Institution

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

Program Standards

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

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

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

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

Institution: Glendale Unified School District

Dates of Visit: April 29, 2024 - May 1, 2024

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
No previous site visit report.	

Rationale:

The unanimous recommendation of **Accreditation with a 7th Year Report** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

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

Program Standards

All program standards have been determined to be **met**.

Common Standards

All common standards have been determined to be **met**, with the exception of Common Standard 1: Institutional Infrastructure to Support Educator Preparation, which has been determined to be **met with concerns**.

Overall Recommendation

Based on the fact that the team found all program standards for the Teacher Induction program were **met** and that all Common Standards were met with the exception of Common Standard 1, which was **met with concerns**, the team recommends **Accreditation with a 7th Year Report**. The seventh-year report is to address the issues identified in Common Standard 1.

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Administrator Survey Data
Advisory Board Agendas
Annotated List of Instructional Personnel
Assessment Materials
Candidate Advisement Materials
Candidate Handbook
Candidate Files
Candidate Progress Monitoring Document
Candidate Roles and Responsibilities
Candidate Survey Data
Common Standards Submission
Common Standards Addendum
Completer Survey Data
Examination Results

Individual Development Plan (IDP)
Individual Learning Plan (ILP)
Mentor and Candidate Meeting Logs
Mentor Handbook
Mentor ILP
Mentor Survey Data
Mentor Teacher MOU
Mentor Teacher Monthly Feedback Form
Mentor Training Materials
Organization Chart
Performance Expectation Materials
Precondition Responses
Program Review Submission
Program Review Addendum
Programmatic Materials

Interviews Conducted

Constituencies	TOTAL
Candidates	24
Completers	8
Employers	14
Institutional Administration	5
Program Coordinator	1
Mentors	20
Credential Analysts and Program Staff	5
Advisory Board Members	8
Revision Committee Members	5
Peer Assistance Review (PAR) Panel Members	7
Professional Development Committee Members	4
Members from the Blue Cohort (the same Commission accreditation cycle)	5
TOTAL	106

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 Glendale Unified School District (GUSD) is the third largest school district in Los Angeles County. The district proudly serves 25,000 students in preschool through grade 12 and beyond. GUSD includes 40 schools: 10 preschools, 20 elementary schools, four middle schools, four comprehensive high schools, one alternative high school, and one independent study academy. GUSD is a diverse school district that welcomes students and families from all over the world, with a student population that comes from a wide range of ethnic, cultural, and socioeconomic backgrounds and speaks 35 different languages.

Across the GUSD student population, 59.3% are white (includes Armenian), 20.1% Hispanic/Latino, 11.1% are Asian, 4.4% are Filipino, 3.8% are two or more races, 1.1% are Black/African American, 0.1% are American Indian/Alaskan Native, and 0.1% are Pacific Islander. In addition, 45.2% of students have been identified as socioeconomically disadvantaged, 21.5% are English language learners, 9.9% are students with special needs, and 4.8% are foster youth or experiencing homelessness. Glendale Unified School District offers students a variety of programs and pathways, including dual language immersion programs in seven languages (Armenian, French, German, Italian, Japanese, Korean, and Spanish), six magnet schools offering unique, theme-based educational experiences, 27 career and technical education pathways, and two innovative early college academies.

Education Unit

Glendale Unified School District is a local education agency that sponsors a teacher induction program. The program serves novice teachers from within the district's boundaries and is housed within the district's teaching and learning department. The day-to-day program operations are run by the induction teacher specialist, who reports directly to the senior director of teaching and learning. The induction teacher specialist monitors candidate progress, designs mentor professional development and training, communicates with all constituencies, collaborates with local induction program leaders, and works with the credential analyst to recommend qualified program completers for the clear credential. For the 2023-24 academic year, the GUSD induction program is serving 77 candidates (38 year one candidates, 33 year two candidates, and 6 early completer option candidates).

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	50	77

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Glendale Unified School District Teacher Induction Program

Program Design

The Glendale Unified School District (GUSD) organizational chart outlines the program's position in the district's administration structure. The program's leadership team includes an induction teacher specialist whose duties include day-to-day implementation of the program, mentor assistants, and administrators from the teaching and learning department. Interviews across multiple constituency groups commented on the responsiveness of program leadership through meetings, email, or phone. As shared in candidate interviews, the induction program helps new teachers learn how to build a support network, so that they know where to go for help. It provides a forum to discuss lesson planning, parent/guardian communication, classroom management, and any teaching topic, in a confidential setting.

The mentor position advertisement outlines the qualifications and responsibilities for those seeking to become mentors, which are confirmed by the program leadership team. Per the district's collective bargaining agreement, the GUSD Peer Assistance Review (PAR) panel is responsible for collecting and screening applications, conducting interviews and observations, and selecting mentors for all district needs. Once individuals have been accepted within the district mentor pool, the induction teacher specialist selects mentors and pairs them with candidates. Program documentation and interviews with mentors and candidates verified that the program seeks to pair candidates with mentors that teach and/or have taught the grade level the candidate is teaching. Special education candidates are always paired with special education mentors and those with similar teaching assignments are paired whenever possible. Changes in mentor-candidate pairings can be requested and there is a written appeal process, as evidenced by interviews and program documents (written appeal process and appeal process form).

The mentor agreement stipulates that mentors will meet one hour each week with an assigned candidate and keep a log summarizing the meetings. These logs are collected and tracked for both mentor and program adherence to requirements, as evidenced by mentor accountability log samples and mentor interviews. Mentors reported that they see their key responsibilities as coaching their candidate through "just-in-time" support, long-term Individual Learning Plan (ILP) development, and documentation of candidate competence. GUSD mentors also provide confidential monthly updates to program leadership on the progress of each candidate. Program documentation states, and interviews confirmed, that the program collects monthly feedback about mentors' work.

The program assesses the quality of induction services through a variety of constituent input, including mentor and candidate surveys, and an advisory board composed of district

administrators, site administrators, university partners, mentors, and completer candidates. As confirmed in interviews, the program makes modifications based upon input from the advisory committee. For example, in response to mentor and candidate survey data, the program shifted to more streamlined documentation and removed redundant writing prompts. The program is committed to continuous improvement, such that a formal revision committee has been established, which is comprised of eight experienced, volunteer mentors that meet to review, revise, and create program components and procedures. As described in program documentation and confirmed through interviews, the goals of the revision committee are to eliminate redundancies, streamline and clarify documents and processes, and respond to changes requested by mentors and/or candidates. Interviews also confirmed that the revision committee meets several times over the summer and during the school year as needed to discuss suggestions from mentors, candidates, and the advisory board on any program concerns. Candidate and mentor surveys are used to drive documentation changes, such as the Individual Development Plan (IDP) transition form.

Course of Study (Curriculum and Field Experience)

The Individual Learning Plan (ILP) provides the roadmap for candidate growth and includes areas for developing goals, action plans, and collecting evidence such as California Standards for the Teaching Profession (CSTP) self-assessment using the *Continuum of Teaching Practice*. A review of GUSD's program sequence shows that the candidates' induction participation begins with an orientation, providing a comprehensive overview of the program and its requirements. Candidates meet weekly with their mentors, who provide individualized, job-embedded professional development through coaching sessions. These meetings focus on the development and implementation of an ILP that documents candidates' professional growth, based on individual teaching assignment, unique needs, and identified elements of the CSTP. Interviews with site administrators confirmed that they provide input on ILPs during triad meetings with candidates and mentors. One of the first candidate induction activities is to create a class profile on the details of their teaching context. Interviews with teachers who completed induction shared that this encourages teachers to get to know students at a deeper level and cultivate personal relationships with students.

To demonstrate growth in their classroom practice, candidates self-assess on CSTP elements and complete a series of inquiry cycles that include evidence of their growth. Required components of the ILP inquiry take new teachers through the Plan-Teach-Reflect-Apply cycle three times in the two-year program. A review of ILP documents confirmed candidates' use of the inquiry cycle through the identification of CSTP focus elements, development and implementation of an action plan, and self-reflection. The ILP also provides a space to indicate whether their identified goal was met or not. Candidates confirmed they revisit the CSTP elements and mark areas where their classroom practice has grown through the completion of their inquiry cycles within the ILP. Interviews with candidates highlighted that the ILP may be revised as needed during the year, and that the ILP is completed with input from the candidate's site administrator and feedback from the mentor. Mentors verified they help review and evaluate candidate progress within the ILP throughout the course of the year. End-of-year survey data collected in 2022-23 by the program demonstrates that 82.5% of

candidates reported the ILP “strongly aligned” with their professional growth goals, 93.7% reported the ILP “well prepared” or “adequately prepared” them to support all students for learning, and 95.3% reported that the ILP “well prepared” or “adequately prepared” candidates to develop as a professional educator.

The program design features both guidance and support for candidates with the goal of demonstration of growth and competence in the CSTP as evidenced in the handbook and website. The handbook describes the program’s length as two years with an Early Completion Option for candidates with three or more prior years of verified exemplary employment as teachers of record. Evaluation of program documentation and interviews provided verification of a program design structured to provide formative feedback throughout a candidate’s participation.

Assessment of Candidates

Program documents and mentor and candidate interviews confirm that mentors are instrumental in guiding candidates to form their ILPs, professional growth goals, focus questions, and student outcome goals in alignment with CSTP elements. The mentor and candidate utilize the preliminary program IDP/transition plan, candidate self-assessments, and video of the candidate’s teaching to guide each candidate’s focus.

All ILP work is compiled in an online electronic portfolio which is reviewed and rated for completeness and connection to the CSTP by mentor teachers and program staff. Raters mark each component with a one or zero and provide comments to guide candidates’ work. Candidates are informed by program staff of their progress toward completion, as well as any concerns regarding their ability to complete the program on time. An annual colloquium is held, where candidates provide a presentation that demonstrates their growth in the CSTP throughout their enrollment in the induction program. After assessing a candidate’s progress towards mastery of the CSTP, the induction teacher specialist verifies that the candidate has completed all program activities and requirements. If it is determined that there is enough evidence, the induction teacher specialist then makes the recommendation for the clear teaching credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 106 candidates, completers, mentors, employers, program leadership, and district leadership, the team determined that all program standards are **met** for the GUSD teacher induction program.

INSTITUTION SUMMARY

The Glendale Unified School District (GUSD) induction program provides a local system of support available to all eligible teachers that includes an individualized program to meet the unique needs of each candidate. The induction program is under the leadership of one teacher specialist and is overseen by the senior director of teaching and learning. The induction teacher specialist has multiple roles in running the day-to-day operations of the program. With the support of mentors, the induction teacher specialist 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.

The induction program has the foundation of a robust mentoring system, an individualized learning plan that includes cycles of inquiry, candidate self-assessment on the CSTP, and observations. Through the ILP and cycles of inquiry, candidates establish professional goals, develop reflective habits, and improve professional practice with a continuum of support by their mentor and the program.

Through the interview process, several constituent groups, including candidates, stated that being able to offer induction to new educators at no cost to them was a selling point for the district. Especially, as one leader said, “to offer induction at no cost and to be able to confidently say we have a great program with dedicated and supportive mentors is a no-brainer for those getting into the profession.”

Mentors receive professional development training using research-based resources. Mentor development training is updated annually based on survey data, including information from mentors, candidates, and completers.

Collaboration, communication, and coordination is seen as a strength across all groups interviewed in the GUSD teacher induction program, including regional induction programs (an informal professional learning community comprised of blue cohort group members), and university partners as well. These relationships and intentional collaboration are highly valued by all educational partners.

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>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Inconsistently
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.	Inconsistently
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 with Concerns

Summary of information applicable to the standard

The day to day running of the GUSD induction program is coordinated by a teacher specialist and two mentor assistants. The mentor assistants, who are compensated with a stipend, are full-time classroom teachers and assist the induction teacher specialist with a variety of induction-related duties. The program is also aided by a revision committee made up of volunteer mentors that frequently meet to discuss program data and needed changes, and recommendations from the advisory board.

A review of program evidence and interviews with a variety of educational partners confirm that the GUSD induction program has the infrastructure in place to operate a teacher induction program characterized by a research-based vision of teaching and learning, with a mentoring relationship as its center. As one GUSD leader stated, "Program leadership and the team has done a great job in making it a robust mentoring program."

The induction program is embedded in the teaching and learning division of Glendale Unified School District. The superintendent and assistant superintendents spoke knowledgeably about the program and their commitment to supporting it. When addressing recruitment and faculty development efforts to support hiring and retention of faculty who represent and support diversity and excellence, GUSD's leadership were able to articulate the ways the district is meeting this need.

Document review, interviews with program leadership, mentors, site administrators, institutional administration, teacher induction candidates and completers from across the district confirmed the program's commitment to guide and serve beginning teachers. Candidate interviews consistently echoed the immense support and guidance provided by mentors. As one candidate said when referring to the support he received from his mentor, "I chose [to focus on] SEL [socioemotional learning] because of the group of students I had - they were a rowdy group; I relied heavily on my mentor for that first ILP and it helps me even now when I look back on it."

The education unit engages in a credential recommendation process that works with their Human Resources credential analysts. The processes to identify and enroll candidates and then recommend completers ensure that candidates have met all program and state requirements. Interviews with credential analysts, candidates, and the human resources department and review of the forms and processes in the induction handbook highlighted the connected working relationship and success of this aspect of program administration. However, the portion of the standard that requires sufficient staffing to support all eligible candidates is lacking. It is unclear to reviewers that there is an expedient system in place to increase mentor numbers when unforeseen teacher vacancies arise, which recently resulted in a group of eligible induction candidates who did not receive program support for up to six months.

Rationale for the Finding

While the candidates were waiting to be enrolled, the unit did not have appropriate staffing resources to support all the new teacher candidates.

In addition, induction program leadership does not oversee the selection of mentors for the district. This responsibility lies solely with a Peer Assistance Review (PAR) panel. Once the team has hired mentors, the induction teacher specialist then selects mentors from a pool to match them with candidates. However, in this district mandated process, the induction teacher specialist has no purview over the qualifications of faculty and other instructional personnel, therefore cannot attest to mentors having: 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. While the district may attest to the application process for mentors, through the interview process and reading of submitted documentation, it is not evident that mentors have specific knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.

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

Document review and interviews with leadership, mentors, site administrators, and completers confirmed the GUSD teacher induction program accepts applicants who meet clearly defined criteria. Interviews with the Assistant Superintendent of Educational Services and the Assistant Superintendent of Human Resources discussed current efforts to recruit a diverse educator pool and identified additional specific strategies to be implemented to increase recruitment of

teachers who reflect the demographics of their student population. Interviews with program staff and district leadership confirm appropriate personnel are available to support each candidate through the two-year induction process and ensure successful entry into the profession. Candidates specifically mentioned the high degree of support received from the induction teacher specialist. The Director of Teaching and Learning, who supervises the induction teacher specialist, and the Assistant Superintendent of Educational Services meet weekly to ensure that program needs are met, and that candidates and mentors are supported.

Candidates receive clear information about eligibility for induction. The induction handbook is distributed online to candidates at their orientation and referenced throughout the year with both candidates and mentors. There is evidence that program leadership and staff are committed to providing meaningful, job-embedded induction experiences designed to meet each candidate’s unique needs. The program design, verified by candidate interviews and a review of program documents, ensures that candidates are supported to successful program completion.

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

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The GUSD induction program has designed and implemented a planned sequence of coursework and experiences for candidates to further their development of growth towards mastery of the CSTP. Interviews with candidates and program leadership confirmed that the core of the program’s requirements is centered on the interaction of the candidate-mentor pair with the ILP, which is tailored to each candidate’s needs by the candidate and mentor. Candidates complete a log monthly and document a minimum of one hour per week of support directly from or coordinated by their mentor. Program leadership provides oversight with the mentor accountability log to verify that supportive conversations are occurring. The ILP is based on the candidate’s self-selected goals based on their transition plan and CSTP self-assessment. The ILP includes activities designed to support goal setting, three annual cycles of inquiry, and reflection. Feedback is given to candidates on their ILP by trained program raters utilizing the three Cs rubric (completeness, coherence, and critical reflection) and the ILP one-point rubric to ensure candidates are meeting competency. Candidates affirmed that induction work is contextualized and well-integrated with their job responsibilities. Candidates engage in focused research, implementation of new strategies, and reflection on the effectiveness of their practice related to their learning goals, with support and guidance from their mentor and self-selected professional development. The importance of being matched with the right mentor was a topic in every candidate interview group. Several candidates and completers spoke of the dedication and skill of their mentors. Mentors assist candidates in developing their goals, identifying areas of strength and growth, analyzing and using student data to plan instruction, implementing strategies to improve teaching and student learning, and completing program documentation. The program leaders discussed both the design and implementation of ongoing mentor training based on *Mentoring Matters*. The program has an individualized mentor professional development plan where mentors regularly assess their practice against a rubric of mentor standards from the New Teacher Center and develop professional growth plans based on the assessment.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Document review and interviews with program leadership, mentors, site administrators, and completers confirm the GUSD induction program implements a continuous improvement process and makes appropriate modifications based on findings. Sources of data utilized by the program included surveys of mentors and candidates; however, interviews confirmed that feedback from employers about the quality of preparation is not collected. GUSD’s induction program utilizes a model of an advisory committee for review of data and consultation with program leadership and a revision committee to implement changes for the advisory committee’s identified areas of need. For example, an advisory committee member raised a concern regarding the Individualized Development Plan (IDP) not being a part of the Individualized Learning Plan (ILP) development process. This issue was turned over to the revision committee for work on process and document review. Once the revision committee developed a process, it was then brought back to the advisory committee for review and approval. Interviews with candidates, mentors, advisory committee, and program leadership corroborate these data are used to inform program improvement cycles and to make changes to program design based upon feedback. Documented in the continuous improvement chart, and confirmed through constituent interviews, the program has embedded collection of multiple sources of data, data analysis, improvement, and communication protocols throughout each year’s program structure. Additional documentation within the accreditation data dashboard provides verification of program effectiveness in responding to candidate needs. Program staff utilizes rubrics to provide program completion guidance, and once completed, provides feedback to candidates on the quality of each submission. Rubric results are also used by program leadership and key constituencies to evaluate the quality of candidate preparation and inform future practice.

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.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The GUSD induction program designed a program structure that ensures candidates know and demonstrate the knowledge and skills necessary to educate and support students. Interviews with program leadership, candidates, and mentors verify program structures designed to support candidate growth and validate candidate skills. Verification of program sequence including candidate cycles of inquiry and feedback from mentors on observed practice, and corresponding documents, such as the ILP rubrics, confirm there are assessments and procedures in place to ensure candidates meet the Commission-adopted competency requirements. Candidate interviews validate the program feedback procedures in promoting professional growth in candidate teaching practice. Completer survey data within the Accreditation Data System provides substantiation of candidate’s perception of the program as effective in helping them develop the tools, habits and skills needed to strengthen their teaching practice. The five-year trend in the Accreditation Data System indicates that the program continues to increase candidates’ skills across the CSTP from year to year. Site administrators confirm the value of the strong mentorship structures of the induction program. Candidates and program leadership repeatedly express gratitude for mentors’ dedication to the program and consistent candidate support. Candidate end-of-year survey data collected by the program also highlights mentor impact, with 92% of candidates reporting mentors are “helpful” or “very helpful” in providing feedback to improve instructional practices, 89% reporting mentors are “helpful” or “very helpful” at identifying resources, and 91% reporting mentors are “helpful” or “very helpful” at helping candidates set and reach professional learning goals. This data is underscored by a district administrator who shared that the high-quality mentoring provided in induction helps in the retention of teachers and allows them to support new teachers effectively. Simply put, this administrator expressed, “People want to stay in Glendale.” Interviews with candidates, mentors, and advisory board members verify the program design and structure provides ongoing opportunities for candidates to learn, grow, and develop competence throughout enrollment in the program and beyond.