

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

Professional Services Division

June 2024

Overview of this Report

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

Dates of Visit: April 22-24, 2024

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: February 29, 2016 Site Visit Team Report	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, 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 for the Teacher Induction program have been **met**.

Common Standards

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

Overall Recommendation

Based on the fact that the team found that all Common Standards and standards for the Teacher Induction program to be met and that all preconditions were aligned, the team recommends Accreditation.

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

Teacher Induction

In addition, staff recommends that:

- the institution’s response to the preconditions be accepted.
- Fresno Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Fresno 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

Team Lead:

Julie Sheldon
Walnut Valley Unified School District

Programs Reviewers:

Induction Program Reviewer:
Tammy Ely-Kofford
Antioch Unified School District

Common Standards:

Latasha Porter
Riverside County Office of Education

Staff to the Visit:

Rosemary Wrenn
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
2022/2023 Completer Survey
FUSD Accreditation Website
FUSD Induction Website
Individual Learning Plan (ILP) and Samples
Candidate Handbook
Success Criteria

Table of Activities
Teacher Pipeline Graphic
FUSD Continuum
Coach Interaction Log
Candidate Files
Assessment Materials including rubrics
Precondition Responses
Accreditation Data Dashboard
Candidate Advisement Materials

Interviews Conducted

Constituencies	TOTAL
Candidates	114
Completers	24
Employers	20
Institutional Administration	4
Teacher Development Director	1
Teacher Development Administrator	1
Teacher Development Managers	3
IHE Partners	5
Program Manager	1
Department Leads	3
Coaches	33
Meta-Coaches	6
Credential Analyst	1
Advisory Board Members	22
New Teacher Center Partners	2
TOTAL	240

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

Fresno Unified School District, situated in the San Joaquin Valley, ranks as the third largest district in California, comprising 104 schools. The district serves 69,327 students spanning preschool to grade 12. The district is dedicated to achieving their greatest potential through high-quality instruction, district programs and services, and resources. The student population represents diverse cultural backgrounds with 67.2% Hispanic, 10.5% Asian, and 8.5% African American. In addition, 20% of students are English language learners and 88% come from socio-economic disadvantaged households. The Fresno Unified mission is to nurture and cultivate the interests, and leadership of their students by providing an excellent, equitable education in a culturally proficient environment.

Education Unit

The Teacher Development Department coordinates, develops, and supports aspiring, new, and existing teachers. The Fresno Unified Induction program is part of a coherent continuum of supports for teachers offered by Teacher Development. The department includes 65 certificated and classified employees. The induction program offers the traditional two-year path and an Early Completion Option. Comprehensive support includes orientations, face-to-face professional learning, job-embedded professional learning, and clear credentialing. Currently the program supports 314 new teachers. In the 2022-2023 school year, the program had 203 completers with 140 recommended for a clear credential and 63 continuing to be monitored as Executive Order credentials needing to complete outstanding assessments.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	203	314

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 REPORT Teacher Induction

Program Design

The Fresno Unified School District (FUSD) Induction Program operates within the Teacher Development Department which has a highly scaffolded system including supervisors, meta-coaches, and coaches, all in support of candidates. Induction program supports for candidates are designed and implemented within the Teacher Development Department. Candidates are supported in a traditional two-year program and there is an option for early completion (ECO). Comprehensive support includes orientations, face-to-face professional learning, job-embedded professional learning, and clear credentialing. The Accreditation Data System reports 100% of eligible teachers participated in induction with 343 candidates in 2022-2023. Of those candidates, 145 were in year one and 198 were continuing with the program.

The FUSD Induction Program has oversight by the Instructional Superintendent of Curriculum Instruction and Professional Learning as well as the Teacher Development Administrator. The day-to-day implementation of the Induction Program is the responsibility of the New Teacher Support Department Manager, meta-coaches, and new teacher support coaches. Meta-coaches serve as “coaches to the coaches” and provide regular formative feedback to coaches based on multiple measures of data such as surveys and observations of coaching interactions with candidates. Documentation and interviews confirm that both New Teacher Coaches and Meta Coaches report high satisfaction with the tiered coaching system and felt secure in the knowledge that feedback is consistent and can be referred to at any time through the New Teacher Center’s platform, KIANO. KIANO is a database that captures all coach and candidate interactions and provides a narrative of candidate growth over the course of the program.

FUSD has a robust Advisory Board that includes stakeholders from their Administration, Institutions of Higher Education (IHE) partners, Coaches and even teacher candidates. The board’s goal is continuous improvement with a focus on data. One advisory board member commented, “We collected data earlier this past year and a lot of new teachers asked for a paper handbook which we listened to and got them out quickly.” Leadership and support spans departments gathering feedback and data analysis from content coaches, Teachers on Special Assignment (TSAs) and Professional Learning Communities (PLCs) which guides professional development throughout the year. After every professional development opportunity, survey data is collected from participants and analyzed by leadership for dissemination to coaches for continuous program improvement.

The FUSD Induction program communicates with program stakeholders, including departmental leadership at the district and site level and with their higher education partners, via weekly Monday memos, monthly forum meetings, and advisory board meetings each term. Program updates are also communicated to stakeholders with a newsletter produced each

trimester. The New Teacher Support Team at the district level meets bi-weekly to disseminate data and implement next steps for the program based on feedback from stakeholders such as candidates and coaches. The New Teacher Support Team participates in cohort groups at cluster meetings.

The KIANO system is also utilized to review data and provide specific feedback to program coaches. Program leaders, such as Meta-Coaches, also facilitate communication with site administration, and coaches formally communicate three times a year along with frequent informal communication such as drop-ins when on-site to support coaches and candidates. One interviewee reported, “From an admin view having someone that can meet regularly and help with ILP and share so I am on the same page is a god send, it was sink or swim in the old days.”

The district’s Teacher Development Department (TDD) oversees the FUSD Induction Program and the New Teacher Support Team leadership assigning mentors to candidates at the site level with a coach for each site’s qualified candidates. If the coach is not a content or subject specific match, then meta-coaches and department coaches provide professional development to that coach to assure the candidate’s needs are met. “We have PLCs on the site that meet twice weekly and can work with other teachers or ELA academic coaches or math coaches for additional support. At the start of the year, all stakeholders meet to look at common goals and how to support candidates on the team. Coaches have coaches and candidates know they can reach out to the program.” Additional meta-coaches have recently been added to serve site coaches.

FUSD Teacher Coaches are hired to be full release for induction. They must have a minimum of three years “effective” teaching experience and be fully credentialed. Coaches are overseen by the New Teacher Support Manager and TSA team. The coaches are evaluated by the Teacher Development management team via both formal and informal observations, post-conferences, formative evaluation, and summative evaluation. Formal evaluations take place once in fall and once in spring. Multiple measures are used during the evaluation process including observation data, KIANO reports on time and coaching processes, videos, and candidate feedback surveys. FUSD utilizes a two-year evaluation cycle.

Coaches are assigned a Meta-Coach to support professional growth to best impact candidates and students. Meta-Coaches serve a formative role and do not evaluate the coaches they support. Mentors “mirror the ILP” and select goals and are given opportunities to review data and implement change and growth according to observations by their supervisors during the ILP process yearly.

Candidates feel that KIANO is helpful in that they can refer to interactions and feedback whenever needed to keep them on track. The Teacher Development Chart in KIANO indicates which coaches are responsible for each site’s candidates. Documentation provided indicates consistency matching candidates and mentors based on like credentials and sites. Interviews with candidates and coaches confirmed that if there is not a direct match, coaches facilitate opportunities for candidates to connect with meet with coaches in other departments and

guide them to professional development such as the Saturday Pipeline professional development program. This program offers peer-led workshops to candidates that address the California Standards for the Teaching Profession (CSTP). New Teacher Support Coaches support candidates by co-creating their Individual Learning Plan (ILP) and engaging in reflective coaching cycles. Coaching processes are connected, strategic, and intentionally focused to support teachers in meeting their ILP goals, while providing just-in-time support, and building teacher autonomy. One candidate shared, “We use KIANO a lot, planning and observation and all feedback is documented so candidates can look back on feedback when needed.”

FUSD’s induction program works collaboratively with the New Teacher Center to provide support and professional learning focusing on adult learning to meet the needs of New Teacher Support Coaches and candidates for their ongoing growth and development. All coaches are certified in Cognitive Coaching as part of their required professional development. Professional Development has occurred with the author of *The Art of Coaching* and a follow-up session is in the works. Monthly forums focusing on creating trusting relationships, building equitable learning environments, goal setting, and connected, strategic, and intentional coaching cycles that utilize formative feedback based on evidence gathered from classroom observations occur with consistency. At forums, coaches can meet in professional learning communities to examine data, reflect on their own coaching practice, and receive feedback from peers and the Teacher Development department leadership. Optional meetings titled Connecting with Content and Coaching (C3) are offered to coaches monthly.

The program seeks feedback from surveys (from candidates, coaches, and administrators), New Teacher Support Team meetings, forum feedback forms, and the annual CTC Completer’s Survey. Analysis of program quality via survey results, along with candidate progress assessed with the portfolio rubric, resulted in completion rates of 100%, according to the 2022-2023 Accreditation Data System. The overwhelming majority of candidates cleared their credentials the same year they completed induction. Observations from reviewing candidate ILP’s serve as a main source of program quality assessment. The New Teacher Development Department and Human Resources work collaboratively to keep track of all candidates with an internal tracking document and rely on the KIANO system to share data.

Modifications within the past year are the addition of more meta-coaches, a mid-year survey and in-person orientation.

Course of Study (Mentor System)

According to the job posting, Instructional coaches are hired to provide leadership, expertise, and support at the school site level for all instructional area standards, assessment, and accountability in grades PK-12. Coaches meet with the site administrator and candidates to develop goals and review the candidate's professional growth. There are 38 New teacher support coaches (34 full time) that serve candidates in elementary through secondary settings. Candidate growth goals are co-written with the coach who guides the candidate through the goal cycle for their ILP. Resources used to develop ILP goals include the candidate’s Individual Development Plan, current teaching context, relevant data, and input from the site

administrator. An implementation plan outlining the focus for coaching cycles and identifying descriptive indicators is used as concrete evidence of progress towards the candidate's goal.

After the ILP goal is created, candidates engage in coaching cycles. These cycles are connected to the ILP goal and include three ongoing high leverage coaching processes: lesson planning, observing instruction, and analyzing student learning. Coaches encourage reflective thinking with instructionally focused tools such as the Planning Conversation Guide (PCG), Post Observation Co-Analysis (POCA), and Analyzing Student Learning. Candidates also complete a portfolio that is assessed with a program rubric with two readers. Additionally, candidates participate in self-assessment of the CSTP three times a year. The KIANO system is also utilized to track progress. Coaches are reported to be very flexible and willing to participate in lesson modeling and "co-teaching" when desired by the candidate to support ILP goal development. Candidates reported, "Co-teaching has occurred with coaches and just in time tips are given to take to the next class, pep talks during a rough week are supportive and needed when given by the coach." Another stated, "Their feedback is often tailored to my goal."

In addition to the job-embedded program requirements, candidates and mentors are afforded opportunities for professional learning that encourage reflection and growth. The program requires a minimum of 33 hours of coaching support each year and ADS data shows an average of 35 hours of coaching support. Candidates have multiple professional learning and support opportunities each year, including the optional monthly Saturday Pipeline professional development sessions which focus on the CSTP. Candidates who need to complete the RICA include it in their goal cycles and are supported by their coach at their site. Mentors also have multiple professional learning and growth opportunities that focus on adult learning theory and other topics. These start before the school year with two days of professional development. As reported by interviewees, if a new coach is on-boarding, they participate in eight sessions of cognitive coaching to earn their certificate. Recently, coaches participated in professional development by Elena Aguilar, author of the *Art of Coaching*.

The program seeks feedback in several ways from key stakeholders at regular intervals throughout the year by conducting quality surveys and analyzing data at program leadership meetings within the Teacher Development Department. These meetings occur bi-weekly and monthly, and participants include program coaches, managers, supervisor coaches, meta-coaches, and new teacher coaches. Data is collected after each session and is reviewed for the effectiveness of the session as well as to learn what is still needed for the planning of next sessions and support. This was confirmed by the managers interviewed who said, "After every professional development we ask for feedback [and clarify] what types of professional development they would like to have."

Assessment of Candidates

The FUSD Induction Program uses multiple measures to monitor and support candidates. Data from ILP components are reviewed at the beginning, middle, and end of the year utilizing the rubric for feedback and guidance. Candidate portfolio reviews occur in cycles and candidates are given immediate feedback from their coaches including support and recommendations for professional development of the CSTPs. The New Teacher Support team verifies the candidate

has met all program requirements using data from the ILP success criteria. Once the completion of all program requirements is verified, a program transcript is created verifying program completion. Within the district, completion data is shared with human resources for each candidate for the purposes of filing for the clear credential. Data is also reported to the Accreditation Data Dashboard system.

Candidates who need additional assistance are supported by their coaches to keep them on track and build their teacher efficacy. Teacher candidates are directed to coaches from other departments if they have self-identified a content specific need or if ILP portfolio progress calls for it. Candidates reported a high level of satisfaction with the regular feedback from their coach and repeatedly mentioned that having a coach assigned to a site was ideal for just-in-time support and troubleshooting. Coaches participate in co-teaching and utilize a technique they call, “whisper coaching”. This technique occurs during observations of exemplar teachers when the coach highlights key teacher practices of the teacher being observed. The coach then asks the candidate reflective questions about the observed practices that are in alignment with the candidate’s ILP goals and possible ways they might incorporate these elements into their own practice.

The program provides each candidate with a handbook that contains information on the components of the program, Individual Learning Plan, and the ILP Overview and Steps to Completion. The in-person orientation contains a thorough program overview. Candidates consistently reported that their mentor goes over program expectations and ILP components in the first weeks early in the year after orientation. Candidates stated that their coach(es), “provided them with program documents and clarity of the process upon their first meeting and then kept them on track with regularity at weekly meetings and with feedback through the KIANO system.”

FUSD uses feedback from coaches, formal and informal candidate observations, candidate portfolios, the tools on KIANO, and the annual CTC Completer’s Survey to analyze, plan, and implement program improvements. Coaches meet to review portfolios. One coach stated, “We use a rubric twice each year and when we review each other’s portfolios we give feedback to the teacher and the coach, and we see tremendous growth. We do a lot of check-ins ourselves, so if [candidates] are falling behind, we can work to catch them up. We have the teachers observe other teachers and we do a lot of video analysis as well.” During portfolio reviews, candidates are able to modify their goals as needed.

Assessment data allows the Teacher Development Department the opportunity to refine the nature and quality of support provided by the program. Currently, the FUSD Induction Program manages their own data tracking internally, creating surveys for continuous program improvement. Evidence shows that data is utilized systemically with consistent regularity at each level of the program and shared widely with constituents.

Upon completion of all program requirements, a program transcript is created verifying program completion. This document is sent to each candidate that has completed the program

with the necessary steps to complete a clear credential recommendation. The New Teacher Support manager then completes an online recommendation to the Commission on Teacher Credentialing for processing. The Induction team and credential analyst work collaboratively via their internal tracking document on the progress of recommendation of program completers. Statutory documents are stored in an internal file, verifying both the recommendation date and date of issuance. Once the recommendation has been made, the coach is notified so they can remind the teacher to check email to complete the process.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituencies, the team determined that all program standards are **met** for the Fresno Unified School District Teacher Induction Program.

INSTITUTION SUMMARY

Fresno Unified School District (FUSD) serves approximately 70,000 students across 104 schools. While it is the third largest school district in California, building strong relationships and community in order to provide children with the most well-prepared, supported, caring educators is a clear priority across constituencies and systems. The district cultivates future educators through their Teacher Pipeline program, intentionally cultivating future educators beginning with its own elementary and secondary school students by creating an assets-based sense of belonging for its diverse learners. This results in classroom teachers, administrators, and staff who are members of the community with a sincere interest in children's success.

Institutional administration has demonstrated a commitment to teacher induction by ensuring release time for candidates and coaches to observe peers, providing meta-coaches who support candidate coaches, and ensuring the structure of the program remain in place in spite of budget challenges.

The structure of FUSD's Teacher Induction Program provides new educators with meaningful, targeted, organized, peer-led professional development opportunities based on each candidate's Individual Learning Plan. Through their unique Teacher Pipeline Saturday Workshops, candidates choose professional development focused on individual CSTPs. Leadership curates offerings to meet the needs and interests of candidates.

FUSD cultivates leadership by giving candidates and veteran educators opportunities to share their expertise with their peers. Pipeline workshops are led by district educators; Induction Coaches bring new candidates to observe in recent completers' classrooms, and many coaches are program completers, themselves.

The infrastructure, commitment to community, and organizational leadership are strong throughout FUSD, providing a solid foundation for supporting educators and children.

COMMON STANDARDS FINDINGS

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Fresno Unified School District's (FUSD) vision is of a district where students, families, and staff are valued and empowered to achieve their greatest potential. This vision is in alignment with the vision of the FUSD Teacher Development (TD) Department, which is that every classroom has a highly effective teacher who demonstrates the ability and desire to educate students at a high level and where students thrive. A district leader said of the FUSD induction program, "(In FUSD) you can make a big difference and the work you do really matters, and the teachers understand the role that they play. The new teachers really understand their *why* in a really seminal way. Our coaches are super invested in helping the new teachers understand their impact on how important the work is."

The FUSD Teacher Development Department (TDD) provides multiple and ongoing opportunities for coaches and program leadership for collaboration. The TDD management team meets weekly to build coherence across all the programs, for aspiring, new, and existing teachers. These meetings include data sharing and opportunities for feedback and decision making. As one interviewee said, "Our entire teacher development team is involved in strategic planning and return on investment. Did we meet our goals? What worked? What do we want to start, and what do we want to keep doing?" Teacher Development Managers, who supervise the coaches, meet with all New Teacher Support (NTS) coaches biweekly to connect with book studies, highlight promising practices from the field, and analyze data sets. Coaches also meet in PLCs where they collaborate with peers and share videos of their practice to gain formative feedback.

In addition, the New Teacher Support Manager and her team meet regularly throughout the year with other leaders in their cluster. One induction leader from the cluster shared, "There is so much knowledge and value and everyone comes to the meetings ready to learn and ready to share. There's so much value that we gain from each other both in good times and in challenging ones." The NTS Manager also has a long-standing collaborative relationship with the New Teacher Center (NTC) to strengthen the coaching program. Recent collaborations have centered around developing content for coaches and evolving the program to be responsive to the teachers' needs. One NTC partner responded when asked about the collaborative relationship, "(The New Teacher Support Manager) is one of the most collaborative and passionate induction leaders. She is part of the national leaders network for NTC and is sought out as a thought partner. She built a whole program strategy around standards-based questions and designed training for coaches around that."

The Induction Advisory Team meets each semester, and its members include Teacher Development Managers, coaches, site administrators, candidates, and IHE partners. The advisory team provides input from the various stakeholder groups, reviews and analyzes survey outcomes, discusses problems of practice, and makes suggestions for program improvements. One site administrator member of the advisory team said, "It's really nice to have a voice as an

administrator. It takes additional time to be on this team, but it's a great investment. Not only do I get to learn about patterns and what's going well, but I also have a voice and when we bring up concerns, it's solution oriented."

FUSD's New Teacher Support Induction Program (NTS) uses a full-time release coaching model. The coaching program is led by New Teacher Support Coaches who receive initial and ongoing training and collaboration opportunities through monthly forums. Although efforts are made to match coaches by site, credential, and subject or grade level, that's not always possible, so coaches rely on a network of district and site leaders in classroom management and curriculum to supplement their support for new teachers. In addition to the initial program training and Cognitive Coaching certification, there are monthly department trainings, collaboration meetings with other departments, and New Teacher Support Forums every month where coaches engage in peer collaboration and share problems of practice and subject specific expertise. Non-evaluative Meta Coaches are assigned to coaches to support them and "stretch their practice" and coach supervisors provide feedback aligned with their coach Individual Learning Plan and indicators. One coach remarked, "The way we help the new teachers is also the way we help each other. We get to mingle with the department wide meetings so that allows us to get their support. There are so many resources to support us and our teachers."

In every interview group, the role of the coaches in the success of the program was clear. A priority of the district is to increase the percentage of coaches with diverse backgrounds, which has risen from forty percent to the current sixty five percent. One advisory member stated, "The diversity of the coaches is exciting. Having coaches who can speak the language and represent different cultures is helpful, and the induction program is responsible for that." District administrators reiterated the role that coaches play in sustaining, guiding, and retaining teachers, and funding for the Teacher Pipeline program and the coaches is a high priority for the district, as evidenced by interviews with each of the district leadership members. As one district administrator stated, "It's one of the programs that's a high priority for us. We want to support our teachers and make sure that the budget allows for that."

Candidates universally spoke about how beneficial the support from the coaches was from their very first weeks of employment, and 2022 - 2023 completer survey data showed that ninety four percent of candidates responded that they were well matched with their mentor, and one hundred percent of candidates reported that there were no significant issues with their mentor. One candidate said, "Co-assessing, co-creating, reflecting ... the level of commitment that my coach gave to me was amazing. As a new teacher I would have been overwhelmed, but the coaches really guided me and helped me to improve in areas I needed to." Another stated, "My coach was that calm island in a chaotic storm. The empathy and support has been beyond, and my appreciation is boundless."

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

Fresno Unified uses a “grow your own” model of teacher recruitment and retention, the Teacher Pipeline which starts with the Teacher Development Academy for FUSD high school students, continues through support of Commission-approved internships and alternative certifications, and moves on to provide induction and leadership development through Saturday Pipeline and other trainings. This model has resulted in significant increases in diversity among the teaching staff, as evidenced by the district data and demographic data in the Accreditation Data System. As one district leader stated, “To have an opportunity for valley teachers teaching valley kids is really special. Relying on Pipeline programs has been essential in developing new teachers. Finding them, training them, and supporting them with coaches who love, nurture, and sustain them is critical for them staying in the district.” This Pipeline system also results in increases in leaders with diverse backgrounds. “We have seen candidates who have come through the pathway become coaches. The diverse candidates who have come through our Pipeline become our diverse coaches. Eighty percent of our teachers hired have come through our Pipeline program” stated another district administrator.

The NTS Manager, Teacher Development Director, and the Credential Analyst meet weekly throughout the year to identify qualified candidates as they are hired or become eligible for induction. An interviewee stated, “We meet weekly with HR all throughout the year and that allows us to ask questions back and forth on an ongoing basis. For those who are in the

Pipeline, we’re helping them with the paperwork, and communicate with HR about the status of their credential.” Each candidate completes an intake form and credentials are reviewed by the director. Once enrolled in the induction program, candidates attend both new hire and induction orientations, and receive professional learning opportunities throughout the year through a district new teacher conference, two curriculum days, and six optional Saturday Pipeline trainings, which many induction candidates attend. One site administrator said of these trainings, “to get teachers to go on a Saturday means that they believe it’s useful. We get the registration data, and all of my new teachers attend them. They provide relevant content for what they need.”

Candidates work in collaboration with their coaches to set goals, develop their ILP, and create portfolios that document their progress toward mastery. These portfolios are reviewed at midyear and end of year, and individualized feedback is given based on the program’s rubric. Interviews confirmed that coaches help guide candidates in the development of their portfolio and have regular check-ins so that any teachers falling behind get support prior to the portfolio reviews. For candidates who are struggling in any area of their teaching practice, interviewees reported that coaches communicate site supports and talk with site administrators and site coaches about what supports the teachers need. They also reach out to district departments so that they have support in any area they are struggling with. The district supplies substitute time for new teachers to observe exemplary teachers to gain strategies in their areas of need and ILP focus. One candidate spoke about the challenges she faced in her first year. “I have taught in four different grades this year and moved to another site, and induction was the one thing that was consistent for me. They made the transition really nice and both coaches came together to help me.”

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

FUSD induction program provides a sequenced course of study where candidates co-create an Individualized Learning Plan (ILP) centered on coaching cycles. These cycles include three high leverage tools: lesson planning, observing instruction and analyzing student learning which the program has identified as having the greatest impact on teacher growth and student learning. Diversity and culturally responsive teaching practices are embedded in the coaching cycles. Candidates also receive professional learning from the Diversity, Equity, and Inclusion (DEI) department during orientation and they can attend optional Saturday Pipeline training every month which includes offerings on diversity.

Interviews confirmed the high quality ILP process focused on the candidate and coach relationship. Candidates praised the flexibility of the process that was tailored to their needs. They expressed the freedom they had to collaborate with their coaches to change or modify goals as needed if they wanted to focus on a new area.

FUSD has full-time release coaches hired by the Teacher Development Department based on defined criteria. Candidates and coaches are matched according to credentials held, grade level, and/or subject area. One New Teacher Support Coach is designated to a site and assigned to all participating candidates at that site. A candidate applauded this model because they “loved having their coach on site because they were able to connect on a daily basis to get the support

and guidance they needed.” If the coach is not an exact match, the coach serves as the lead for systems of support with district content specialists and other resources the candidate may need.

FUSD has well-developed training and systems that regularly evaluate the quality of services provided by coaches that is a cornerstone of the program. Coaches receive training in cognitive coaching grounded in adult learning theory. All coaches are also paired with a meta-coach that provides on-going formative feedback on coaching practices. Coaches observe each other’s practice, model, role-play, and provide feedback at forums. Teacher Development Managers also have formal evaluations twice a year with coaches. One coach commented, “they are blessed to be part of a strong coaching system with meta-coaches to support them and the meta-coaches also receive coach training from program leadership. This system helps to best support new teachers in the induction program.” The 2022-2023 CTC candidate completer survey data also showed that 96% of candidates said their coaches were helpful in impacting student learning by providing feedback in observations and identifying resources.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

FUSD has developed and implements a robust continuous improvement process. The program is truly data driven. A variety of data sources such as CSTP/ILP data; teacher, coach and principal survey data; extensive coach feedback data; and advisory board input are reviewed and analyzed frequently to assess program effectiveness and determine program modifications.

The program support team meets weekly and each term with the advisory committee to review and analyze program data using established data protocols. During meetings, they identify strengths, areas for growth, and make recommendations for program improvement. Interviews with stakeholders including program leadership, coaches, candidates, and the advisory committee confirmed data is woven into all aspects of the program and feedback is consistently used for program improvement. Stakeholders shared they enjoy being able to give and receive continual feedback and reviewing data to better the program. One program enhancement that several people brought forth is the timing of candidate, coach, and site administrator surveys. These surveys are taking place earlier in the year to give the program more time to make mid-year adjustments if needed. The program also focuses on trend data to regularly update training and professional development offerings, so candidates and coaches have the most recent and relevant skills to be successful in the classroom.

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 FUSD Induction program uses ongoing assessments, cycles of continuous improvement data, and feedback from candidates, coaches, and site administrator surveys to ensure candidates are meeting state adopted academic standards. Overall, data and feedback are positive indicating the effectiveness the program has had on improving candidate practice and impacting the students they serve. The program retention rates remain consistent. Survey data in 2022-2023 indicated that 92% of the candidates in the FUSD New Teacher Induction Program planned to continue with teaching.

Across interviews, the program impact on the district was clear. Candidates, coaches, and administrators emphasized that FUSD’s induction program increases teacher retention by supporting and fostering a sense of community with new teachers by building relationships with coaches, administrators, program staff and other new teachers. During candidate interviews, many expressed that their time in induction has been extremely valuable. They enjoyed being able to observe other teacher’s classrooms, and having a coach that models

teaching strategies and connects them with valuable resources. One completer stated “induction helped me with my teacher toolbox through the coaching and planning process. These are tools I will carry with me throughout my profession.”