

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

Professional Services Division
June 2023

Overview of this Report

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

Dates of Visit: May 1-3, 2023

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
June 2016	Accreditation
April 2015	Accreditation with Stipulations

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, professional development staff, 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 found to be **Met**.

Common Standards

All Common Standards have been found to be **Met**.

Overall Recommendation

Based on the fact that the team found that all standards for Madera Unified School District's Teacher Induction program were **Met** and that all Common Standards were **Met**, 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 Program

In addition, staff recommends that:

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

Sean McCarthy
Murrieta Valley Unified School District

Programs Reviewers:

Chris Roe (retired)
Sacramento County Office of Education

Common Standards:

Pat Pawlak
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Staff to the Visit:

Iyore Osamwonyi
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Assessment Materials
Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Candidate Files
Candidate Handbooks

Candidate Pacing Guide
ILP Template and Samples
Madera Consortium Changes
Mentor Meeting Agenda
Precondition Responses
Revised Vision Statement
Site Administrator Handbook
Support Activity Logs
Survey Results

Interviews Conducted

Constituencies	TOTAL
Candidates	78
Completers	22
Mentors	36
Institutional Administration	2
Site Administrators	8
Program Coordinators	2
Credential Analysts and Staff	5
Advisory Board Members	7
IHE Partners	3
TOTAL	163

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

Madera Unified School District (MUSD) is located in the geographic center of California in Madera County, 20 miles north of Fresno, in a growing community of 66,000 people. MUSD serves 22,000 students and employs 2,000 staff members. MUSD is comprised of 28 schools: 18 elementary schools, three middle schools, two alternative high schools, three comprehensive high schools, one community day school, and one adult school. Madera Unified serves a community with a diverse population of students and their parents.

The Madera Unified Board of Education adopted the new MUSD Compact in 2019. The MUSD compact includes the vision, mission, and core values of the district. MUSD fosters “fair and equitable opportunities to empower students to learn deeply and live long healthy lives with the widest array of career opportunities.” MUSD’s mission is “committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.” The district is guided by a vision which states its commitment to “set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.” It reflects the district leadership’s focus and plan to increase student achievement.

The student population of MUSD in 2021-2022 included 90.7% Hispanic or Latinx, 5% White, 1.1% Asian, 1.1% Black or African American, 0.5% American Indian or Alaska Native, 0.2% Filipino, and 0% Native Hawaiian or Pacific Islander. In addition, 0.7% of the students are of two or more races or ethnicities and 0.7% specified no race or ethnicity. The district has a 90.91% unduplicated pupil count. Nearly 37% of students are designated as English learners. Ninety percent of students are socioeconomically disadvantaged, including foster youth and over 63% of the student population are on free or reduced-price lunch. Over 27% of families in the district live below the poverty line.

Education Unit

Madera Unified School District is the lead educational agency for the Madera Induction Consortium (MIC). The consortium is comprised of the Madera County Office of Education, 11 school districts in Madera County, and university partners. The MUSD program is in its twenty-fourth year of operation, and it is housed in the Beginning Teacher Support department. The program has served over 1,500 credential candidates and worked with over 500 mentors. The administrative structure includes the program coordinators, administrative assistant, and mentors with the support of the leadership team, human resources team, education services team, and an advisory board. The advisory board provides input into policy and fiscal decisions for the regional program. The program is currently serving 196 candidates (86 year one and 110 year two participants) and had 37 candidates complete the program in 2021-2022.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Teacher Induction	37	196

The Visit

The visit proceeded in accordance with all normal accreditation protocols. The visit was held in person.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

Leadership of Madera Unified School District (MUSD) induction program is forward thinking and deliberate in its quest to retain teachers and provide them with a solid pathway to lead at their school sites or in further administrative roles. MUSD is the lead educational agency for the Madera Induction Consortium (MIC). The Teacher Induction program is designed as a two-year, job embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching on a preliminary credential.

The MUSD program has two full-time coordinators for the induction program which operates under the office of human resources, one for elementary teachers and one for secondary teachers. The program also has a full-time administrative assistant. The program utilizes an advisory board connecting surrounding constituents in their semi-annual meetings. The advisory board consists of superintendents, site administrators, university partners, and mentor teachers. Communication between these groups runs through the Beginning Teacher Support office to each of the participating schools and districts in the consortium. Advisory members contribute to the program. They reported in interviews that they feel their suggestions are heard and acted upon. During interviews, mentors, candidates, and completers reflected positive support by both program leaders and staff with comments such as, "They are very approachable," "They even give out their cell numbers," "She helped me move into my classroom!" and "If there was an issue, I knew I could go to him."

The organizational chart for MUSD outlines the program's position in the district's administration structure under the Office of Human Resources. There are 11 participating school districts in the surrounding area, including two Charter Schools. The consortium lists 12 full-time mentors and 82 part-time mentors, which was confirmed by program directors. According to the Commission's Accreditation Data System (ADS) report for the 2021-2022 school year, there were 196 enrolled candidates and 37 completers. Interviews confirmed the active communication between the MUSD program, Teacher Support Mentor (TSM) program, and part-time mentors, and mentors felt they had access to the program directors via emails, texts, and direct cell phone.

Mentors complete an application process detailing their qualifications and sign a mentor contract noting program responsibilities will be met. Mentors are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the California Standards for the Teaching Profession (CSTP), Common Core state standards, and performance levels for students. Through ongoing weekly meetings and professional learning opportunities, as well as formal classroom observations, mentor teachers gather evidence of the classroom practice to review with teacher candidates. The development of the TSM Program in 2021-2022

provided a consistent level of support for elementary teachers, and plans are in place to progress to the high school level as it unfolds. Interviews indicated half of the mentors were personally selected by their site administrators and the others volunteered to serve as mentors. Mentors select personal goals they work on for the year and evaluate themselves on a corresponding rubric.

Program documentation and interviews with mentors and candidates verified that the program seeks to pair candidates with mentors that have taught the same grade level and content area the candidate is teaching. Mentors teaching at the same school site are also preferred. Interviews also confirmed mentors are supported by the program. Evidence in the handbook and from interviews with candidates support candidates being able to request mentor reassignment, as necessary. Mentors are evaluated informally through conversations with program directors and through mentor goal setting evaluations.

The MUSD program assesses the quality of services through state surveys, local surveys, data collection from candidate portfolios, mentor teacher formative feedback, and conversations with stakeholders. Evidence showed program modifications were made based on informal feedback from candidates and stakeholders over the recent two years including the change from an exit presentation to an exit interview to secure a truer picture of teacher growth and a restructuring of their mentor paradigm that uses full-time mentors with a tiered system of support.

Course of Study (Curriculum and Field Experience)

During the induction program, candidates, with the assistance of their mentor teachers, develop an Individual Learning Plan (ILP). Interviews with program completers and candidates confirmed the ILP was an important asset that contributed to their professional growth as teachers and the ILP acted as a roadmap to document their growth during the induction program. The ILP consists of two teacher growth goals. Growth goals are written with input from the induction program, site administrators, and mentors. ILP directions are explained in the handbook and presented to mentors as part of mentor training. Candidates are required to use a minimum of one pre-assessment and one summative assessment that are based on the Continuum of Teaching Practice. Documentation and evidence confirmed that candidates utilize multiple pre- and summative assessments if they so choose. Candidates also collect and analyze student work. Three focus students are chosen to provide academic evidence: one English Learner, one Special Education, and one diverse student. Additionally, program completers and candidates verified their Induction Development Plan (IDP) from their preliminary programs informed the development of the initial ILP.

Candidates build a portfolio of their ILP in Google classroom. With assistance from their mentors, input from their administrators, and reflection on their practice, candidates write their ILP goals during the first six weeks of the school year. During the next four weeks candidates develop their research pathway and outcomes to accomplish their goals. Pathways are research-based activities that inform the teacher about their own teaching practice. Candidates measure their teacher growth through the lens of student academic outcomes.

Each candidate collects evidence of their growth through monthly journals and completes a self-assessment of their teaching practice three times over the course of the two-year program to document teacher growth. At the conclusion of each year, the candidate presents their evidence of growth to the MUSD program exit panel. Mentors also observe their candidates at least four times per year.

Candidates reflect on their teaching practice through discussions with their mentor teachers and they record their reflections on “just in time” and “long term analysis” in monthly journals. Included in their journals is the implementation of their research pathways and the effect on student outcomes. Candidates self-assess their teaching practice using the Continuum of Teaching Practice. Coinciding with the development of the ILP and self-assessment is a list of professional learning opportunities connecting candidates with their respective ILP goals. Feedback is provided to candidates by mentors and trained reviewers via Google Classroom monthly submissions. This reflection process was stated by the candidates as being a great asset to their professional growth as educators.

In candidate interviews, candidates stated that journal entries were helpful and guided them to be reflective educators. Completers and candidates voiced that their mentors’ input was invaluable during the weekly conversations as part of this process. The ILP is periodically updated throughout the academic year. Specifically, the pathway to meeting goals and a defined plan of Professional Development (PD) are submitted via the Google Classroom portfolio. Part of professional development includes observations. The mentors confirmed that they conduct four observations throughout the year that focus on specific ILP goals. Documentation and evidence also confirmed that mentors’ observations are reflected and recorded in the candidates’ monthly journals. Review of observation data confirms that mentors observe teachers and confer with them about what was observed, offering suggestions, and providing positive feedback. A memorandum of understanding (MOU) also specifies all candidates are to be provided with three to five release days to observe colleagues in support of their ILP goals.

Professional Learning Opportunities aligned to teacher candidates’ ILP goals were outlined in the handbook. The list was not exclusive, but provided a springboard for teachers to begin their investigation and they were encouraged to seek other opportunities to guide them in their ILP journey. Candidates reported that there were opportunities for PD both at the site and program level.

Assessment of Candidates

During the induction program, candidates, with the assistance of their mentors, develop four learning goals throughout the two-year program. The ILP shows growth in teacher practice over time as measured by student outcomes. Each candidate collects evidence of growth through monthly journals. Candidates explained how they also complete self-assessments of their teaching practice three times to document teacher growth based on a continuum. At the conclusion of each year, the candidates present their evidence of growth to the MUSD program exit panel.

Each candidate builds their induction portfolio using Google Classroom. Monthly journal assignments along with other assignments are reviewed and graded on a rubric. Candidates confirmed that the program coordinators contact them to provide additional support when assignments are past the due date. This support may include a meeting with the program coordinator and the mentor teacher and/or release time to attend guided support sessions. At the end of each year, all candidates' portfolios are reviewed for completeness. Once the portfolio is identified as completed, the exit interview is scheduled. The exit interview is the culminating event that highlights the candidate's growth and competency in the classroom. Interviews with completers confirmed that they felt supported throughout the phases leading up to the exit interview and they felt prepared. The culminating evidence along with the induction program portfolios are used by the program to verify completion of program requirements.

The program credential analyst and HR administrator ensure candidates who have completed all requirements of the Teacher Induction program are recommended for a clear credential. Candidates are provided with documentation to be submitted to their credential technician who will then submit the recommendation to the Commission.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of 136 interviews with candidates, completers, and mentors, the team determined that all program standards are **met** for the Madera Unified School District Induction program.

INSTITUTION SUMMARY

Madera Unified School District has been involved in a District Systems Design initiative that included all district constituents and community representation from such groups as the Chamber of Commerce, National Association for the Advancement of Colored People (NAACP), and the Arts Council to determine what would make the district better. One of the primary outcomes was the recognition of the importance of being more supportive and intentional about the Teacher Induction program. The program is in year two of a major restructuring designed to support recruitment and retention of quality teachers within Madera USD by creating a culture of support and leadership opportunity, including career ladders. The district team researched effective programs from around the world to identify best practices, and, as a result, launched program improvements including the hiring of a second induction coordinator and the development of the Teacher Support Mentor (TSM) program to support candidates in core teaching positions. The TSM candidates and mentors collaborate 4-6 hours per week, which includes lesson demonstration, co-teaching, and facilitation of training, in addition to induction activities and collaboration, promoting excellence among the candidate pool and retaining teachers in the district through a culture so supportive that “they won’t want to leave.”

Equity and diversity are focal points for the district and the induction program. The district’s System Design initiative produced an update of the core values, one of which is, “Equity Before Equality,” and all teachers were required to take part in a two-day Student Champion training aligned with this initiative. This has impacted teaching and learning, which has led to the highest English Learner reclassification rates the district has ever experienced. Recruitment and hiring practices have also been transformed to hire staff who represent diversity. Human Resources has worked with university partners to support these efforts and hosted a job fair to intentionally recruit local candidates, including former Madera students, who reflect the demographic profile of the district and “understand the experiences our kids have.” ADS Completer Survey data affirms that the candidate pool is diversifying, exceeding state averages for diversity during the past year, as a result of these efforts. District leadership observes that these younger, diverse teachers are also finding a voice because of the support they receive and are more willing to use it to help their sites shift away from practices that are not producing results.

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	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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.	
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Inconsistently
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 goal of the Madera Induction program is to “encourage beginning teachers of today to inspire all students and promote their well-being by providing support through collaboration and reflection” supporting the mission “to enable beginning teachers to become highly

effective teachers that result in high student achievement.” The program is led by two full-time coordinators and supported by an advisory committee. Program leadership indicated they have strong institutional support and sufficient resources to conduct their mission and address the needs of candidates. They explained that the school board has approved “spending more on the induction program in the past two years than the previous twenty.” The advisory committee includes representatives from Madera USD, partner districts, and IHE representatives. Interviews confirmed the committee meets a minimum of two times per year providing input about program design and implementation. Members cited multiple examples of ways their input has impacted program developments positively, such as increasing the number of required observations of colleagues by candidates and the addition of triad meetings for candidates, mentors, and site administrators. University partners shared examples of the feedback they have provided to help the program align with preliminary credential experiences and to support candidates completing Teacher Performance Assessments (TPA) or Reading Instruction Competence Assessment (RICA). Program partners stated during interviews that the program leadership is collaborative and is constantly improving the induction program.

Interviews with constituent groups confirmed that although there had not been a consistent process for them to provide formal feedback to the induction program, communication with and informal feedback from constituent groups informed the design of support and training opportunities that are provided for candidates. These opportunities fall into three categories: district level training that is required of all staff, such as Thinking Maps or Student Champion workshops; trainings that are designed in collaboration with site administrators that supports their strategic plans; and a choice-based menu of options developed with feedback from advisory and mentors using candidate input to meet wide-ranging needs. Site administrators affirmed that the mentor collaboration helps candidates support diverse learners, including students with disabilities and English Learners. They also indicated that mentors were equipped to support site initiatives; one site administrator described collaborating with mentors who subsequently focused on number talks with their candidates, a priority for the site. Interviews and documents indicated that mentors are hired using criteria and a process to ensure all demonstrate effective professional practices, knowledge of content, and ability to work with diverse student populations.

Interviews confirmed that mentors engage in initial and ongoing training that supports their understanding of program requirements, cognitive coaching, and adult learning theory. Program leadership stated that, at the request of the advisory committee, they have been collaborating with human resources to hire mentors who “look like our candidates and students.” When two Dual Language Immersion (DLI) schools were opened and another with a DLI strand, the program recruited DLI mentors. All mentors participated in two 8-hour Student Champion courses focusing on individual biases. The program provides a scope and sequence and criteria for completion and monitors and communicates progress toward completion using Google Classroom, which was affirmed by interviews with candidates.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The program has clear criteria for admitting candidates as confirmed through evidence reviewed, including candidate MOU, and verified through a work history document and candidate declaration document. Credential information is verified by credential analysts who then review the work history and candidate declaration document, and advise induction leadership to ensure enrollment, orientation participation, and mentor assignment. Candidates are provided orientation and resources, including the MUSD induction program handbook, to support them in their journey, with orientation detailing requirements, timelines, resources, and options, such Early Completion Option (ECO). Interviews with candidates affirmed timely enrollment into the program and subsequent mentor assignment, as well as candidate participation in orientation.

Mentors, candidates, and site administrators confirmed their participation in a fall triad meeting, with each member of the triad completing and signing an MOU that details all requirements and expectations. Credential analysts and program leadership verified their collaboration to guide each candidate toward understanding and meeting program requirements. Documents reviewed showed candidate competency and performance are documented in the ILP and monitored via a gradebook in the Google Classroom system. Candidates explained they can access this system at any time to check progress and receive feedback, and mentors are required to review feedback with their candidates and to check progress and activity completion. Training slides verified that program leadership trains lead mentors and other teacher leaders to monitor and provide feedback to candidates on their completed activities in this system. The training includes calibration and an expectation to

provide candidates with feedback within one week of any submission. The program coordinators stated they monitor this feedback to ensure it is timely and accurate. Mentors and candidates affirmed that they are contacted directly when monitoring indicates missing or late work. Credential analysts and program leadership indicated that this process helps ensure no candidate “falls through the cracks,” and that they have the information needed to follow up with further assistance when necessary. Mentors and candidates reported that support options are available for struggling candidates, including release time for work sessions to help with assignment completion with support from TSM mentors. The MUSD induction program handbook outlines additional options for candidates who continue to struggle, including requests for extensions and mentor reassignment.

Equity and diversity are pillars in the district and have been influenced by a review of Panorama data collecting student voices indicating they would like to see “more teachers who look like them.” This has inspired the district to update its core values, including equity before equality. One district leader said that this influences all their work, including recruitment efforts at job fairs and with universities, where these values and initiatives are actively discussed with prospective candidates. ADS Completer Survey data demonstrates that the candidate pool is achieving greater diversity, exceeding state averages for diversity during the past year.

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

A review of program documents shows that MUSD’s induction program has designed and implemented a planned sequence of the application of content and job embedded individualized experiences enabling candidates to further their development of knowledge and skills related to the education and support of P-12 students. Interviews with program leadership confirmed that candidates work in schools that reflect the diversity of California’s students, allowing them the opportunity to work with the range of students identified in the program standards. Professional learning documentation confirmed that the program activities are grounded in current research on effective practice, such as Cognitive Coaching and Adult Learning Theory. Interviews with candidates confirmed induction activities are integrated with, and support, their day-to-day teaching responsibilities. Candidates and completers described supports that were in place to assist them in successfully working with a diverse population of students, such as demonstration lessons by the mentors, monthly culture activities to help them learn about their students; and encouragement from principals and mentors for using EL teaching strategies.

Interviews with candidates confirmed how they are getting to know their students, analyze students’ work, reflect on observations by their mentor, and observations of their mentor or other teachers. They also confirmed their professional development focused on their ILP goals in their journals. Candidates verified they are provided with comprehensive learning opportunities that allows them to learn, practice, and demonstrate competencies. Candidates reported that they self-assess their teaching practice using the Continuum of Teaching Practice. Achievement of the Candidates’ learning goals is measured through the lens of student academic growth. Interviews with district leadership described various supports for the candidates in addressing issues of diversity, such as a two-day Student Champion course. The district leadership interview confirmed that candidates are becoming more adept at teaching English learners based on the district-wide increase in reclassification rates.

Candidates and completers spoke of the dedication and skill of their mentors. Some candidates reported that issues with mis-matched mentors were addressed by program leadership resulting in new mentor assignment. Additionally, the MUSD program has undergone some

changes over the last year, including the development of the TSM program. Interviews with some completers confirmed that they had not experienced the newly improved mentor support practices. However, current candidates confirmed the improved mentor support practices because of the TSM program. Documentation from the program demonstrated that clear criteria are used for the selection of mentors. Interviews with the advisory committee and program leadership confirmed that the development of the mentor selection criteria is a collaborative effort. Evidence of mentor training was provided in program documents, particularly agendas and PowerPoints. Mentors reported having been well-prepared to fulfill their mentoring responsibilities.

Program leadership reported they continue to improve the method of mentor evaluation. Currently, the mentors write growth goals, pursue them, and report on their goals in the spring. Program documentation includes a completed Mentor Teacher Growth Plan and Mentoring Teacher Rubric. The rubric is used by the mentor to self-assess their skills, and to create a Mentor Teacher Growth Plan.

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

Document review and interviews with program leadership, candidates, mentors, site administrators, and completers confirm the program implements a comprehensive continuous improvement process and makes appropriate modifications based on findings.

During interviews, examples were provided of changes made based upon feedback to the program. For example, the advisory committee made a change in the culminating activity for candidates from a 20-minute presentation by the candidates to an exit interview for each

candidate, focused on their growth as teachers. The committee had determined that while the presentations were beneficial, they did not provide the program with the evidence of teacher growth that it was seeking. Several candidates reported that after giving feedback about professional development offerings, they received more the following year in the areas where they suggested change.

Documented in the MUSD Data Cycle, and confirmed through interviews with program leadership, the program has embedded a plan for collection of multiple sources of data, data analysis, improvement, and communication protocols throughout each year’s program structure. Evidence of implementation of the plan includes survey responses, training feedback, candidate and mentor self-assessments, monthly analysis of collaboration logs and journals, and candidate participation and completion documentation by program staff. Additional documentation within the Commission’s ADS provides verification of program effectiveness in responding to candidate needs.

Selected readers use rubrics to review ILP and provide feedback to candidates on the quality of each submission. Interviews confirmed rubric results are also used by program leadership and key constituent groups to evaluate the quality of candidate preparation and inform future practice. Program staff verified their monitoring of journal submissions, ILP work, and completion progress on a monitoring document.

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.

MUSD 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 the program structure is designed to support candidate growth and validate candidate skills. Verification of program procedures such as the monthly portfolio and journal checks, and corresponding documents, such as the ILP rubric, confirm there are assessments and procedures in place to ensure candidates meet the Commission adopted competency requirements.

Interviews with site and district leadership from across the consortium confirm the program has a positive impact on candidate competence in teaching and learning. Completer survey data within the ADS provides substantiation of candidate's perception of the program as effective in helping them develop the tools, habits and skills needed to improve their teaching practice. Documentation provided by the program such as academic indicators within candidate journals, candidate feedback, and results of candidates' self-ranking on CSTP elements provide confirmation of program design structured to facilitate the positive impact on candidate learning and growth towards mastery of the standards.

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. Site and district leadership from across the consortium confirm the value of the strong mentorship structures and positive impact of the induction program on teaching and learning across the geographic region.