

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

Professional Services Division

January 2024

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	5	1	0

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

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

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

Institution: Kern High School District

Dates of Visit: October 23-25, 2023

Accreditation Team Recommendation: Accreditation (with 7th Year Report)

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 11, 2016	Accreditation

Rationale:

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

Preconditions

All general preconditions and preconditions for all credential programs were **met**.

Program Standards

All program standards for the Teacher Induction program were **met**, except for Program Standard 5, which was **met with concerns**.

Common Standards

Common Standards 1, 2, 3, and 5 were **met**. Common Standard 4: Continuous Improvement was **met with concerns**.

Overall Recommendation

Given the above findings on preconditions, program standards and common standards, the review team recommends an accreditation status of **Accreditation**. In addition, the review team recommends that the institution provide a 7th Year report within one year of the date of COA action to provide an update on those standards which were met with concerns.

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:

- Kern High School District’s response to the preconditions be accepted.
- Kern High School District is permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Kern High School District be granted full approval in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead and Common Standards:

James Webb
William S. Hart Union High School District

Programs Reviewer:

Jannis Wilson
Escondido Union High School District

Common Standards:

Cathy Fong
Bellflower Unified School District

Staff to the Visit:

Jake Shuler
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Table depicting program pathways
Mentor application guidelines
New Teacher Support Concern Form
Joint Committee Meeting Minutes

ILP templates and samples
Google Classroom Platform
Extension Agreements for Year 3 candidates
Candidate Tracking Sheet
Program Completion requirements
Survey Results
Performance Expectation Materials
Precondition Responses
Accreditation Data Dashboard
API Slideshow Presentation

Interviews Conducted

Constituencies	TOTAL
Candidates	22
Completers	13
Institutional Administration	5
TOSAs/ Program Coordinators	2
Mentors	33
School Site Administrators	19
Joint Committee	6
Credential and Support Staff	3
Educational Partners	22
TOTAL	125

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

Background Information

The Kern High School District (KHSD) is located in Kern County, California, at the southern end of the San Joaquin Valley. The KHSD's District Office is located in the city of Bakersfield. The Kern High School District is California's largest grades 9-12 high school district serving over 42,000 students. The district has 19 comprehensive high schools, five continuation schools, one charter school, Bakersfield Adult School, two career technical education facilities, and several Special Education sites.

Education Unit

The Kern High Induction Program (KHIP) serves all KHSD sites listed above. They have formed numerous professional associations including all of the local institutions of higher education (Cal State University Bakersfield, La Verne University, Point Loma Nazarene University, and National University), Kern County Superintendent of Schools, and neighboring induction programs. Representatives from each of these organizations meet monthly through a collaborative called Kern Induction Collaborative to share information and best practices.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	74	166

The Visit

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

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

The Kern High School District teacher induction program (KHIP) is housed in the Department of Instructional Services, which is overseen by the Assistant Superintendent of Instruction. KHIP is run by two Teachers on Special Assignment (TOSAs), who report to the Director of Special Projects, and are assisted by the KHIP secretary. Since its last Commission on Teacher Credentialing (Commission) site visit, all KHIP program staff have changed, including the Director of Special Projects. In July of 2023, KHIP was moved from Instructional Services to the Department of Special Projects.

Collaboration exists with the KHSD Human Resources Department (HR), specifically with the KHSD credentialing administrator, who is directly supervised by the Director of Human Resources. Pursuant to the Certificated Agreement 2022-23, the Joint Committee oversees KHIP. The Joint Committee is composed of three classroom teachers and three district administrators.

Communication takes place during in-person and virtual trainings and meetings, as well as in phone conferences and email communications. Google Classroom for candidates and mentors are the main platform for communication within KHIP. KHIP calendars provide candidates and mentors with year-at-a-glance information, including suggested due dates, for items contained within the program. At the time of program orientation, calendars are accessible by mentors and candidates in their respective Google Classroom.

All mentors are classroom teachers. KHSD does not have any full-time release induction mentors. Mentors provide their candidates with a minimum of one hour a week of direct support, which includes just-in-time support and assistance with KHIP and credentialing requirements. Mentors conduct two formal, in-person observations of their candidate's classroom instruction per school year, supplemented by five additional virtual observations on GoReact to offer feedback and guide candidates in self-reflection. The virtual observations are aligned with different California Standards for the Teaching Profession (CSTPs) throughout the school year. During interviews, several candidates expressed appreciation that the program was very focused and that there was "no busy work."

While candidates engage in the development of their Individualized Learning Plan (ILP), mentors offer regular support and guidance, connect them with resources, and provide them with feedback to assist with their professional growth.

A team of seven “super mentors” was put into place in the 2022-23 school year. The super mentors are experienced mentors who were selected for this role. Each super mentor is assigned several school sites of mentors to assist with general mentoring and KHIP questions.

In the 2020-21 school year, KHIP added Zoom as its meeting platform due to the COVID pandemic. In the 2021-22 school year, KHIP continued with Google Classroom and Zoom. In the 2022-23 school year, KHIP returned to an in-person meeting format as much as possible. In the 2022-23 school year, KHIP added GoReact as a virtual observation platform, created KHIP Year 2+ and 3 designations and extension agreements for candidates needing more time to complete program requirements.

Selection of new mentors is made annually by the Joint Committee. Mentor qualifications are prescribed in the “Learning-to-Teach Programs” provisions of the Certificated Agreement 2020-2023 and the mentor application, consistent with Commission regulations.

KHIP provides new and returning mentors with the appropriate mentor training as indicated by the Teacher Induction program standards. Mentors are also provided with a mentor Google Classroom as a continuous support structure throughout the year. The mentor classroom provides program reminders, announcements, and additional mentor resources for use with candidates during the induction experience. There are at least five mentor trainings that are required throughout the school year. Mentors who have fewer than three years of mentoring experience must attend all of the trainings, while mentors who have four or more years of experience have the option of attending the virtual networking meetings. The mentor application and training slides were reviewed and interviews with mentors confirmed the process to become a mentor.

KHIP uses feedback forms and constituent surveys to assess the quality of services. During interviews, several mentors and candidates stated that data is gathered on several occasions during the year, such as after mid-year and end-of-year induction meetings. Data gathered is analyzed by KHIP staff and used for potential program modifications. Additionally, each mentor-candidate pair completes a monthly log to document mentor support for the candidate; recorded hours are reported monthly to the Joint Committee for review. Mentors not meeting the minimum of one hour per week of direct support are contacted by the Director of Special Projects. New Teacher Support also uses completer survey data to evaluate areas of strength and growth, help shape program documents, training materials, mentor criteria, and make program improvements. In the 2022-23 completer survey, 90.3% of respondents indicated that their relationship with their mentor was collaborative or highly collaborative. Additionally, 93.5 % of respondents described the ability of their mentor to meet their needs as skilled or highly skilled.

KHIP TOSAs meet on the first Friday of each month with the Kern Induction Collaborative (KIC), which includes induction leaders from local institutions of higher education (IHE) and other induction programs in Kern County. These meetings provide regular opportunities for all local constituents to receive updates from each program, to share resources, discuss best practices,

and collectively determine how to best support Kern County teachers and administrators transition from their preliminary preparation programs to job-embedded induction programs.

The KHIP Concern Form is an access point for candidates and mentors who may have concerns with program requirements and/or services. Candidates and mentors are also highly encouraged to contact KHIP staff anytime through a designated email address that is monitored by the KHIP TOSAs. While the team did hear from program staff about a process for assisting candidates who need extra time or support to meet program requirements, the team did not find evidence of a written appeal process for candidates to access as needed.

Course of Study (Mentor/Coaching System)

Candidates are matched with mentors who hold like credentials and teach in the same subject area. There are times when a candidate may be assigned a mentor from a different school site if there is not an available mentor at their school site who teaches in the same subject area or holds the same credential. In these cases, mentors and candidates are afforded a variety of communication methods to ensure that candidates are receiving an average of not less than one hour per week of individualized support. Interviews also confirmed that education specialist candidates are matched with the appropriate credential area of emphasis; if an exact pairing is not available, candidates shared that they have access to a teacher or mentor who holds the same credential.

Beginning at the August mentor training and continuing at all mentor and candidate trainings throughout the remainder of the school year, program requirements are conveyed in an ongoing fashion. Candidates are provided with a list of program completion requirements as well as checklists about what evidence is going to be reviewed for each cycle of inquiry. Both mentors and candidates confirmed that program information is available through Google Classroom and through regular electronic communication from the induction TOSAs.

In year one of the program, mentors guide candidates in reflecting on their IDP to identify strengths and areas of growth from the Teaching Performance Expectations (TPEs). For year 2 candidates (and those that are beyond the second year), their CSTP successes and challenges help create an area of focus for the candidate's professional growth for the current school year. A review of ILPs and site administrator interviews affirm that the ILP captures the site administrator's input and the candidate's area of focus, which are both shared at the ILP site meeting. Mentors guide the candidate through the inquiry process by suggesting resources, helping candidates shape their professional growth goal, creating a plan to achieve that goal, observing the candidate during the inquiry process, and facilitating the candidate's self-assessment and reflection over the Inquiry process. A year 2 candidate shared, "The inquiry is practical and is applicable to daily work. The ILP helps me build off the previous year."

KHIP seeks and receives constituent input and assesses the quality of services through the evaluation of mid-year and end-of-year program survey data, training feedback forms, and information collected through various stakeholder meetings, including candidates, mentors, and assistant principals of instruction. KHIP staff also review the induction completer survey

data provided annually by the Commission to evaluate areas of strength and growth and to implement program changes accordingly.

Assessment of Candidates

Candidate growth on the CSTPs is monitored through the following: ongoing collaboration with the mentor as documented in the monthly logs; self-assessment during the inquiry process; self-assessment through the GoReact submissions; mentor observation notes specific to the CSTPs; and candidate post-observation reflections with the mentor. Candidates and their mentors are regularly informed of candidate progress via document review by program staff through Google Classroom. Mentors are directed to discuss the self-assessment of their assigned candidates using the Continuum of Teaching Practice and the CSTPs as guides and also within the reflection opportunities that candidates and mentors attend throughout the year to discuss progress and/or revisits with the ILP.

Upon review, documents are marked completed or pending. Google Sheets are used to track candidate progress on meeting program requirements. Inquiry checklists guide the quality and completeness of the candidate's inquiry cycle work. Candidate growth is supported by the Continuum of Teaching Practice and growth is measured using the CSTPs. If concerns arise about the quality or timeliness of the candidate's work, the commitment to the spirit of the work, or the effectiveness of the candidate-mentor match, KHIP staff intervenes so that every candidate can succeed as confirmed by mentor and candidate interviews. The KHIP Concern Form is an access point for candidates and mentors with concerns; candidates and mentors are also highly encouraged to contact KHIP staff anytime via email. Interviews also confirmed that KHIP staff are quick to respond anytime that an issue is communicated via the Concern Form.

KHIP staff verifies that candidates have successfully completed all program components and satisfied all applicable additional credentialing requirements. As the designated signer for KHIP, the credential analyst reviews the program recommendation from KHIP staff, which is attached to a congratulatory message email that directs the candidate to contact the KHSD Credentialing Administrator to begin the recommendation process, which was confirmed with both the credential analyst and credential administrator. As needed, verification of completion of additional credentialing requirements is attached to this email. A review of documents verified that these steps are documented on a Google Sheet. The KHSD Credentialing Administrator notifies New Teacher Support when candidates are recommended for the clear credential. The process of clear credential recommendation was verified through interviews.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, administrators, and educational partners, the team determined that all program standards are **met** for the Teacher Induction program, except for the following:

Program Standard 5 – Met with Concerns

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

Program Standard 5 states, “The Induction program’s recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.”

While evidence confirmed that KHIP’s recommendation verification process includes a defensible process of reviewing documentation and a procedure is in place for candidates to repeat portions of the program, there was no evidence of a written appeal process for candidates.

INSTITUTION SUMMARY

Housed in the Instruction Division of the Kern High School District, the Kern High Induction Program (KHIP)'s foundation is mentor support centered on achievement of individualized candidate goals and growth in professional practice. All stakeholder groups interviewed during the visit expressed high regard and appreciation for the KHIP's induction program with many stakeholders commenting on the responsiveness of the program as well as how the work of induction was "real" and connected to the context of the candidates' job responsibilities. The work of induction is based on the development of the ILP, which guides candidate reflection and development of effective practices. Interviews conducted at all levels communicated the common objective of developing, sustaining, and retaining qualified teachers in their district, and candidates spoke of their appreciation for the support that their mentors provided.

Through the inquiry process, mentors support each candidate's consistent practice of reflection on the efficacy of instruction, analysis of student work, and the use of these data points to further inform the repeated cycle of planning and instruction. The induction team has worked hard to maintain a consistent induction experience for new teachers, despite district leadership changes and additional duties supporting pre-interns and interns.

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 Kern High School District’s mission is “to provide programs and services to allow ALL students to graduate from high school prepared to succeed in the workplace and at the post-secondary level” and the teacher induction program extends this vision to the support of new teachers by providing a quality, job-embedded, and standards-based experience for all candidates resulting in a cadre of qualified educators for every district student. The induction program has strong foundations in research drawn from multiple sources, such as Elena Aguilar’s *The Art of Coaching* (2013), *Instructional Coaching: A Partnership Approach to Improving Instruction* by Jim Knight (2007), and *Conscious Classroom Management* by Rick Smith and Grace Dearborn (2016). This foundation is based in formative assessment and mentoring support to positively impact new teacher retention and preparation. The Kern High School Induction Program (KHIP) is located in New Teacher Support and overseen by the Director of Special Projects and located in the Instruction Division of the Kern High School District. The induction TOSAs, who oversee the teacher induction program, collaborate and seek input from multiple stakeholders through the Joint Committee, which is comprised of three certificated classroom teachers who are appointed by the Kern High School Teachers Association and three certificated administrators designated by the district. One administrator on the Joint Committee stated, “Leadership has done a fantastic job of making sure that new

teachers are supported. The support that is available to teachers is really good, and if something comes up, we get together on a monthly basis and we can make sure that things are addressed.” Members from local institutions of higher education and neighboring induction programs attend the Kern Induction Collaborative (KIC) meetings and actively participate in providing feedback and input for their programs.

Interviews and a review of documentation provided evidence that induction mentors are given opportunities to regularly collaborate with their candidates, one of which is during the ILP training meetings that candidates attend with their mentors. During interviews, a first-year candidate commented, “They [the Joint Committee] have selected amazing mentors who have been with the district for a while. The mentors know people and will reach out to get me support if they [mentors] can’t provide it.”

Once prospective mentors apply, they are selected by the Joint Committee. Newly selected mentors attend mentor training sessions in August as well as ongoing networking meetings in December and April. All mentors with fewer than three years of mentoring experience are required to attend these network meetings while this meeting is optional for those with four or more years of mentoring experience. The focus of these meetings is determined by the needs of mentors as expressed in communication with their assigned Super Mentor (lead mentors who assist with planning professional development and supporting mentors), communications with New Teacher Support Staff, and topics identified by mentors at the time of their meeting registration. In addition to these networking meetings, all mentors are required to attend Mentor Meeting #1 in the fall semester and Mentor Meeting #2 in the spring semester. The focus of these meetings is best mentoring practices, New Teacher Support Program requirements and document support, adult learning theory, and goal setting. Feedback is provided to mentors through mid-year surveys and mentor feedback forms that are provided by the induction team. During interviews, a mentor shared, “This is the most professional and organized program in the district.”

Candidate progress is monitored by the induction Teachers on Special Assignments (TOSAs) and any additional credential requirements needed to earn their clear credential are referenced and checked at the completion of the program.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

A review of program documentation verifies that the Kern High School District’s (KHSD) induction program provides thorough onboarding support, advice, and assistance to its constituents, out of district partners, mentors and candidates to promote successful entry to and retention in the profession. KHSD are members of the Kern Induction Collaborative, which is composed of institutions of higher education and other area induction programs. These individuals meet on a monthly basis to collaborate and advise/assist one another in their work. During interviews, members of this collaborative commented that they work together to ensure the transition from preliminary programs to induction is smooth. This vertical articulation has allowed the candidates to assimilate their induction experience to their local context and district culture/climate.

The Instruction Division (as the unit) and the induction program have a strong system in place to recruit candidates to diversify their teacher workforce. To reach a diversified teaching staff, KHSD developed a “Grow Our Own” program. During the interview process, the superintendent explained that KHSD works with juniors and seniors from local district schools to get them involved in teaching. Additionally, KHSD recruits from their classified staff employees who want to become teachers. In this way, the district works to recruit teachers who reflect the student population of the district. The Director of HR reviews staffing needs and connects with recruitment fairs both in state and out of state at universities to attract teachers who are a good fit for the districts’ student population.

KHIP staff uses multiple measures to monitor candidate progress in meeting program requirements. The evidence that is collected guides advice and assistance efforts by the program so there is a coherent system of support. Feedback from mentors, candidates, and

administrators during interviews triangulated the program’s approach to assisting candidates in their growth and success. Evidence shows that the program collects data monthly to ensure their support offers opportunities for candidate performance expectations to be met. Items such as survey data, activity logs, completion of the ILP, and electronic document files are housed in the district’s Google Classroom.

At the time of hire, candidates take part in a program orientation where they receive an overview of the “what, why, and how” of induction. Mentors meet with their candidates weekly to support, advise and provide feedback within the candidates’ growth goals, inquiry cycles, and overall development as an educational professional. A review of the KHSD Google Classroom highlights information and resources that guide the candidate throughout their induction experience. In interviews, candidates expressed that they see the mentors and super mentors as resources that are accessible, practical and valuable.

The Kern High School District, as the sole sponsor of the Induction program, has in place an administrative structure that establishes clear direction and monitoring of the program. This foresight demonstrates a long-range and progressive commitment to the work of new teacher induction and teacher support and assessment.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	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

KHIP is a job-embedded, individualized goal-driven program that allows candidates to select their areas for growth based on an alignment of their preparation program’s IDP, their current site goals, and their professional growth goals, which all come together in the candidate’s Individual Learning Plan. Candidates apply the tenets of self-assessment and teacher growth in order to learn, practice, and demonstrate competencies required to clear their credentials. Super mentors, mentors, school site administrators (APIs), and Google Classroom are the primary supports for candidates. One candidate shared during interviews, “I thought this would be stressful and overwhelming, but it’s been smooth sailing.”

Mentors are selected, trained, and evaluated by the Joint Committee based on evidence of their knowledge and implementation of best practices, ability to develop and maintain confidential relationships, and their overall effectiveness in supporting new teacher growth. New mentors are transitioned into their roles through an onboarding process that includes a two-day orientation. Interviews with candidates revealed that new teachers felt mentors were very accessible to them and had open lines of communication. One candidate noted, “They’ve selected amazing mentors who have been with the district for a while. The mentors know people and will reach out to get me the support I request if they can’t provide it.”

The diverse needs of the students within the district require teaching and learning about culturally responsive approaches and differentiation. Interviews affirmed program experiences related to mentoring, observations, training, and examination of research-based strategies aligned to the state-adopted content standards and frameworks, and supportive of students who are English learners, students with disabilities, and effective strategies to increase classroom management. Induction completers shared evidence of support provided by their

mentors to meet the diverse needs of students in their classrooms. Candidates are assessed using the CSTPs, continuum-based criteria, and the feedback received on the ILP. Candidates indicated that the use of the ILP, formative assessments and collected data guide their continuous reflection and examination of their approaches to teaching and leading. These criteria are supported by a well-trained mentor.

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.	Inconsistently
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 with Concerns

Summary of information applicable to the standard

A review of KHIP documents and interviews conducted revealed that the induction program routinely collects candidate and mentor input through mid-year surveys and makes program improvements based on that feedback. As part of that process, the induction program considers input from the Joint Committee, as confirmed by interviews. One interview participant noted, “We use survey data from the trainings that are offered by the induction program to look at how these trainings are supporting candidates in the program and how the content and quality of the trainings are increasing teacher practice.” The Joint Committee members, along with many other participants, highlighted the induction TOSAs as approachable and proactive in their work.

The completer survey data for KHIP in 2021-2022 had 100% of responses and the survey data for 2022-2023 had 96.9% of responses from program completers. Although completer data is reviewed with the Joint Committee and by the induction program personnel, it was not evident through documentation or interviews as to how the unit uses this information for program improvement. Documents reviewed showed that the teacher induction program shared program completer data from the 2021-2022 year with the Assistant Principals for Instruction,

but interviews could not confirm that the program shared how the data moves unit continuous improvement forward for the program. Induction program staff indicated that they are looking at ways to share data with affected unit constituents to improve its effectiveness and the services that it provides for candidates.

Rationale for the Finding

A review of evidence indicates that induction program staff members are regularly and systematically collecting, analyzing and using candidate and completer data to review the effectiveness of their program operations and to improve programs and their services. However, there was inconsistent evidence that the education unit (as distinct from the induction program) is regularly and systematically analyzing and using induction stakeholder candidate and program completer data, as well as data reflecting the effectiveness of unit operations, to periodically improve programs and their services for candidates. The review team is encouraged in hearing from the KHIP leadership team about future plans to increase unit analysis and use of program data to improve its program and services.

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 Kern High School District’s induction program follows an inquiry cycle that allows candidates to serve as professional school personnel to know and demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards. Shared documents and interviews with educational partners made it evident that current candidates and program completers are assessed against the Commission-adopted requirements and program standards. The superintendent of the district commented, “The program [KHIP] is the glue that keeps the academic, social-emotional, and behavioral initiatives together for all students in the district.”

During interviews, candidates established that both formative and summative feedback is offered during coursework and fieldwork experiences to guide and hone, and ultimately

confirm, their standards-based competency. The different stages of monitoring a candidate's journey were evidenced within the induction program's Google Classroom and ILP documents. Three benchmark trainings and one summative review occur throughout the year to ensure candidates are making progress toward mastery with the CSTP. If a candidate does not meet the standard, formative feedback is provided and the mentor and candidate work together until that section of the ILP meets the standard. It is through completion of induction tasks in Google Classroom and candidate ILP completion that candidates are granted a recommendation for a clear credential, which is processed via Kern High School District's credential analyst with the Commission on Teacher Credentialing.

KHIP, through the candidate coursework and reflection, has the goal of ensuring that all their induction participants are prepared for their professional future by demonstrating competence in the state's professional standards. One assistant principal said, "They [the new teachers] grow in the classroom, and not just develop a love of teaching but also have a positive experience and come back year after year for the long haul." This is just one of the many examples provided during interviews that show how the induction program evaluates and demonstrates that they are having a positive impact both on candidate learning and competence and on teaching and learning in schools that serve California's students.