

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Bellflower Unified School District

Professional Services Division

May 2024

Overview of this Report

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

Dates of Visit: March 18-20, 2024

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>March 2016</u>	<u>Accreditation</u>

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, candidates, completers, mentors, 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 Teacher Induction program standards are **met**.

Common Standards

All common standards are **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction credential 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

In addition, staff recommends that:

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

Jodie Schwartzfarb
New Haven Unified School District

Programs Reviewers:

Carrie Sotro
Etiwanda School District

Common Standards:

Barbara Howard, Retired
Riverside County Office of Education

Staff to the Visit:

William Hatrick
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Website
Accreditation Data Dashboard
Common Standards Submission
Common Standards Addendum
Candidate ILP
Colloquium Agenda
Induction Website
Induction Handbook

Induction Insider Newsletter
Induction Road Map
Leadership Team Meeting Minutes
Mentor Application and MOU
Professional Development Calendar
Program Review Submission
Program Review Addendum
Survey Results

Interviews Conducted

Constituencies	TOTAL
Candidates	15
Completers	8
Employers - Site Administrators	5
Institutional Administration	5
Program Coordinator	1
Mentors	13
Credential Analysts and Staff	3
Advisory Board Members	7
Cluster Collaborators	5
TOTAL	62

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 Bellflower Unified School District (BUSD) is centered in Bellflower, California which is in southeastern Los Angeles County, and has been recognized as a Gold Ribbon district. It serves the city of Bellflower as well as portions of Lakewood and Cerritos. There are ten elementary schools, two comprehensive high schools, and three alternative schools with a total enrollment of 9,235 students. Ten of these schools are recognized as California Distinguished Schools and three are National Blue Ribbon Schools. Of their student population, 68% are Hispanic, 13% are African American, 7% are White, 4% are Filipino, 4% are Asian, with the remaining 5% being Pacific Islander, American Indian, or multiple ethnicities. The district employs 622 certificated staff and 548 classified staff. Their mission is to build futures for their students by providing a pathway for all students to become responsible, informed, productive citizens who can compete in a diverse world.

Education Unit

The BUSD teacher induction program was first accredited by the Commission in 2003. The induction program currently has 1 director, 1 program coordinator, and 20 mentors, 7 of whom are teachers on special assignment (TOSAs). The director and coordinator report to the Assistant Superintendent of Instruction and Student Support. There are currently 30 enrolled candidates for teacher induction. Candidates enrolled in the two-year program experience a purposeful, logically sequenced structure of professional events leading to personal growth.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	16	30

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

Bellflower Unified School District (BUSD) employs qualified staff to lead the induction program, and clearly demonstrates open channels of communication. An essential component of the program support system relies on the regular communication between the program coordinator, Director of Instructional Personnel, and Director of Instructional Support and Improvement, who also serves as the induction director. The director provides direction, leadership, and guidance to the coordinator regarding the integration of the program with district curriculum and instructional priorities. All educational partners within the induction system of support have ample opportunities to provide feedback and participate in state evaluations.

As confirmed through multiple constituent groups in interviews, a collaborative relationship between the Instructional Personnel Department (Human Resources) and the induction program staff supports the identification, eligibility, and communication of program requirements to induction candidates. The candidate journey begins when the Instructional Personnel department reviews candidate eligibility upon hire. It was shared by district leadership that, “strong, effective, and clear collaboration opportunities ensure all candidates are quickly identified, as well as advised of their program eligibility upon hire.” At this time the Memorandum of Understanding (MOU) is communicated to all potential candidates, as well as a formal welcome letter communicating an invite to the induction orientation.

It was verified through interviews that the program assigns mentors to all new candidates within thirty days of initial hiring. The program matches full-time teaching mentors and BUSD Teachers on Special Assignment (TOSA) with enrolled candidates. Mentor-candidate pairings are primarily completed by the coordinator and take into consideration credentials held, subject matter knowledge, relevant experience, current assignments, and geographic proximity. The program ensures that the experienced mentors provide weekly, one-on-one guidance and support to all candidates. Through interviews and documentation, the induction road map is used to communicate all program resources, timelines, meeting logs, data and candidate engagement. Within the road map, candidates access the Individualized Learning Plan (ILP) for each year in their program.

Mentors reported in interviews that participants benefit from a comprehensive system of training and support. As a result, they are tasked with guiding the road map, and facilitating opportunities for professional development throughout the candidates' individualized experience. This system has created live progress monitoring for the coordinator, mentor and

candidate. A candidate shared, “The road map has everything in one place. I’m grateful for the clarity and timely feedback I receive from the program leader and my mentor.”

The rationale and overall design of the program is grounded in research-based practices. The delivery of services to candidates is intentionally planned and implemented in ways that are consistent and reflected within the California Standards for the Teaching Profession (CSTP). BUSD integrates a collaborative model focusing on improving classroom practice and developing teachers who are reflective, while being responsive to the diverse cultural, social, and linguistic backgrounds of all students.

It was noted in interviews with program leadership that BUSD maintains partnerships with institutes of higher education (IHE) partners including, but not limited to, California State University, Long Beach (CSULB), California State University, Fullerton (CSUF), National University, and Cerritos College. Program leadership shared, “We have begun to develop our partnership with local community colleges to leverage the impact of former BUSD students and encourage them to serve in BUSD as an educator. People who have been in the community, serve the community.” These collaborative partnerships continue to strengthen the program’s ability to articulate the candidates’ experiences from their preliminary credential program to the induction expectations.

Course of Study (Curriculum and Field Experience)

One district leader described the program as, “a robust system that develops effective teaching practice through the emphasis on mentoring and support.” Candidates and mentors shared that individualized professional development and support is completed throughout the program to build teacher clarity, efficacy, and overall professional practice. A collaborative relationship is maintained between the candidate and the mentor as they work toward professional growth goals set on the ILP.

A highlight of the program is its ability to progress monitor and provide feedback in a continuous cycle. While candidates receive weekly advice and assistance from mentors, it is the coordinator’s responsibility to monitor progress and completion. This is primarily done through an electronic road map file that includes the ILP. Both mentors and candidates expressed that the formative feedback provided along the way within the road map made the process of gathering and sharing artifacts of growth streamlined.

Each candidate develops goals based on the CSTP within the context of their ILP within 60 days of their enrollment. The process begins during the first one-on-one meeting with their mentor. Each candidate works with his/her mentor to co-assess CSTP elements, reflect on his/her current level of mastery with CSTP elements, and develop a personalized professional goal for their ILP. Candidates often expressed they were, “super-grateful,” to have an experienced mentor walking alongside them in their initial years of teaching.

As confirmed through multiple interviews, the candidate teacher, in collaboration with the mentor, self-selects a CSTP element of focus. From there, specific job embedded professional development activities are selected for the semester and/or school year. This co-assessment

results in professional goal setting and action planning and is located within the candidate road map. Interviews and documentation highlight diverse offerings candidates can self-select for professional development/training sessions. The mentor and the candidate teacher work closely together to enter into a collaborative assessment of teaching practice based on standards, criteria, and evidence. The co-assessment summary on the ILP captures the thinking that surfaces in the reflective conversations, and tracks the candidate teacher's growth related to professional teaching standards. The mentor then continues to provide support and professional learning weekly to best meet the immediate and individual needs of the teacher and their students.

Mentors then support candidate teachers in the processes related to their professional goals and learning plan. At mid-year and end-of-year, candidate teachers and mentors co-assess teaching practice, reviewing evidence of teaching and learning. Together, they refine professional goals and plan next steps. The co-assessment process ensures candidates continually reflect on evidence and how their actions impact student learning. Candidates then use that data to inform improvements in teaching and advancements in professional practice.

As candidates progress through the program road map, mentors and the induction coordinator play a crucial role reviewing and providing feedback at significant checkpoints. The mentor feedback and approval process serve as a vital form of support and guidance for candidate teachers, particularly in showcasing their competency across different standard areas or areas of focus. The process is designed to help candidates articulate evidence of their teaching practices in relation to professional standards or core capabilities. It encourages them to link student learning with their teaching practices, enhance their ability to analyze data from their practice, identify their strengths and areas needing improvement, select a focus area for enhancement, and develop professional goals along with action plans for achieving them. During interviews, participants shared, "There is no way to be *behind*, or to not meet the requirements of the program. The road map clearly shows where we are in the process and if you are not where you should be, there is immediate communication and support to get on track."

Assessment of Candidates

Across interview groups and program documents, it is clear that the program has systems in place documenting that participating candidates have met all California Clear Induction requirements and can be recommended for a clear credential at the end of their program. At the time of hire and at orientation, candidates are informed of their responsibility for accumulating evidence of professional growth in relation to the CSTP, an Individualized Learning Plan (ILP) demonstrating professional growth on set goals, the state-adopted academic content standards and performance levels for students, and documentation of completion of all clear credential requirements.

Induction candidates demonstrate competency in each CSTP based on the professional growth of ILP goals set at the beginning of the year. Candidates organize online submissions of

evidence, and upload it to a Google shared drive, where all evidence documentation is reviewed by trained induction reviewers on the BUSD road map.

Interviews indicated mentors and the induction coordinator determine if uploaded evidence meet the expectations of induction competency and completion requirements. Induction reviewers and program leaders type feedback and communicate overall completion for candidates. Induction reviewers and program leaders may use "Google comments" to send individual feedback to candidates and mentors to help facilitate the review process. Each piece of evidence or document submitted for review is measured for competency and completion using the Induction Program Submission of Evidence Rubric.

Once the coordinator and reviewers determine the evidence demonstrates overall professional growth (i.e. competency) of the candidate teacher throughout the two-year program and confirms completion of all program requirements, the candidate teacher receives a verification of completion form that officially recommends the candidate teacher for a Clear Credential. The coordinator submits the candidate's required documentation to the California Commission on Teacher Credentialing and formally recommends them for a Clear California Credential.

Results from the program completer surveys serve as confirmation of the team's findings from the visit. Most of the candidates felt they were well matched with their mentor and ranked them as either helpful or very helpful. In addition, most candidates felt the ILP, and its implementation were aligned strongly to their scope of practice. The majority of candidates reported they felt well prepared across the CSTP after completing their two-year induction program.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, mentors, employers, and program leadership, the team determined that all program standards are **met** for the Teacher Induction credential program.

INSTITUTION SUMMARY

The Bellflower induction program is focused on developing teachers who impact student achievement. Through working with induction candidates to build strong foundations, the intention is to retain them in the district. This focus is evident through all that the program offers their candidates.

From the time of hiring and receiving just-in-time support, to orientation and receiving their road maps, candidates are made aware of what the program entails and the expectations for themselves. With the road map being color-coded as activities are completed and reviewed, candidates, their mentors, and the program coordinator are constantly aware of where teachers are in their process and what potential assistance they may need. Through coordination with other induction programs in the cluster, regular professional development is offered to candidates. Mentors and the program coordinator are readily available to assist candidates, whether through scheduled time together or in response via emails, texts, or phone calls.

Overall, program strengths are seen using data to inform decisions and modifications, the mentor-candidate collaborative relationships, clear organization as to what candidates are expected to do, and feedback on candidate work. Additionally, the program’s partnerships with local institutes of higher education (IHE) and its cluster provide additional opportunities for candidates to further their learning. The program clearly participates in a continuous cycle of improvement, based on surveys, candidate documentation, and informal feedback. Mentors’ enthusiasm and passion for their work comes through clearly, as does the value of the program coordinator. All constituency groups praised the coordinator in multiple ways.

In looking at ways to improve, clarifying the mentor selection process with standardized steps for all will strengthen equity and diversity around selection. While reported that the district has had a lot of administrative turnover at both site and district levels, increasing site administrators’ awareness of their role and impact in induction will add to the current communication between the two groups. This will strengthen messaging and the system of support to candidates as they begin their careers.

COMMON STANDARDS FINDINGS

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

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

Using a variety of research as its foundation, the induction program works to employ effective practices in supporting, developing, and retaining quality beginning teachers. In accordance with district's vision of providing students with "equitable access to high quality academic, social, and applied learning," the program works to not only meet individual beginning teachers' needs, but to blend them in with the district focus to best meet students' needs. The program aims to support candidates in learning about all of their students, while educating them about how they impact student achievement. With a strong foundation, the program works to ensure teacher retention in Bellflower.

Program faculty, including a director, coordinator, and team of mentors, are provided time to meet regularly to review program business and data, and plan next steps for candidate and program support and growth. As the director and coordinator have offices next door to each other, they can connect around induction whenever needed. They also meet with the mentors monthly to review and discuss program happenings. The leadership team, comprised of the program director and coordinator, mentors, site administrators, teacher union representatives, candidates, district personnel, and university representatives, meets four times a year, reviewing program updates, recent data, and action steps to take based on said data. Members of the team shared that through their meetings, the program, while already efficient, has been made more so. One member reported that "The fact that I get to tell [the coordinator] about my journey is pretty priceless."

Through both the monthly mentor meetings and quarterly leadership team meetings, and regular contact between the program director and coordinator, opportunities for collaboration and program improvement are ongoing. Besides these groups meeting, the program coordinator is active in cluster collaboration opportunities. Working with these other induction program leaders, Bellflower's induction program is able to offer a multitude of professional development (PD) opportunities not only to its candidates, but mentors as well. In conjunction with another small program, the current ILP was developed. Based on feedback from those in the program, an improvement to the ILP was made with information being auto populated from page to page on the road map to help remind candidates of prior reflections and plans.

Through the program's positions of director, coordinator, and mentors, along with dedicated release time for program participants and facilitators to meet, Bellflower USD supports the induction program with what is needed for it to be maintained. Time is also afforded to candidates to complete observations of other teachers, as reported during candidate interviews. Financial support is provided per the program's budget, with adjustments being made should needs arise. Per fiscal personnel, the district's Local Control Accountability Plan (LCAP) states that funding will be provided for induction. The program coordinator facilitates the smooth integration of program aspects, including mentor and candidate matches, responding to needs from candidates and mentors in a timely fashion, maintaining relationships with various constituency groups, and ensuring professional development is provided for candidates. Program participants report that the program coordinator responds to requests for

information in a timely and positive manner, inspiring candidates to feel capable and successful.

With the leadership team advising the induction program, the director and coordinator can guide, alter, and respond to needs as they arise. Based on feedback, changes to the program are made to better meet candidate needs. For example, from color-coding ILPs, to moving site administrator consultation from the middle of the year to the beginning, and focusing on mentors working in conjunction with candidates to complete the ILP, updates are made to the program based on input and data.

In the spring an email is sent to all teachers inviting them to apply to be mentors. As reported by the program director, leadership team, and mentors, site administrators provide recommendations as to who they think will best fit the role. Based on need, some teachers are contacted to apply to support induction candidates with credential matches. While the application mentions an observation, specific processes were not found to be consistent for all mentor approval. Of the 50% of program candidates interviewed, all reported positive feelings and interactions with their mentors.

Using a detailed road map, candidates have access to information for what is needed to complete induction. With the use of the many tabs on the document, candidates are able to see requirements of the program on the MOU, record interactions and support, have access to a variety of resources, maintain their Inquiry Cycle Action Plan (ICAP), and have proof of completion through the verification letter tab. Through their journey of development in Induction, candidates receive feedback during the process, seeing their steps turn orange when their mentors have reviewed their work and provided feedback and green when the process has been completed by the program coordinator. As current candidates stated, “[The ILP] shows progress and [they are able to] reflect on what’s completed.” This creates a feeling of accomplishment. Candidates find it “fulfilling when [the ILP] changes colors - to orange and then green.” This gives them a “sense of pride, pushing [candidates] to commit to work,” which they find rewarding. With the color-coding of the ILP and next steps not becoming live until the prior one is completed, reviewing completion is clear for not only the program director and coordinator, but mentors and candidates as well. Additionally, the coordinator maintains a spreadsheet of all candidates and what has been completed or not. Once all aspects of the program have been met, the induction coordinator then recommends candidates to the Commission on Teacher Credentialing for their clear credentials.

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>

Common Standard 2: Candidate Recruitment and Support	Team Finding
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 Bellflower Induction program accepts all who meet its entrance requirements, being that teachers hold a valid Preliminary teaching credential, are a current employee of the district, and have completed a credentialed employee intake form. Candidates receive just-in-time support from the beginning of the school year, with orientation taking place a few weeks in. This marks the start of their official enrollment, as reported by the program coordinator. With orientation after the start of the school year, those teachers hired within the first few weeks of the program are able to be included, and from this point the 60 days until ILP development starts.

To recruit a diverse educator pool, Bellflower USD posts positions on EdJoin and attends career fairs. As an “equal opportunity district,” as reported by district administration, Bellflower USD includes administration at both the district and site levels to provide feedback and work to “get the candidates that will fit the needs of the district.” Community partnerships are leveraged, with many candidates wanting to student teach in Bellflower USD. Working with universities and intern programs, the district works to hire those who will best meet the needs of its students.

Once participation in induction has begun, candidates receive road maps with a variety of information in tabs to guide them through their induction journey. This documentation is sent a couple of days prior to orientation, as stated by the program coordinator. Should teachers be hired after induction orientation, the coordinator holds an individual orientation with candidates to get them involved as soon as possible. From resources and interaction logs, to

their ILPs, and detailed inquiry cycle action plans, this spreadsheet is a wealth of information for induction candidates. With the details throughout this document, candidates are never left in doubt of what needs to be completed or in what order. On the “School, Family, and Community Resources” tab, program managers for induction are listed along with their contact information. Program participants report that their mentors and program leadership are always readily available, from meeting in person to texting, or responding to email.

From the start of induction, candidates have information and people to support their success. When asked about candidates who need more assistance, responses from these groups were that people are always getting assistance based on where they are in their road maps. No one is left behind, and all are supported to succeed. Mentors shared that, “[they] have lots of flexibility to meet [candidate] needs. The focus is on teachers getting the support that they actually need.”

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.	Inconsistently
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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

Bellflower USD supports induction candidates with a thoughtfully designed induction program that is grounded in a system of mentoring. BUSD’s program utilizes a road map of experiences to develop and demonstrate their knowledge and skills to educate and support their students.

Candidates begin their induction journeys by analyzing their IDPs written in their Preliminary program or their Year 1 work. They then participate in a mentor observation and a triad meeting with their site administrator to set their initial goals. The program coordinator explained that based on feedback from mentors, the program design was adjusted to include an observation of the candidate by the mentor in the early weeks of the program. This allows mentors to have realistic ideas of candidates’ strengths and needs. With their mentor, candidates collaboratively assess their teaching practice through the six CSTPs three times per year over the course of their induction journeys. Mentors and candidates meet on average of not less than one hour per week. Interviews confirmed that these hourly meetings are generally the minimum. Candidates spoke of easy access to their mentors for any questions or needed support. The weekly meetings may include a variety of self-selected professional activities or just-in-time support. Candidates complete two Inquiry based projects over the course of two years to improve their teaching. Candidates examine student work and available student achievement data to create goals with student success in mind. The candidates develop a focus and strategies to examine with all students and then dive deeper into how they affect specific populations.

At the end of Year 2, candidates complete a final self-assessment, documenting their growth in the CSTPs. The induction team reviews the candidates’ work and monitors program completion through the program’s data spreadsheet. If program expectations are not met, the induction team will provide individualized support to ensure completion. However, mentors stated that program leaders monitor progress very consistently throughout the journey and therefore it is extremely rare for candidates not to complete successfully and on time. Candidates stated that the program leadership was extremely responsive, and they were well supported throughout their time in induction.

The program’s process for the selection of mentors generated some concern for reviewers. The criteria and selection of mentors is not a consistent process. While the application mentions an observation, this process was not found to be followed for all mentor approval.

However, the candidates and mentors in this program both expressed appreciation for the successful matches they experienced. The mentor is almost always teaching at the same school site as the candidate. From those interviewed, reviewers did not hear any comments of dissatisfaction with their matches and many candidates spoke very highly of their mentors. Several completers reflected that they still had positive mentoring relationships long after induction had ended. Survey data also evidences strong satisfaction with the candidate/mentor match.

New mentors are trained and introduced to their role at the beginning of the year and supported throughout the year by the coordinator. New mentors learn about adult learning theory, the Bellflower USD Induction Program, and reflective coaching skills. Throughout the year, mentors participate in mentor forums to strengthen their skills, knowledge of the program, and current practices in education. Mentors interviewed stated that monthly mentor meetings provided ongoing training and development of mentoring skills. They concurred that these were very valuable meetings. Mentors develop a coaching goal or focus in their Mentor ILP to increase their mentoring skills based on their needs as well as their candidates’ needs.

Candidates and mentors provide formal feedback on the Induction program at a mid-year checkpoint and at the end of the year. The Induction coordinator provides mentors with feedback and recognition for their work as well as identifying any candidate concerns that need to be addressed. Mentors receive feedback on the candidate road map via program feedback, notes and comments, and emails and conversations at mentor forums. Mentors described this feedback by saying that it is very timely and useful. Throughout interviews, every constituent group commented about the excellent support and leadership provided by the program coordinator.

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

Common Standard 4: Continuous Improvement	Team Finding
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

A review of Bellflower Unified School District documents and interviews revealed that the program collects input from all constituent groups in various ways. Their evaluation system is a comprehensive, comparative, ongoing, and rigorous program evaluation system that collects qualitative and quantitative data from all constituents. They use a cycle described as Plan, Implement, Reflect, Improve. Sinclair Research is employed to collect and report data. Their reports are created with color coded charting for easy identification of concerns, strengths and trends. Program leadership makes decisions regarding program-level professional development based on the results. They ascertain where completers might have benefited from increased support to improve the program for current candidates. Program leadership establishes the efficacy of program operations with respect to participants’ needs. Areas where candidates and mentors have expressed needs are then considered for program improvement. Analysis identifies where candidates are succeeding and where they need more support. Program leadership then focuses on increased professional development and support for candidates and mentors/coaches. The program provided reviewers with a comprehensive and extensive data set that is coded to assist in the analysis of the data. Participants from various groups, including district and site administrators, mentors, recent completers, and candidates, all highlighted that the program not only solicits feedback about how it could improve, but they see those changes in future actions the program takes.

District administrators commented that the program coordinator is very accessible and seeks out their input. During the leadership team interview, the process of data analysis was clearly described. Several examples of program improvements were given as a result of their collaborative data analysis process. One example is that the triad meeting was changed from mid program to the beginning of the program based on input from mentors and principal. Interviews with the candidates, mentors, leadership team members, and site/district administrators verified that data-driven decisions systematically improve the program.

Interviews with candidates confirmed that the program staff valued their input and that they could see evidence of their input in the changes made by the program. Strong evidence was seen for the program’s capacity to pivot its approaches in response to feedback analysis. The leadership team shared how they look for trends in the data and ways to solve problems. One

member stated, “We provide suggestions based on our vantage point and candidate and mentor responses.”

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 BUSD Induction program provides candidates with essential experiences that strengthen their professional instructional practice to facilitate student learning. Candidates and mentors work collaboratively to build an ILP which guides candidate instructional learning through professional growth and inquiry action cycles. The program collects a robust data set based primarily on constituent surveys. Candidate and mentor survey outcomes provide evidence of the Teacher induction program impact. A site administrator who is a member of the program’s leadership team stated that the survey data consistently reflects evidence of positive impact on teacher practice and student learning. Program leaders analyze multiple data points to ensure that the program is having a positive impact on both candidates and the students that they serve. One large section of their yearly end-of-year survey is entitled, "Induction Program Impact." Candidates and mentors are given the opportunity to reflect on the impact that their work in the program had on their growth in the teaching profession. A completer stated, “I learned how to more deeply reflect on my teaching practice and to use my students’ progress, failures, successes to drive me forward on my own continued learning journey.”

Sinclair Research is employed to survey candidates and report data. Their reports are created with color coded charting for easy identification of concerns, strengths and trends. The data which was given in evidence showed that mentors and candidates found the program to have a moderately strong impact on their own learning, their teaching competence and on student learning. The qualitative comments that were in the data reports reflect an overall candidate satisfaction with the program and a sense that candidates believe they were well supported while growing professionally. The areas of CSTP 6 (Developing as a Professional Educator) and CSTP 3 (Understanding & Organizing Subject Matter for Student Learning) received exceptionally high mean ratings, suggesting strong program impact on these areas. The candidate’s ILP process includes an analysis of student learning that informs action steps in the

inquiry process. Candidates report that their experiences in the program (coaching and feedback, data analysis and collection, developing the IIP, professional learning, and observing experienced teachers) positively impact their classroom practice. The program clearly demonstrated positive outcomes and areas of strength. High retention rates, consistent support and mentoring, and collaboration in ILP development were notable strengths. The program director stated that they are giving attention to addressing the lower morale ratings and further enhancing program effectiveness in areas such as reflection on instruction and time allocation. The positive impact on CSTP growth indicates that the program is making progress towards its goal of supporting candidates as they enter the profession.