

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

Torrance Unified School District Professional Services Division May 2024

Overview of this Report

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

Dates of Visit: March 4 - 6, 2024

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 2016 Site Visit Report	Accreditation

Rationale:

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

Preconditions

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

Program Standards

Teacher Induction Program standards are **met**.

Common Standards

All Common standards are **met**.

Overall Recommendation

The team completed a thorough review of Torrance Unified School District’s Teacher Induction Program documents and conducted interviews with candidates, completers, mentors, site administrators, advisory committee members, program personnel, and district leadership. Based on the fact that the team found that all standards for the 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 program 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.
- Torrance Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Torrance Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Staff to the Visit:

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Documents Reviewed:

Common Standards Submission
Program Review Submission
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Mentor Qualifications
Individual Learning Plans

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Accreditation Data Dashboard
Candidate Coach Evaluation Form
Candidate Program Evaluation Form

Interviews Conducted

Constituencies	TOTAL
Candidates	23
Completers	13
Employers	17
Institutional Administration	10
Program Coordinators	3
Mentors	4
Program Specialists	17
Credential Analysts	1
Advisory Board Members	15
TOTAL	103

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

Torrance is a coastal city in the southwest region of Los Angeles County, in an area known as the South Bay region. Torrance Unified School District (TUSD) is composed of four regional quadrants supporting 17 elementary schools, eight middle schools, four high schools, one transition school, and one alternative school. TUSD has over 1,100 teachers serving 21,700 students, 27.8% are socioeconomically disadvantaged, 13.3% are English Learners, 11.8% are students with disabilities, 0.6% are homeless youth, and 0.3% are foster youth. When examining achievement data, 68.21% of students met or exceeded state standards for English Language Arts and 59.18% of students met or exceeded state standards for math. 95.6% of students in TUSD graduate with a high school diploma and 66.6% of students are “prepared” on the College/Career indicator on the California School Dashboard.

Education Unit

The TUSD Teacher Induction Program (TIP) is a two-year, job-embedded system of mentoring that is offered to all full-time contracted employees. The vision of the TIP uses a blended model that provides lesson planning, observations, analyzing student work, debriefs, one-on-one meetings with mentors, content/grade level specific support, and professional development to support their teachers to become lifelong, reflective learners. The TIP is overseen by the Director of Curriculum and Instruction (new to the position as of the 2023-24 academic year) and reports to the Chief Academic Officer. Day-to-day program support is also provided by the full-time Induction Lead Resource Teacher (Induction Coordinator, Teacher on Special Assignment). Candidates are supported by five full-release Induction Resource Teachers (mentors) and Program Specialists. Over the previous six academic years, the TIP has supported between 40 to 99 candidates per year. Summarized in Table 1, in the 2022-23 academic year, TUSD had 62 program completers, and in the 2023-24 academic year, TUSD has 65 enrolled candidates.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction Program	62	65

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

PROGRAM REPORTS

Teacher Induction Program

Program Design

The Torrance Unified School District's Teacher Induction Program (TIP) operates under the Education Services Division and reports to the Chief Academic Officer. The TIP is directly led and overseen by the Director of Curriculum, Instruction, and Induction along with the support of a fulltime Induction Program Coordinator, as indicated during interviews with program staff. Additionally, the induction leadership team includes the Special Education Liaison, a role fulfilled by the Director of Special Education. The Induction Program Director is responsible for establishing and maintaining partnerships with the advisory board, keeping the Chief Academic Officer abreast of the program, and candidate and mentor responsibilities, accomplishments, and when applicable, challenges that arise. The induction leadership team's ability to collaborate across the Education Services Division and beyond is essential for the success of induction candidates. For example, staff interviews identified the Special Education Department as an "essential source of support and educational element to Special Education and General Education induction teachers by developing and shaping support through a choice-model of Professional Development based on what new teachers want and need."

Operating under the program director and coordinator are the induction program mentors who are described as a "lifeline" to candidates by meeting candidates' needs throughout their participation in the program. Over time, Torrance USD has shifted from utilizing part-time mentors, to adopting a model of supporting inductees with five full-time mentors as Teacher on Special Assignment. The number of mentors may vary depending on the induction enrollment. The induction program's system of support for new teachers enrolled in the program primarily consists of mentors, content resource coaches, and the induction leadership team. The content resource coaches provide direct assistance that is subject matter specific. The inductees interviewed shared that content resource coaches "come out and walk you through it by modeling it."

Mentors are required to hold a clear teaching credential, a minimum of three years of experience, as well as knowledge and success in promoting instructional techniques, differentiated teaching, and learning approaches that result in improved learning for all students, broad knowledge of current and relevant educational research, and practices, and experience working with students with learning difficulties, students with advanced/GATE potential, and English Language Learners. The training of mentors is comprehensive as Torrance USD equips mentors through professional development offerings available at the state-level, cluster consortium, district-level signature practice training, county office, and school sites. The professional development sessions for mentors offered by the induction program include the following, but are not limited to: Orientation, Adult Learning Theory, Mentoring Matters, and Professional Learning Communities bi-weekly meetings. The interviews with mentors and the

documentation submitted confirm that the training supports mentors in addressing candidates' individualized needs. The quality of the mentoring support was identified by a candidate as "making a world of difference" in addressing their immediate needs and professional growth as educators, confirming the mentors' training and preparation.

The relationship between mentors and candidates are described by the program staff as "open, honest, and non-judgmental." Each year the mentors sign a Program Letter of Commitment that establishes and defines their roles and responsibilities in the program, which include:

- Meet with candidates regularly, including guiding them in Individualized Learning Plan (ILP) development.
- Develop and maintain confidentiality.
- Attend Induction, District team, and collaboration meetings.
- Engage in professional development.
- Attend Advisory Board meetings.
- Review and assess candidate evidence of reflective practices.
- Provide "just in time" support and timely feedback.
- Connect candidates with additional resources when needed.

Candidates throughout the interviews and survey feedback affirm that mentors are with them "every step of the way" and maintain confidentiality as they work through their ILP goals and action items. It was evident from the interviews with program staff and candidates that mentors are committed to meeting the roles, responsibilities, and expectations.

The Induction program seeks feedback from candidates, mentors, and supervising administrators throughout the year to ensure meaningful professional development is available. Also, survey data is collected from candidate and mentor meetings, mid-year and year-end advisement meetings with mentors, and professional development sessions. The program staff and institutions of higher education (IHEs) advisory board members interviewed confirmed that the mid-year and year-end surveys are used by the program to evaluate changes and consider improvements to the program.

Furthermore, the TIP is supported by an Induction Advisory Board that represents various program staff including the following: the Torrance Association (union), Special Education, institutions of higher education, program staff and candidates, and district leadership. The Induction Advisory Committee meets two times a year to review program data, activities, and provide guidance on relevant issues that arise. The types of data reviewed at the bi-annual meetings include mid-year and end-of-year survey responses, and completer survey data released by the Commission on Teaching Credentialing to determine program strengths and opportunities of growth. The Induction Advisory Board's input provides the program with recommendations for continuous improvement. The induction program maintains a document titled "Continuous Improvement Plan 2018-2024" that captures the history of programmatic changes.

According to the “Continuous Improvement Plan 2018-2024” document, there have been program modifications in the past two years. Due to the COVID-19 pandemic, several changes were made to meet the diverse needs of credentialed teachers enrolled in the program. One of the most recent changes that was affirmed through the program leadership interviews was that the induction program added individualized support to candidates needing to meet the Reading Instruction Competency Assessment (RICA) examination requirement through a mentor specializing in literacy assessments. Additionally, the induction program decreased the number of required action steps in the inquiry process from four to three based on direct survey feedback from candidates and mentors. Candidate interviews confirm that the constant feedback provided to the program drives meaningful change.

Course of Study (Mentor/Coaching System)

Program leadership collaborates closely with the Human Resources Department’s credential analyst to identify newly hired induction-eligible teachers. The induction candidates then must sign and submit an Induction Letter of Commitment that outlines their roles and responsibilities from enrollment through a culminating project. The pairing of candidates and mentors is based on having similar credential authorizations, grade level, and/or subject area. Candidates confirmed through interviews that they felt positive regarding their mentoring pairing and expressed feeling “incredibly supported.” If a mentor concern arises, candidates maintain open communication and reported feeling comfortable reaching out to the Induction leadership team, if necessary.

Induction candidates initiate the development of the Individual Learning Plan (ILP) with their mentor immediately following the signing of their Letter of Commitment. The process of creating and ongoing work of the ILP is done with the continuous support and guidance of the mentor. Interviews with the program leadership team and documentation confirm that within sixty days of enrollment, generally by October 31st of each academic year, the inductees complete the following:

- Self-assessment based on Individual Development Plan, past evaluations, past evidence and past continuum of CSTPs.
- Identify areas of strength and areas of professional growth.
- Initial Observation by mentor that establishes an understanding of the candidate’s teaching and their students.
- A triad meeting with a site administrator, which also provides an opportunity for the candidate to become familiar with school site goals and “resources”.
- Development of annual professional growth goal based on the California Standards for the Teaching Profession with support of the mentor.

Candidates and mentors meet an average of not less than one hour per week as coordinated by the mentor. The induction program ensures that the meeting time is captured using a form that outputs a detailed report capturing the specific types of support provided to the candidate, such as one-on-one meetings, just-in-time support, induction cohort meetings, other professional development, peer observation, lesson study, and modeled lessons. These support

types are ways candidates reflect on their growth in the CTSPs. The program leadership interviews confirmed that shifting from part-time mentors to a full-time mentorship model has increased regular, consistent, and ongoing meeting activity time between candidates and mentors. The advisory board interviews affirmed that the induction program prepares and retains teachers through a robust mentoring system that provides weekly check-in meetings, observations, action research, and reflection. Mentor quality was further confirmed across all mentor indicators in the Teacher Induction Survey. Over 87% of candidates indicated that mentors were “helpful” and “very helpful” in modeling instruction, identifying resources, providing observation feedback, teaching practices, content support, creating and maintaining a safe and positive climate, supporting English Learners, supporting students with disabilities, using culturally responsive pedagogy, and setting and reaching professional learning goals.

Traditional candidates enrolled in a two-year program need to complete three inquiries by the end of the second year. The Early Completion Option, or one-year candidates, need to complete two inquiries during the year. The inquiry cycles requires candidates to identify a focus question using evidence, a focus student selection, an action plan to meet the professional growth goal, and reflection. Year 2 candidate interviews confirmed that in addition to mentors, content resource coaches are available to support candidates working with the selected focus student selection, such as English Learners, Gifted and Talented, Special Education, and Early Childhood Education. The timelines to meet inquiry completion are coordinated and closely monitored by the mentor. The leadership team also monitors induction completion progress through the learning management system and maintains constant communication and check-ins with the inductees. All work is submitted through an online learning management system. Documentation and candidate interviews affirm that mentors “look over their work and return it for additional information” if necessary, until it is completed successfully. Candidate interviews confirmed that the inquiry completion process is focused on the reflection of CSTP growth and “makes a huge change in teaching practices and student achievement.”

Additionally, the induction program requires candidates to choose a minimum of three Professional Development (PDs) opportunities that align with their professional growth goals. These professional development opportunities are facilitated by the mentors throughout the year and provide the candidates with a choice of professional development that includes, but is not limited to, district PDs, conferences, webinars, and PDs offered by TIP, online or in-person. A year-two candidate stated, “Torrance USD offers many PDs throughout the year, especially in the summer, which help them become better teachers by focusing on best teaching strategies that can be applied to an action item within the ILP.” The PDs include cohort meetings with content resource specialists to learn the district’s signature practices. Education Specialists have monthly meetings with the Special Education Department to stay up to date with legislation and “talk about areas of improvement.” The interviews with program staff, advisory board, and candidates confirmed that professional development offered to new teachers by the district is shaped by the input provided by the program staff that is based on candidate and coach feedback making it relevant and applicable to induction candidates and the students they serve.

Assessment of Candidates

Candidate growth and competency are assessed and measured through a variety of means, including mentor observations, reflections, CSTP growth, professional development implementation, and action item submissions on the ILP. Mentors confirmed through the interviews that they carefully review the ILP submissions with candidates to assess growth and reflection. Mentors affirmed that they work closely with assigned candidates on their culminating projects to help them identify three CSTP that show growth, which requires reflection on their induction work. The Teacher Induction Survey results confirmed that 99.9% of mentors' input were moderately to strongly aligned with candidates' ILP goals.

Mentors are primarily responsible for monitoring the ILP completion progress based on the established timelines developed with the candidates. The monitoring of ILP submissions is done every week and there is also a scheduled mid-year check-in with candidates to ensure they are on track to finish on time. A mentor during the interview shared, "It is refreshing to see new teachers be vulnerable and try something new." Additionally, program staff reviews the learning management system to track candidate ILP completion progress and maintains a report by program year that includes the status for actively enrolled induction candidates from enrollment through the clear credential recommendation submission status. The induction program coordinator is responsible for submitting clear credential recommendations to the Commission when candidates complete induction and credential renewal requirements. If a candidate appears to need additional time to complete their induction requirements, then there are established procedures for candidates to request an extension. Interviews with staff, candidates, completers, and Advisory Board members confirm that the induction program systematically reviews mid-year and end-year data with program staff, district administration, and the Advisory Board to seek recommendations to support struggling candidates as part of the continuous improvement process.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and 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 Program.

INSTITUTION SUMMARY

Torrance Unified School District's (TUSD) Induction program focuses on supporting candidates and their unique needs in an individualized manner. Evidence indicated and interviews confirmed that the program supports new general education teachers and new education specialist teachers.

The foundation of TUSD’s program is mentor support centered on the achievement of individualized candidate goals and growth in professional practice. Candidates and administrators mentioned in interviews that the strength of the program is the layers of available support, either from mentors, content resource teachers (renamed in the 2023-24 year to Teacher on Special Assignment), lead teachers, or program specialists. Candidates mentioned in interviews how important the pairing of their mentors is to their success and spoke of their appreciation for the support they provided. The work of induction is based on the development of the Individual Learning Plan (ILP), which guides candidate reflection and development of effective practices. Administrators mentioned in interviews how much they appreciate the triad meeting to help focus the teachers' yearly goals and align those goals with their development of the ILP. “It’s a great way to make sure everyone is on the same page,” one district administrator said.

Across all constituent interviews, there was an appreciation for the individualized attention, responsiveness, and dedication to educational excellence on the part of the program leader, resource teachers, lead teachers, program specialists, and mentors. Under staff direction, the priority is to provide the resources, support, and training so all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice, not only in their induction years but also throughout their career in education. Program staff works to maintain a consistent induction experience for new candidates by offering the Torrance Teacher Institute (TTI), which is an onboarding professional development at the start of the school year providing new teachers with the opportunity to learn about district and site goals, district expectations, meet and interact with district leadership, meet the induction support staff, and develop cohorts for collaboration.

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

Program documentation confirms that TUSD’s Induction program prepares educators by implementing an inquiry-driven mentoring program wherein candidates develop a personalized goal drawn from the candidate’s professional context and self-identified areas of growth. The program is supported by district leadership and is seen as integral to the success of TUSD. Program staff are actively involved in the organization, coordination, and decision-making, as indicated by interviews with mentors, content resource teachers (Teachers on Special Assignment), program specialists, advisory team members, and organizational leadership. PK-12

members from the Blue Cohort (the same Commission accreditation cycle) mentioned in interviews that program leadership collaborates regularly and is always seeking ways to improve the program. Induction mentors reported consistently offering feedback and seeing proposed changes implemented immediately. During the district leadership interviews, it was evident that the district is committed to the program’s guidelines, support, and accomplishments. Additionally, district leadership mentioned that TUSD is the most diverse district in the state and shared that TUSD is committed to student and staff diversity.

TUSD’s program is a mentor-focused program that seeks to support new candidates and create a smooth transition from their university programs to new teacher assignments. The program is centered around the Individual Learning Plan (ILP) and individualized goals that support candidate growth and learning. A candidate mentioned in their interview that the program is a “flowing program that is constantly growing and providing the resources I need to be a successful teacher.”

The program design puts candidate needs at the center and focuses on the development of candidate practice as it relates to teaching and learning. Many candidates and completers commented that induction work did not feel like a burden but rather the work is an extension of their daily work that helped them become better teachers. Administrators and candidates mentioned in interviews that the triad meeting helps them focus on their goals, keeps them on track for completion, and helps connect them to site-level resources.

Interviews with site administrators indicated that the program leadership, mentors, program specialists, and resource teachers effectively support candidates’ abilities to assess and implement research-based strategies. Administrators mentioned in interviews that the biggest strength of the induction program is the coaching and feedback from the mentors. Interviews with candidates confirmed that they receive regular updates on their progress and receive feedback on the next steps towards completion. The program systematically ensures that all recommended candidates have met program requirements by verification by the mentor and review by program staff. Upon completion of the program requirements and any additional credential requirements, the induction coordinator recommends the teacher for their clear credential. The human resources credentials analyst monitors the Commission website until the clear credential is posted, and then updates the district personnel files.

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

TUSD takes intentional steps to recruit and hire teachers from diverse backgrounds that represent the students in the district’s classrooms. Human resources staff reported that more than ten job fairs were attended by TUSD in preparation for the 2023-24 school year. Additionally, TUSD hosts their own “Teacher Recruitment Night” for community members, current teachers, and classified staff to familiarize themselves with the schools in the district, in hopes of hiring community members that reflect student demographics. District site administrators value this event and cite it as evidence that there is an active focus on seeking diversity within the district’s hiring practices. The teacher residency program works closely with the teacher induction program to provide comprehensive, seamless support to teachers new to the profession and district, with an intended pipeline to employment at the school of residency. Additionally, TUSD is actively recruiting from their own diverse classified staff to become a credentialed teacher through the Commission’s Classified Grant program.

TUSD invites their full-year contracted employees, holding a Preliminary Subject, Multiple Subject, and/or Education Specialist Credential to participate in their teacher induction program. Clear criteria for program eligibility are easily accessible through the district website and official program literature. Through interviews, it was verified that the credential analyst, housed in human resources, screens all new hires to determine eligibility for the district’s teacher induction program. Once a newly hired teacher has been determined eligible for the program, the credential analyst works with the induction coordinator to begin the enrollment process.

Upon admittance to the teacher induction program, candidates can access the program handbook to identify the roles and responsibilities of each of the following personnel who play key roles in the attainment of program requirements: candidate, mentor, site administrator,

the program director, and coordinators. Through interviews, candidates reported that they “appreciate the program being in TUSD because of the access we have to mentors, who were able to be with us every step of the way.” Multiple completers stated that they have maintained professional relationships with their induction mentor beyond their time in the program, with mentors stepping in to co-teach lessons, revisit program inquiry cycles for continued growth, and provide ongoing feedback about teaching practices.

All candidates’ work for the ILP is reviewed by the induction program staff. If clarification and/or more evidence is needed, candidates are contacted and coached through needed modifications. Throughout the program, candidates receive formal and informal feedback, indicating teaching areas of strength and areas of challenge. When interviewed, former teacher completers cited observations by and reflective conversations with their mentor as highly valuable components of TUSD’s program. Another completer stated that they appreciated the “self-agency” they experienced in the program about their options for support and professional growth. TUSD has a clear process for candidates not demonstrating growth in effective teaching practices. These teachers are provided additional coaching cycles and mentor support before advancement can be made to the next inquiry to ensure growth in the CSTP.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

TUSD has a meticulously planned sequence of coursework aligned with job-embedded experience and support for candidates participating in the teacher induction program. Candidates begin the program by reflecting on their Individual Development Plan or Year 1 work and participating in mentor observations. Additionally, the candidate, mentor, and site administrator hold a triad meeting to set initial goals. Candidates, site administrators, and professional development providers expressed that the triad conversations were highly valuable opportunities to align areas of candidate growth with district initiatives and professional development offerings. Candidates utilize a self-assessment tool based on the CSTP to reflect on their teaching practice multiple times throughout their induction journey. Induction mentors, along with the candidate’s systems of support, meet with the candidate on average at least one hour per week for support in the areas of a variety of research cycles or just-in-time support. Candidates complete three inquiry-based projects over the course of two years with the diverse student population in their classroom to improve their teaching practices, with attention given to specific populations (i.e., English language learner, special populations, and a choice student). Candidates have opportunities to update their goals throughout the two years. At the end of Year 2, candidates complete a culminating project demonstrating their growth in the CSTP. The Induction team reviews the candidates’ work through team calibrations, handbook guidelines, rubrics, and monitors program completion through an induction document spreadsheet.

The interview process for mentors ensures that they have a clear credential and three years of teaching experience to work with candidates. The mentors are matched with candidates based on credentials, grade-level or subject alike. Completers report that they were well-matched with their mentors while participating in the teacher induction program. When an exact match cannot be made, additional teachers with relevant subject knowledge are included in the system of support. Induction program leadership confirmed that all efforts are made to match candidates with credential-alike mentors.

New mentors are trained and introduced to their role at the beginning of the year and throughout by the coordinator and veteran mentors. New mentors learn about adult learning theory, the Torrance Induction Program, and reflective coaching skills. Throughout the year, mentors participate in bimonthly team meetings and Professional Learning Communities/Mentor Training to strengthen their skills, knowledge of the program, and current practices in education. Mentors attend district training along with their candidates to keep up with current practices and to support their candidates' learning.

The induction leadership team regularly meets with the mentors to provide formative feedback and recognition for their work as well as to identify any candidate concerns that need to be addressed. Mentors are recognized during bimonthly team and Professional Learning Community (PLC) meetings, as well as at initial and closing induction events and in the program newsletter. During a mentor's formal annual evaluation, the coordinator and mentor will create an Individual Development Teacher Plan. The induction director and mentor will meet to review the plan and progress toward the goals throughout the year.

Site administrators reported that they attend the Torrance Teacher Institute annually, with newly hired teachers, mentors, and induction program leadership. Site administrators confirm that this training event greatly contributes to the strong relationship they maintain with the induction program. One site administrator stated that between the induction candidates, mentors, program leadership, and themselves "there is a high level of trust and respect, and I'm grateful to have the program in our district."

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 completion 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

TUSD's induction program focuses on continuous improvement by collaborating with the advisory team, which meets twice a year and includes site and district administrators, higher education partners, mentors, and candidates. Additionally, program leadership collaborates four times a year with geographically close Blue Cohort PK-12 programs and meets monthly as needed for additional feedback, sharing best practices, and support with other community partners. A PK-12 member stated, "The program director has collaborated extensively with them to ensure that TUSD is adopting best practices in their program."

TUSD's program's approach to continuous improvement includes ongoing collection and analysis of data from all constituents. These multiple measures include but are not limited to: mentor and candidate feedback, administrator surveys, constituent participation in the advisory team, and end-of-year program evaluations. These are used to assess and provide specific data on the effectiveness of the programs, course of study, job-embedded application, and candidate competence. Identification of program effectiveness includes formal surveys administered to candidates, mentors, program staff, and district administration, and candidate ILP growth feedback. Interviews indicated how regular examination and analysis of collected data has informed and supported many improvements to the programs' components.

TUSD Induction candidates shared that the feedback they received on their ILP progress was very helpful towards completion. Interviews confirmed that the program staff checks in with candidates using surveys and discussions with the mentors to see what is going well and who may need extra support or have concerns. Program leadership follows up with candidates who indicate that there is a concern on the mid-year and end-of-the-year survey or if they reach out to remedy the situation if possible.

The advisory board routinely studies the collected data and adjusts the program as needed. Administrators on the advisory board shared in interviews how the addition of triad meetings created a greater understanding of their role in the induction program. "It was a good change to help with the communication and expectations by administrators, mentors and candidates. They also mentioned reviewing data from candidate surveys and adjusting the ILP based on input from candidates, mentors, and administrators.

Interviews with the advisory board, candidates, mentors, and program staff verified that data-driven decisions provided systematic improvements to the program. Candidates cited multiple and specific examples about how they felt they were heard and that their feedback was valued and acted upon in a timely manner.

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.

TUSD's Induction program ensures that candidates are prepared to apply the knowledge and skills to support all students in meeting the TK-12 state-adopted academic standards through their successful completion of individualized growth activities with the support of a mentor and responsive program staff. Mentors and program staff are carefully selected to provide relevant support within a candidate's individual context and utilize program documents and resources to guide their work. Mentors then apply their knowledge and skills in supporting candidates as they develop and demonstrate effective competencies to support the full range of learners. Both current candidates and program completers cited examples of ways in which program experiences, particularly support from their mentors and other program staff. In interviews with candidates, one candidate mentioned “that the induction process prepares them to be lifelong learners and helps me be the best possible teacher I can be.”

TUSD uses a variety of quantitative and qualitative data to ensure positive program impact. These data sources include candidate, mentor, completer, and administrator surveys; ILP evaluations; regular discussions with/between candidates, mentors, program leadership, professional development providers, and site administrators; and coaching conversations between candidates, mentors, and professional development providers. Interviews with district administration confirmed that the extra support that is provided to new teachers pays off in the long run with teacher retention.

Across constituent interviews, it was reported that multiple opportunities are given to candidates, site administrators, and other educational partners to provide honest feedback about the impact and quality of the teacher induction program. One interviewee stated that the TUSD teacher induction program “is a rigorous program that has effective practices that are relevant to improving teacher practice.” Consistently across interview groups, it was reported that attending the end-of-the-year colloquium is a very positive experience for all involved, and effectively demonstrates the growth of candidates over the course of their two-year program participation.

Site administrators stated that the consistent seeking of both formal and informal feedback/input leads their teachers in the program to increase their reflective nature, set helpful goals with specific actions, and push themselves to grow without judgment. A current site administrator with induction candidates on their campus stated that new teachers participating in TUSD’s induction program are consistently “the highest quality teachers on our campuses,” with the rest of the interview group concurring.