

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

**Professional Services Division**

**June 2024**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Escondido Union 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. Based on 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**

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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:** Escondido Union School District

**Dates of Visit:** April 29 – 30, 2024

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">2016 Site Visit Report</a>	<a href="#">Accreditation</a>

**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, program leaders, candidates, completers, collegial partners, 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

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

Program Standards

All program standards for the Escondido Union School District’s Teacher Induction Program were **met**.

Common Standards

All common standards for the Escondido Union School District were **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 Program

In addition, staff recommends that

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

Gail Houser  
San Gabriel Unified School District

#### **Programs Reviewers:**

Christopher Persky  
Fontana Unified School District

#### **Common Standards:**

Denise Duewell  
Tulare City School District

#### **Staff to the Visit:**

Gay Roby  
Commission on Teacher Credentialing

### **Documents Reviewed**

Accreditation Data Dashboard  
Accreditation Website  
Assessment Materials  
Candidate Advisement Materials  
Candidate Files  
Candidate Handbooks

Common Standards Addendum  
Common Standards Submission  
Local Survey Results  
Precondition Responses  
Program Review Addendum  
Program Review Submission

**Interviews Conducted**

<b>Constituencies</b>	<b>TOTAL</b>
Candidates	78
Completers	49
Employers	22
Institutional Administration	7
Program Coordinator	1
Program Secretary	1
Professional Development Providers	26
Mentors	7
Content Area Coaches	19
Credential Analysts and Staff	2
Advisory Board Members	26
Collegial Partners (IHE and local programs)	9
<b>TOTAL</b>	<b>247</b>

*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

Escondido Union School District (EUSD), located in North San Diego County, covers 34 square miles of urban, suburban, and rural populations. In 2023-24, the district served approximately 14,000 TK-8 students, all residing in the greater Escondido community area. The district contains 17 elementary schools, five middle schools, three specialty schools, and offers home education and preschool opportunities; all students matriculate into the Escondido Union High School District for 9<sup>th</sup>-12<sup>th</sup> grade. According to the California Department of Education data reports on the 2022-23 school year, the ethnic composition of the district reports 70.8 % Hispanic or Latino, 18.0% white, 3.8% two or more races, 2.6% Asian, 1.8% Filipino, 1.6% not reporting their ethnicity, 1.1% African American, 0.2% American Indian or Alaska Native, and 0.1% Pacific Islander. English language learners comprise 38.1% of the district's students and 84% qualify for free or reduced lunch. The district employs 775 teachers which represents a teacher-student ratio of 18.99.

Educating local school children began in the greater Escondido area in the 1880s, long before the establishment of the city in 1888. Its initial school, Little Rock Springs School, was a one-room schoolhouse, housing up to 50 children in grades 1-9 with all students taught by a single schoolteacher. The Escondido Union School District was founded in 1932 when schools from the cities of Oakdale and Escondido entered a partnership which continues today.

## Education Unit

The Education Services Department houses the district's sole educator preparation program, the teacher induction program (TIP), better known as the New EUSD Teacher Support program, or NETS. The program is overseen by the Deputy Superintendent of Educational Services, with day-to-day supervision by a single program coordinator. Mid-level support is provided by a leadership team comprised of the program's seven full-time release mentors/professional development providers. The program also uses 20 content area coaches who provide district resources and as-needed individual teacher support, as well as professional development for the program. Advisement is provided by the TIP advisory board membership, approximately 30 members representing a variety of both internal and external constituents, including teachers, mentors, board members, union members, and partnership university faculty. They meet three times a year to review data and make program improvement recommendations. TIP annually serves an average of 100 first- and second-year teachers, offering both a traditional and early completion option.

**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2022-23)</b>	<b>Number of Candidates Enrolled (2023-24)</b>
Teacher Induction Program	90	83

## **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

The Escondido Union School District teacher induction program entitled “New Escondido Teacher Support” is more commonly known as NETS. As part of the Educational Services department, program leadership is under the immediate direction of the coordinator, who provides extensive support and mentoring to new teachers in their beginning years of employment in EUSD. The NETS coordinator reports to the Deputy Superintendent of Educational Services, who in turn, keeps the superintendent informed through regular updates at district-level meetings. The superintendent maintains a rigorous site visit schedule which results in his deep understanding of the program as well as the ability to know each new teacher in their context for teaching and learning. With the interview of the superintendent, it is evident that the coordinator and mentors run a quality program that is intentional, organized, resourceful, and focused that meets the needs of the district. Additional program guidance is provided by the NETS leadership team and the NETS advisory board.

The program is supported by an Educational Services administrative secretary, who aids with functions such as data tracking, record keeping, and the coordination of support throughout various EUSD departments. NETS is also supported by the NETS Leadership Team, composed of seven full time released Teachers on Special Assignment (TOSA) who serve as NETS mentors and professional development providers.

Communication is a hallmark of the district and is a key component of the NETS induction success. Interviews with all constituent groups credited the communication structures spearheaded by the NETS coordinator as a key to the program’s perception as a natural expression of “what we do in EUSD.” A variety of district personnel support new teachers with both long-term professional development options as well as “just in time” support. The NETS coordinator provides training and “just in time” support to the mentors as well. The NETS leadership team meets bimonthly to discuss teacher candidate and mentor support, ongoing program development, and professional development options that support candidate needs. The induction coordinator and Deputy Superintendent of Educational Services hold monthly meetings to continually calibrate with other focused district initiatives. Additionally, three times a year, the NETS advisory board meets to provide advice and assistance to support and maintain an innovative induction program, by reviewing program data and providing recommendations that ensure equitable support for candidates throughout EUSD. The NETS

advisory board is composed of various community partners within the district and the community at large. All these opportunities to inform and collaborate have produced a program that is highly valued by its various constituents. Interviews with community partners, district leadership, and candidates all indicated the trust that they have in their coordinator is a foundational component of the program's strength and innovation.

Communication with site administrators/district leadership is a top priority of the NETS program as well. The NETS Induction coordinator communicates weekly with district administrators. One-to-one fall meetings with administrators support their site candidates in developing Individualized Learning Plan (ILP) goals. Additionally, the NETS coordinator attends principal meetings to maintain strong understanding of program components and needs. Candidates and mentors meet with administrators during triad meetings where candidate goals are guided into alignment with site and district goals. Interviews with principals and candidates confirm the effectiveness of key induction program practices of goals setting and interpersonal rapport development. These practices have aided in the perception of the program as "embedded work" rather than extra layers of work for the candidate.

Mentors are fully released from classroom assignments and are selected through an interview process. Once hired, the NETS mentors regularly plan, develop, and implement the NETS Induction program components, including a variety of professional development options. Mentors vary in cultural backgrounds and some mentors are former NETS teacher candidates themselves. Mentors engage in initial program training modules as well as ongoing professional development. Interviews with mentors confirmed that the core training covers adult learning theory, coaching stances, and listening exercises while ongoing training helps them continue to refine mentoring skills. In addition to continuous training modules, mentors identify personalized growth goals on their mentor ILP; the program coordinator then monitors their growth toward the goals, providing feedback and timely mentoring for each mentor's growth.

The NETS program actively seeks input from a variety of community partners. Candidates provide input through exit tickets at all professional development sessions and surveys twice a year. Administrators provide feedback to new teachers and mentors during triad meetings. The NETS leadership team uses survey data and candidates' ILP support needs to collaborate, plan, and deliver choice professional development. Survey data is also used to assess the quality of program services and continually improve the NETS program to best meet the needs of the teacher candidate. Interviews with the advisory board show that the individualization of support for each candidate based on data has been the driving force of their existence as an advisory board.

NETS mentors communicate and collaborate with the district content coaches/TOSA to deliver a wide variety of professional development offerings that are responsive to candidate needs. Recently, the NETS program created a COVID flexibility plan to support candidates during the pandemic; the plan continues to support candidates who have additional credential requirements that were shifted to the clear credential under the Governor's Executive Order. Interviews with candidates praise the support they have received from mentors and the induction program that target TPA and RICA requirements. Professional development currently

includes synchronous and asynchronous sessions, as well as virtual and in-person options. Program modifications are based on feedback from teacher candidates and interviews with completers. One completer commented that he uses data in the classroom to judge the success of lessons and teaching practices. In addition, the ILP is streamlined annually. In the 2022-23 school year, the ILP began embedding the California Standards for the Teaching Profession CSTP self-assessments into the ILP document rather than having a separate self-assessment form. Candidates self-assess on the six CSTP standards twice a year while individual CSTP elements are assessed as they pertain to ILP goals. Program changes also include streamlining connections to the district initiatives to increase candidate capacity.

The advisory board membership regularly meets to review survey data and timely changes for program improvement. Interviews with members of the IHE and advisory board applaud the genuine, responsive, and timely changes the coordinator makes to the program.

#### Course of Study (Mentor/Coaching System)

Candidates are matched with a mentor based on credential, classroom experience, and specialty of the mentor. There are steps in place for candidates to switch mentors should there be an assignment change or a personality conflict. Candidates interviewed said that the need to switch mentors was a non-issue and the support from all the mentors for their ILP development was a collaborative effort. Mentors commented that they have never seen a request for the reassignment of the mentor because candidates have such a plethora of support personnel helping them, there is no conflict in the mentor-candidate relationship.

The NETS program utilizes the ILP as the living roadmap for candidates' two years of induction work. While the number of goals a candidate chooses to focus on is individualized, candidates must demonstrate growth in all six CSTP during their induction journey. The ILP documents the teacher candidates' work and includes CSTP self-assessments, goal development, activities to support goal progress (such as cycles of inquiry), "just in time" support, and reflection on their growth in the CSTP. Guided by weekly mentoring meetings, the candidates determine specific ILP goals, complete growth activities, related professional development, and finally, reflect upon their inquiry focus and growth.

Candidates are supervised, advised, and evaluated during the program by various program leaders through one-on-one conversations, weekly mentor meetings, twice-a-year surveys, and their growth during ILP cycles of inquiry. Interviews with candidates confirmed that the one-on-one conversations with their mentor, program coordinator, content coaches, and site administrators have been a driving force behind their growth in the CSTP standards.

Candidates are presented with a variety of professional development opportunities throughout the year based on their ILP goal(s) and from feedback from both surveys and observation data by principals and mentors. Content area coaches described the process in developing the professional development menu as a process that included survey results, ILP goal analysis, mentor suggestions, and even input from candidates themselves regarding professional needs. Candidates' ILP progress toward completion is tracked and monitored by the program coordinator, with multiple opportunities for collaboration with various program personnel.



Administrator input is openly solicited through triad meetings and considered during the candidates' ILP goal creation to assist the candidate in developing their professional skills. Candidates utilize the plan-teach-reflect-apply process throughout their cycle of inquiry.

### Assessment of Candidates

The credential recommendation process used by NETS ensures that only qualified candidates are recommended for their clear credential by using a multi-tiered approach for candidate success. The process begins with candidates routinely tracking their growth in a variety of ways— in the CSTP on their ILP, in their weekly logs, on program surveys, discussions in their weekly mentor meetings, and biannual CSTP self-assessments. The NETS leadership team, led by the program coordinator, consistently reviews and records candidates' growth on the ILP and documents progress on candidates' completion.

The next step is the continual monitoring for candidate growth and completion during the NETS leadership team weekly meetings where they use the NET checkpoint tracker; follow up is provided during coordinator-mentor meetings. Annually, candidates engage in a mentorship collaborative discussion as an opportunity to share growth in the CSTP and receive non-evaluative support and feedback from multiple representatives of the NETS leadership team. Interviews with candidates reinforced the value they place on "just in time support" as it assists with CSTP growth and on ongoing reflection of their teaching practice. After individual meetings with each candidate, mentors note teacher candidates' CSTP growth. The culmination of this growth is celebrated at the colloquium at the end of each year when candidates can share stories and evidence about their experiences.

Upon successful completion of all credential requirements, qualified candidates receive a letter of completion, and the NETS coordinator makes the recommendation for the clear teaching credential to the Commission on Teacher Credentialing. Finally, an Early Completion Option (ECO) pathway is provided to experienced candidates who meet the criteria set by the program. This pathway is individualized, both in timeline and requirements, based on the areas of need for each candidate.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 247 candidates, completers, professional development providers, employers, institutional administrators, and local collaborative partners, the team determined that all program standards are **met** for the Teacher Induction program.

### INSTITUTION SUMMARY

The Escondido Union School District’s NETS program is a highly regarded component of a comprehensive district professional learning plan. Student-focused decision-making guides both district and program leaders in continuous improvement cycles. Completers and current candidates describe the impact of induction mentors and content area coaches with specific, and consistent examples of their positive impact on candidate teaching and learning. The superintendent leads the unit with high expectations and detailed knowledge of the community of learners, demonstrating his expectations of EUSD employees by his own personal actions. Support from the Board of Trustees and the teachers’ union is strong as well, with representatives from these entities engaging with the program through advisory board membership.

Mentors support candidates through the Individual Learning Plan and with layered professional learning supports that reflect current research and innovative pedagogy. Additional content support is supplied through aligned work from the content area specialists who provide a variety of specific trainings and individual support for EUSD’s induction candidates. Both “just in time” and long-range professional development for both candidates and mentors are evidenced throughout the program and valued by both groups. Candidates feel their input and feedback is heard and describe their growth and development with specific examples of measurable student impact.

NETS leadership is reflective and intentional in their development of collaborative community relationships. An extensive advisory board that represents both district and community members, partners from local institutions of higher education, district administrators, and staff speak with common purpose and commitment to tiered support for all learners, including induction candidates. Retention levels are high and learning and professional growth are celebrated systemwide.

### COMMON STANDARDS FINDINGS

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

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The EUSD NETS Induction Program is housed in the Educational Services department with a multi-layered approach to leadership. The unit is cohesive, collaborative, and reflective in regard to program leadership and student data-based decision making. Documents and interviews with district administrators confirmed that the program’s vision is grounded in best practices for adult learning and research. The program is mentor-based, incorporating cycles of inquiry, data collection, and teacher reflection as activities that lead to candidate professional

growth. Content area coaches work collaboratively with mentors to provide multiple opportunities for individual support and professional development. The CSTP are used as the measuring tool of candidates' current practice with the expectation of growth in all areas during their participation in the two-year program. One completer reported that reflective practice learned in NETS prepared them to be more open to student reflections on their classroom lessons.

A review of documentation and interviews with human resources personnel confirmed the district efforts to hire a diverse teacher corps is reflected in their recruitment efforts across the county as well as the ethnic makeup of their current educators. Established criteria are used to select mentors, content area specialists, and district leaders. Weekly mentor support and a robust menu of professional development sessions are available to further equip new teachers to meet the needs of the diverse student populations found in EUSD schools. The unit employs a coordinated system to support and retain teachers as well as to promote a diverse community of learners who all use a student-focused Multi-Tiered System of Support with positive student outcomes.

District leaders, site administrators, community partners, mentors, and program completers provide regular feedback and advice in support of data-informed program decisions. Interviews with assistant superintendents highlighted that program funding is secured through an annual process that involves multiple district departments and is documented in the Local Control Accountability Plan; the superintendent stated that funding needs are reviewed then adjusted annually, while Board of Trustee members expressed ongoing support for future years.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	<b>Consistently</b>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Interviews with credential analysts, program completers and current candidates demonstrate that the unit accepts applicants for induction based on the following clear criteria: possession of a preliminary credential with teacher induction listed as a renewal requirement on the credential, and current employment in Escondido Union School District working with a core group of students throughout the school year. Once they are hired and meet the criteria, candidates are welcomed via an acceptance letter and matched with a mentor within 30 days.

Through the program handbook, website, and interviews with both candidates and completers, it is obvious the candidates are well supported through a variety of district personnel and support structures. Several candidates mentioned being in constant communication with the program secretary to keep apprised of completion criteria while others spoke of being able to go to any of the mentors, content area coaches, or the program coordinator to meet their needs. “They are all accommodating and personally helpful.” Because the mentors, candidates, and coordinator share access to the candidate ILP, the program is in constant communication with candidates and mentors, which allows the program leadership to identify immediately those candidates who need intervention or extra support. One candidate described her view of the support received, “I never felt I was alone.” Additionally, mentors shared that if they need support in helping a candidate meet program requirements, they can reach out to program leadership, other mentors, or content area coaches.

Following interviews with site and district leaders, it is also clear that EUSD purposefully recruits and admits candidates to diversify California’s educator pool and to better complement the students in their district. The EUSD Assistant Superintendent of Human Resources described this purposeful recruiting as “homegrown” and “from our community.” This can be seen through the district’s use of two grant programs: the Teacher Residency Grant in conjunction with CSU San Marcos and P-3, a program where high school students can become paraeducators for the district and paraeducators can earn their associate degree, their bachelor’s degree, and become a teacher within the district. These two new grant programs create a strong collaborative partnership between the district, local universities, and the induction program.

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

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

Current research on effective practices in education is used to guide and support NETS candidates in their journey to become the best educators possible while supporting the learning of diverse student populations identified in the program standards. Interviews with mentors, candidates, completers, and site administrators showed that as candidates and

principals identify individual candidate needs, the program responds with professional development to meet those needs. An example of this is the monthly classroom management professional development jointly created by the coordinator and mentors to address one of the candidates’ most pressing issues; topics are loosely planned out but adjusted as specific candidate needs arise. Also, to ensure all candidates are receiving the training they need, the director of special education meets monthly with the induction program leaders and facilitates trainings to meet the needs of both special education candidates and general education candidates because all EUSD teachers have students with special education needs. According to the director, “We meet our teachers where they are, just like we do for our students.” Candidates described their induction experience as “life changing.” One said that because of her work in the program and with her mentor, she discovered “who I am as an educator.” Candidates and completers also stated that the ILP work relates to their professional research and what is happening in the classroom. Candidates demonstrate competencies in the California Standards for the Teaching Profession (CSTP) through individualized cycles of inquiry. Completers said they started the program by evaluating themselves in the CSTP and continued throughout the two-year program; in this way, they were able to see exactly where they had started their journey and where they ended induction.

Like the program itself, the training that mentors receive to support the program and candidates is also grounded in research, such as Elena Aguilar’s *Onward* and the *Art of Coaching*. The program also trains mentors using book studies, practice in scripting lessons, and practice in active listening. To foster their mentor skills, mentors also participate in “ride-alongs” with one another, to observe another mentor working with candidates.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

According to interviews with the program’s education partners, feedback is solicited in a variety of ways: surveys, meetings, and informal conversations. Candidates and mentors participate in surveys throughout the year, while principals and advisory members take an annual survey to indicate how the program is meeting the needs of candidates and their students. A review of documents and interviews with the advisory committee, mentors, and site administrators demonstrated how the program has used the information from surveys to ensure continuous improvement. As a direct result of the feedback given, some changes occurred regarding professional development. Changes include options and a variety of professional development topics, a change in the length of sessions to a full hour, professional development sessions added based on candidate needs, and increased collaboration time with colleagues. Another change mentioned by mentors is the monthly needs assessment, a survey of where candidates are, how they are doing, and the topics they most need covered in professional development.

Interviews with advisory board members indicate that the members annually analyze program completer data from the Commission’s Accreditation Data System (ADS), reviewing items such as timelines, satisfaction with program components, and ranking mentor support. With almost every category in the ADS above the state average and showing great satisfaction with program components and mentor support, the advisory board also relies on local survey data from candidates’ mid-year and end-of-the-year surveys and principals annual survey to identify possible changes that will ensure continuous improvement. Candidates and completers both reported they were “constantly” being asked for feedback and felt their responses were heard and responded to in a timely manner. Another change mentioned by mentors is the monthly needs assessment, a survey of where candidates are, how they are growing, and the topics they most need covered via professional development.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**



### **Summary of information applicable to the standard.**

The NETS program ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to effectively support all students in meeting state-adopted academic standards. To attain this goal, the program asks that candidates do not have adjunct school duties until they have completed induction, and the principals make a promise to maintain that for the program's two years. From there, the program supports the candidates by utilizing the ILP for completing growth activities, sparking reflection, and encouraging self-assessment on the CSTP. The program also provides professional development based on candidate needs as well as individualized candidate support to help the candidates achieve completion and competence. One completer described how her mentor observed in her classroom and gave feedback regarding management and teaching strategies, "She worked with me for five days straight and changed my classroom." Another candidate said about the support she receives from the program, "Without my mentor, I would not be as successful."

According to advisory board members, the program's impact is seen and felt throughout the district in rising student success rates. The program collects standardized test-score data to confirm their impact on teaching and learning. The 2021-22 California Assessment of Student Performance and Progress (CAASPP) data in English Language Arts shows that 36.24% of students scored Met or Exceeded as compared to a year later, where using i-Ready results projected that 43% of students would score Met or Exceed on the ELA CAASPP if students achieve typical growth.

Interviews with the superintendent, district administrators, site administrators, candidates, and mentors confirm the program's positive impact on teacher preparation, retention, and student success. The superintendent said they see focused growth in their teachers and students, related to the district's vision and mission. The EUSD Director of Evaluation and Accountability said that she and other administrators can see the difference in candidates as they progress through the Escondido Union School District Teacher Induction Program; they know who has been through the program and who has not. The program director also stated that the coordinator is very reflective, and they often meet to pull data so that the impact of the program can be analyzed. Finally, according to the Accreditation Data Survey from completers, 92.9% of the candidates believed the EUSD NETS to be "effective" or "very effective" and 100% also believed they left the program "well prepared" to plan instruction and design learning experiences for all students.