

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Partnerships to Uplift Communities Schools**

**Professional Services Division
March 2016**

Overview of This Report

This report includes the findings of the accreditation visit conducted at Partnerships to Uplift Communities Schools (PUC). The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting evidence and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission		X	
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	X		

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 Self-Study Report
- 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: Partnerships to Uplift Communities Schools

Dates of Visit: February 9-11, 2016

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, instructional team members, candidates, completers, and local school personnel; along with additional information requested from program leadership during the visit. 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 on the following:

Common Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 5-Admissions which was **Met with Concerns**.

Program Standards

Following discussion and review of the evidence, the team considered whether the program standards are met, met with concerns, or not met. The consensus of the team is that all program standards for the Multiple/Single Subject Induction program are **Met**.

Overall Recommendation

Due to the fact that all program standards and Common Standards are **Met**, with the exception of Common Standard 5 which was found to be Met with Concerns the team recommends an accreditation decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Clear Teaching Credential

Clear Multiple Subject/Single Subject Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Partnerships to Uplift Communities Schools be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Partnerships to Uplift Communities Schools 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 Leader:

Cheryl Dultz

San Juan Unified - Lead Consulting Teacher

Common Standards:

Marv Abrams

Brandman University Adjunct Faculty

Program Sampling:

Malaika Bryant

Kern County Office of Education--Coordinator of Teacher Induction

Staff to the Visit:

Katie Croy

CTC Consultant

Documents Reviewed

- Biennial Report Feedback
- Biennial Reports
- Induction Seminar Session Calendar
- Completer Samples & Rubrics
- Credential Completion Requirements Form
- Description of Teaching Practice
- Digital Portfolios
- Eligibility Advisement Form
- End of Year Survey and Results
- Evaluation Results
- Google Classroom Instructional Modules
- Individual Learning Plan (ILP)
- Induction Orientation PPT
- Mentor/SP Application
- Mentor Training Materials
- Meeting Seminar Agendas
- Memoranda of Understanding
- PUC Induction website
- PUC Mission Statement
- Online Staff Development Offerings
- Professional Development Opportunities
- PUC Local Teacher Assessment System
- Online training module for Mentors/SPs
- Regional Meeting Seminars
- Pathway of a Participant
- Program Assessment Findings
- Program Budget
- Credential Analyst Records and Forms
- Self-Assessment Documents
- Seminar Data
 - Seminar Evaluation and Results
 - Mentor/SP Training Data
 - Survey Data and Results

Interviews Conducted

	TOTAL
Candidates	118
Completers	16
Employers	39
Institutional Administration	9
Program Coordinators	2
Instructors	5
Support Providers/Mentors	33
IHE Partners	2
Credential Analysts and Staff	2
Advisory Board Members	4
TOTAL	230

Note: In some cases, individuals were interviewed by more than one review team member because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

Partnerships to Uplift Communities (PUC) Schools is located in Burbank, California, where the program started in 2009. The PUC Schools Induction Program serves teachers from twenty-three small independent charter schools from the Los Angeles region. Fifteen of the schools are housed under the Partnerships to Uplift Communities (PUC) Charter Management Organization (CMO). Prior to 2009, PUC teachers attended other Induction programs but were challenged to find ways to connect their inquiry work to the work in their classrooms. The PUC Induction program was created so beginning teachers could develop inquiries that were more contextual, meaningful, and purposeful with regards to their classroom needs and goals.

From 2009-2014, the number of candidates ranged from 40-50 per year and most were PUC teachers. Starting in 2012, other independent charters in search of Induction Programs began to join PUC. As a result PUC experienced a substantial increase in the Induction population between 2014 and 2016. The increase noted in Table 1 is largely the result of candidates from eight non-PUC independent charter schools joining the PUC Induction program.

Table 1

	13-14	14-15	15-16
Number of candidates (within PUC)	37	33	45
Number of candidates (non PUC)	2	27	55
Number of active Support Providers	28	40	53
Candidate : Support Provider ratio	1.4:1	1.5:1	2:1

Education Unit

PUC is authorized to offer Clear Multiple/Single Subject Induction programs. The PUC program is tailored to meet the special needs and goals of the 100 teachers who participate in the Induction process. The vision of the PUC Schools Induction Program is to support and develop beginning teachers' pedagogical habits of inquiry, practice & reflection, and to develop a growth mindset as they become competent, reflective teachers capable of preparing all students for college success.

To support this vision, PUC Schools Induction Program grounds its work with the following foundations:

- The College-Ready Teaching Framework, based on Charlotte Danielson's "Framework for Effective Teaching." The PUC Description of Practice is the California Standards for the Teaching Profession to the College-Ready Teaching Framework.
- Teacher inquiry and research drives the work in Induction. Inquiry questions connect to classroom context, school goals, and purposeful Induction work
- Growth Mindsets and Habits of Reflections and Inquiry: Teachers and students alike can develop any skill (cognitive, non-cognitive, teaching, etc.) through consistent practice and mindsets focused on growth. The habits of reflection and inquiry support teachers in successfully mastering any challenge that they may face in the classroom.

The program draws on the California Standards for the Teaching Profession (CSTP), the Induction Program Standards, and the California academic content standards. PUC works with IHEs, community partners, and Induction clusters throughout the area to insure their program is prepared to meet the needs of teachers and impact student growth in the classroom. Candidates from both PUC and non-PUC schools have the shared experience as a teacher who teaches at independent charter schools that meet the needs of high need urban communities. Table 2 indicates the continued growth in PUC enrollment.

Table 2
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2014-2015)	Number of Candidates Enrolled or Admitted (2014-2015)	Current Number of Candidates Enrolled (2015-2016)	Agency or Association Reviewing Programs
Clear Multiple/Single Subject Induction	Advanced	31	60 candidates (29 Year one, 15 Year Two, 16 Early Completion Option)	100 candidates (44 Year one, 32 Year Two, 24 Early Completion Option)	CTC

The Visit

The site visit took place at the Partnerships to Uplift Communities Schools offices in Burbank, California. The review began on Tuesday, February 9th at noon and concluded on Thursday, February 11th at noon. The review team consisted of a team lead, one common standards reviewer, one program sampling reviewer, and a state consultant. There were no unusual circumstances.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Partnerships to Uplift Communities (PUC) Charter Schools implements a research based Induction Program using a local formative assessment system to support the development and retention of new teachers and the completion of a clear credential. The program research is influenced by the PUC National Charter College Ready Framework, the PUC Descriptions of Practice, the inquiry process and the research of Carol Dweck around a "Growth Mindset." The induction Program is also linked to the California Standards for the Teaching Profession (CSTP) through an extensive five-observation process for each clear credential candidate. Each of the five observations is linked to a standard of the CSTP. A review of evidence demonstrates that through participation in the program, Induction candidates learn and apply their knowledge and understanding of the California Standards for the Teaching Profession (CSTP) and the Induction Standards, as well as California's Common Core Standards and curriculum frameworks.

It is the mission of the PUC schools "to support and develop beginning teachers' pedagogical habits of inquiry, practice and reflection, and to develop a growth mindset as they become competent, reflective teachers capable of preparing all students for college success." PUC leadership, candidates, advisory board, and other stakeholders affirm through interviews that this vision provides a direction for the program that is aligned to state, charter, and individual site goals and is focused on continuous improvement. Charter and site leadership provided multiple examples where professional learning offered by the program integrated with and supported specific PUC professional learning initiatives. Program participants report that the professional learning experiences are "individualized, job-embedded, and authentic." A review of evidence demonstrates that expectations for program effectiveness, teaching, candidate performance and experiences, are based on the district's focus on reflective practice, analysis of data, observations of colleagues and analysis of student work. Interviews with PUC site administrators confirm that there is frequent collaboration with program leadership resulting in aligned efforts for professional development offered, use of a common language with the College Ready Teaching Framework, and promotion of research-based instructional practices.

Interviews and website documents indicated that PUC schools design program goals with the guidance and support of PUC Leadership, school leaders, the Advisory Board and the PUC Instructional team. The goals are driven by the common value stated by one stakeholder that, "Becoming an effective teacher is about building habits of reflection and inquiry which allow for teachers to master any challenges that arise in the classroom." Interviews with employers and administrators affirm their active involvement

with the organization, coordination, and governance of the program. District leadership confirmed in interviews that there is a high degree of involvement with the program, including formal and informal interactions and a “positive relationship between induction work and the work at the site.” Site administrators also report multiple ways in which they were able to participate in program design and decision-making, from the matching of mentors with candidates to the development of the Individual Learning Plan so that it supports the Growth Goals for their Teacher Development System. Interviews and a review of evidence confirm that relevant stakeholders feel the program operates within the context of charter and site goals as a result of the close collaboration of program leadership.

A program coordinator, who is authorized to oversee and manage the entire scope of the program, including personnel and resource allocation, facilitates the Induction Program. The program coordinator has experience as an instructional coach and site administrator, and receives the ongoing training and support necessary to oversee and facilitate the program. The program coordinator is supported by PUC Leadership, site administrators, the Induction Advisory Board, and the PUC Instructional team. Interviews with these stakeholder groups and program leadership affirm that their collaboration provides the support necessary to create effective strategies to achieve the needs of the program. PUC leadership also cite examples of cohesive professional development to support candidates, including the implementation of a learning management system (Google Classroom), that includes assignments on Supporting English Learners, Building Relationships with Colleagues, and observations of mentors through the lens of a Candidate’s inquiry question. Evidence confirms that mentors receive customized support through differentiated professional learning activities such as “Neutral Scripting,” “Cognitive Coaching,” “Effective Mentoring Relationships,” and “Questioning Strategies”. Fiscal representatives report that the program leadership has autonomy over the funds that are allocated to the program. Strengthened by this support from various stakeholders, program leadership reports they had the authority and backing to lead the program effectively to attain program goals and meet the Induction Standards.

Review of documentation and interviews of program leadership and support providers affirm that fieldwork includes a multi-layered assessment system of candidate competence (June Presentations, Induction submissions, self-assessment on the Description of Practice). Candidates are notified of progress and missing portfolio items, complete monthly reflections on progress, use rubrics to analyze portfolio submissions, and provide a presentation in June of their work on their Individual Learning Plan. At the end of Year Two, program leadership uses criteria to ensure candidates have met all requirements of the multi-layered assessments for completion of the PUC Schools Induction Program.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The Induction Program Coordinator collaborates closely with members of the instructional team. It serves teachers from 23 small independent charter schools within the Los Angeles area. Fifteen of these schools are PUC schools. The unit implements an assessment and evaluation system for ongoing program evaluation and improvement that includes external and internal sources to evaluate candidate

performance and unit operations. Interviews confirmed that the induction coordinator collaborates with the induction facilitator, the instructional team, the inclusion team, and EL coordinator to plan seminars based on feedback. Evidence from interviews confirmed that Key Induction Habits and Key Descriptions of Practice indicators are assessed in early fall. In December, candidates and mentors complete the Mid-Year Survey, assess Induction Submissions and analyze strength and growth areas. Candidates provide June Presentations, complete the End of the Year Survey, receive feedback on Induction Submissions and analyze their strengths and growth areas.

The PUC Induction Coordinator meets monthly with program leadership to provide updates on the program and candidate performance, including sharing results from the ongoing collection of evaluation data. Program leadership also shares this data with site administrators and the induction leadership team, and twice a year with the induction advisory board. Review of evidence and interviews confirmed that all program stakeholders have multiple opportunities to provide input and make recommendations for changes and improvements in the program. Data sources include end of the year surveys, mid-year surveys, professional development evaluations, portfolio submissions on Google classroom, mentor logs, and anecdotal information through regular contact.

The Induction Program collects, analyzes, and utilizes data from a variety of sources to evaluate candidate performance and unit operations. Data from Mid and End of Year Surveys, a Google Classroom Portfolio process and a Candidate Presentation are used to evaluate candidate performance. Results from this review process are shared with candidates and mentors. Candidates and mentors characterized feedback on these results as “developing habits for sustainable growth.” Candidates indicated that they are provided with specific suggestions to inform their instructional practice based on reviewer feedback. Mentors reported that the feedback from Google Classroom portfolio submissions helped them “improve effectiveness in working with their candidates and their own teaching practice.” Interviews with PUC Leadership, site administrators, the Induction Advisory Board, the PUC Instructional team, mentors, candidates and completers confirm that results of all data analysis are shared with all stakeholder groups and include multiple opportunities to provide feedback on results.

The program provided evidence of ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. The findings are used to inform the improvement process at PUC. A review of Biennial Reports and other program documents indicate that multiple sources of data are utilized to identify specific areas of improvement that target candidate competence and support provider effectiveness. Candidates report that their evaluation feedback has resulted in specific improvements to professional learning experiences, citing the selection of choice activities for Google Classroom work that is based on candidate input. Mentors indicate that they are provided with opportunities to provide feedback on program effectiveness that has resulted in specific additions to training offerings for mentors, such as a recent training on “Nuts and Bolts for Observations” that was a direct result of input from non PUC mentors and contained specific support on tips for neutral scripting. Interviews with advisory council members confirmed that they utilize program evaluation data to identify specific improvements to the program that have resulted in enhanced effectiveness and efficient allocation of resources.

Standard 3: Resources**Standard Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The PUC Schools Induction Program budget is established each year through the PUC charter and fees from other charter school programs. Examination of the current budget reveals monetary support for program coordinators, mentor stipends, formative assessment activities, professional books and materials, training materials, and professional development activities for program stakeholders. Expenses related to ongoing program evaluation and annual improvement plans are also included in the program budget.

Interviews with staff, the program coordinator, and instructional personnel confirmed that PUC provides the program with salaries for necessary staff, office space, furniture, telephones, as well as rooms for program meetings and professional development. Site budgets, controlled by site leaders, provide stipends for mentors (support providers) that allow for a low ratio between the participating teachers and the mentor.

The PUC Induction Coordinator meets with the Chief Financial Officer to determine how to provide sufficient resources to serve the needs of the participants. Interviews and a review of documentation determined that a process is in place to determine resource needs, and adjustments are made as the program grows.

PUC has processes in place to determine resource needs largely through collaboration among requisite personnel. Interviews with the Chief Financial Officer and the program coordinator confirm that program leadership has autonomy over the program budget through a collaborative process involving the Induction Program Coordinator, the Chief Financial Officer, and the PUC Board of Trustees. Adjustments can be made based on program enrollment and program evaluation data to determine resource needs. Interviews with the leadership team and advisory board confirm that both groups provide input on budgetary options.

Standard 4: Faculty and Instructional Personnel**Standard Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

PUC utilizes mentors selected from among the P/K-12 teaching faculty to provide professional development and to supervise candidates through all phases of the clinical experience. All Mentors have received the endorsement of his/her site administration prior to selection. Documents provided include the application the potential mentor must complete, to be followed by an interview with program leadership. Interviews with candidates and site leaders strongly support that the mentors are universally highly effective, providing timely and pertinent support to the clear credential candidates.

Under the PUC Induction model, mentors are selected largely for their personal skills and capacity to communicate and model best professional practices in teaching and learning. Interviews with candidates, program leadership, and site leadership confirm that mentors receive on-going professional development and therefore model cutting edge and research-based instructional methodologies. Candidates are demonstrative in their belief that the mentors are focused on their needs and are highly knowledgeable both in pedagogy and andragogy. As such, their work is informed by adult learning theory, thereby providing relevance and structure to the mentor-candidate relationship.

The K-12 student body served by PUC is highly diverse; accordingly, the organization is focused on selecting mentors who represent the diverse abilities and demographic diversity of the population. For example, one of the two inclusion coaches holds a B-Clad Credential, and both of them possess Clear Special Education credentials. Interviews with induction mentors confirm that they represent various cultural and ethnic backgrounds.

Review of presentations, planning guides, and interviews with the team leadership indicate that induction mentors receive frequent updates in academic standards, frameworks, and accountability that drive the curriculum of public schools. All mentors are familiar with, and emphasize, the College Ready Teaching Framework. In addition to the staff development that is provided by PUC, mentors take advantage of off-campus professional development opportunities through funding provided by grants and/or the organization.

Program leadership attends Cluster Four IHE Meetings. Additionally, PUC is one of four charter organizations collaborating within The College Ready Promise, funded by the Bill and Melinda Gates Foundation. Member charter schools regularly discuss issues of importance to them. A recent agenda included a discussion on the costs of induction, changes to induction, and success criteria. Additionally,

interviews with Loyola Marymount faculty and PUC program leadership document that PUC has recently entered into an official “strategic partnership” with Loyola Marymount University.

Faculty development is a cornerstone of the PUC experience. Many induction mentors commented on the extensive professional development opportunities. As such, developing as an educator is an expectation. Program leadership is continually looking for articles and other materials to share with the mentors, and meeting topics are focused on individual growth opportunities. This finding is supported by interviews with Induction Mentors and the program leadership.

Instructional team induction mentors are required to be re-certified each year through a process that is described in program documents and applications. Candidates provide on-going evaluations of their induction mentors and issues that may arise are dealt with by program leadership. No mentors have been released from their responsibilities in recent years, owing in large part to the rigor of the mentor selection process, and the emphasis upon on-going professional development.

Standard 5: Admission

Met with Concerns

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

All applicants are required to hold a Preliminary Teaching Credential. PUC devotes a great deal of effort to assuring its teachers are excellent candidates who are cognizant of the diverse population in California public schools and sensitive to the inclusion of all students. Face-to-face interviews with candidates confirm that the hiring process, and the induction program admission process encourages and supports applicants from diverse populations, including those with special needs.

Upon being hired, the Human Capital Department offers recommendations to new teachers related to induction, including the recommendation to begin the induction process immediately. Candidates who choose not to enter induction during the first year of teaching receive timely reminders to sign up for induction at the beginning of their second year. Interviews with site administrators indicated that they also advise new teachers to begin induction as soon as possible in their first year.

The team identified one area of concern that impacts a small number of candidates from non-PUC schools. The intake/advisement process for candidates who have additional requirements listed on their current credential does not currently record the additional steps candidates must complete to be eligible to apply for the Clear teaching credential in addition to completing the Induction program. As the recommending institution it is necessary for PUC to track the progress and all requirements for each candidate. Currently PUC retains records for both PUC candidates and non-PUC candidates. As a Commission-approved induction program PUC must also maintain records that include the additional candidate requirements indicated on their current credential and inform the candidate of the need to complete these requirements.

Rationale:

A review of evidence and pertinent documents as well as information obtained through interviews indicate that PUC is not accurately advising and tracking credential requirements for a small number of non-PUC candidates who need to complete additional requirements in order for the Induction recommendation to be submitted and approved.

Standard 6: Advice and Assistance**Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Interviews with candidates, the induction coordinator, and the mentors indicate that each candidate is assigned a qualified mentor who advises him/her about all aspects of academic, professional and personal development. Such assignments are made by the induction coordinator in consultation with site leaders. Mentors and candidates meet weekly in formal sessions. Many interviews revealed that informal meetings are often daily events at which time discussion is focused primarily on professional and personal growth. A primary function of the mentor is to inform and model the values of the student-centered PUC culture. For this reason, program leadership encourages new hires to begin the induction process during the first year of employment.

Through the use of the Google Classroom, candidates are able to track their progress in satisfying program requirements. In addition, interviews with mentors and candidates reveal that mentors regularly send emails to candidates regarding anticipated work to be submitted. Additionally, candidates report that program leadership provides timely and supportive feedback to them throughout the program. Candidates are quick to note that such feedback is greatly appreciated and highly relevant to their growth as educators.

Candidates affirm through interviews that they receive substantial support from their mentors and program leadership. Those who fall behind or perhaps need greater assistance may be offered extensions on the time allowed to fulfill program requirements. Candidates stated that they often provide input to program leadership who are readily accessible. Leadership responds quickly to address appropriate changes requested.

PUC leadership is data-driven. Surveys are regularly utilized to provide data related to all aspects of the program, including advisement and assistance efforts. The data mined through surveys is regularly shared with program instructors. About every six months program leadership meets with the site leaders at which time data is shared and updates about the induction program are provided. According to the site leaders, they use that information to further assist their candidates by arranging for substitutes to allow for observations and other professional development opportunities.

Standard 7: Field Experience and Clinical Practice**Standard Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

According to PUC documents, The Individual Learning Plan (ILP) is “the heart of the program.” It is through this reflective, inquiry-based ILP that the candidate develops as a practitioner, first noting an area of interest, then designing a relevant strategy that will improve instruction. Such inquiries begin with a conversation with a site leader who may be focused on a school-wide need, as well. Mentors follow up with suggestions, perhaps modeling the strategy, or referring the candidate to other faculty for that purpose. Through a series of observations and written feedback, the mentor regularly supports the candidate in his/her pursuit of the ILP goals. The ILP changes after the first year, at which time a new set of challenges is explored.

As an induction program, candidates are served at the schools to which they have been hired as preliminary credentialed teachers. These may be PUC schools, or non-PUC charter schools. In each case, only individuals who have been selected and trained as mentors provide clinical supervision.

Institutions served by the PUC Schools Induction Program support the learning needs of highly diverse student populations. As such, mentors work closely with candidates in understanding and addressing issues of diversity that impact teaching and learning. Program leadership often shares research-based strategies with mentors and candidates that address the issues of diversity and the effect on school climate. During interviews, the statement was frequently made that what they learn through the induction program can often be used the next day in their classroom. One Candidate stated, “It is worth the time that it takes.” Said another, “The program is ‘super helpful’”. Without induction, my growth would have been a lot slower.”

Standard 9: Assessment of Candidate Competence**Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Candidates preparing to serve as professional teachers know and demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. During interviews, candidates shared the multiple opportunities they have to demonstrate their knowledge and skills. These opportunities include providing documentation in Google Classroom, five mentor observations, seminar meetings, and professional collaboration.

Evidence examined indicates that candidates in the PUC Schools Induction Program document their knowledge and skills to promote student achievement through their locally designed formative

assessment system. Candidates include evidence of how they demonstrate competence through the documentation included in their Inquiry Cycles which is supported by three major components: Program Seminars, Document submission through Google Classroom, and June Presentations. The PUC inquiries are job-embedded so that they support candidates as they teach. Through the use of evidence collection and ongoing self-assessment, each inquiry is designed to focus on the California Standards for the Teaching Profession (CSTP) and Induction Program Standards five and six, while incorporating the state-adopted academic content standards for students and the College Ready Teaching Framework. Candidates review the results of the inquiries, consider the data collected, identify best teaching practices, and assess the impact of formative assessment on their teaching practice. In addition, at the end of each program year, each candidate presents their inquiries to colleagues and mentors. Feedback for the presentations is shared using a rubric. Stakeholders shared that, throughout all their induction work at PUC--observations, rubrics, and reflective conversations guide the evidence collection and ongoing assessment to support candidates in creating the habits of mind necessary for sustained growth in the profession.

Multiple Subject and Single Subject Induction Program

Program Design

The PUC Schools Induction Program is housed under the Partnerships to Uplift Communities (PUC) Charter Management Organization (CMO) providing teachers from small independent charter schools from the Los Angeles region with a two-year Commission-approved professional teacher induction program. The program is designed to support the development of newly-credentialed, beginning teachers and to fulfill the requirements for the California Clear Multiple and Single Subjects Credentials. The program is designed to connect the assessment system with the work in the candidate's classroom. The goal of the PUC Schools Induction Program is to "develop reflective practitioners who can complete the cycle of inquiry over time"; building professional habits that last beyond completion of the Induction Program.

The Induction Coordinator and Induction Facilitator are responsible for ongoing oversight of all educator preparation programs offered by PUC Schools Induction Program. The Induction Coordinator reports to the Superintendent of Instruction and Leadership, who then reports to the Chief Executive Officer of the organization. The Induction Coordinator facilitates the enrollment process, providing program information and enrollment procedures at a variety of PUC Schools sponsored teacher meetings and through outreach opportunities with non-PUC schools. Interviews with candidates and district leaders indicated high regard and positive feedback for the Induction Coordinator and Facilitator for their leadership, flexibility, communication and support of both the day-to-day administration and long-term planning for the program.

Interviews with the facilitator and administration indicated that the Induction Coordinator designs the formative assessment process and monthly seminars in collaboration with the PUC Schools Instructional Team. The instructional team consists of: Math Director, Technology Lead, Arts Coordinator, Teacher Development System Coordinator, Teacher Development Lead, Math Coach, Science Coach, EL & Literacy Coach, Assessment Coordinator, Instructional Quality Support Manager, Induction Coordinator, Induction Facilitator, and a Capstones Coordinator. In collaboration with the Instructional Leadership Team, the Induction Coordinator and facilitator set the agenda for each monthly seminar topic, develop seminar activities, and are responsible for planning and implementing professional development opportunities for candidates and mentors based on the specific needs of the participants. In order to ensure that all activities meet the needs of candidates and mentors, the leadership team regularly examines feedback provided by program surveys including, but not limited to, seminar feedback and mid-year survey results completed by the participating teachers. Interviews with the Induction Coordinator and facilitator, as well as instructional leadership team members verified the review and use of data to make decisions about the induction program, including seminar topics and program improvement.

Within PUC Schools, consistent communication and planning between school site administrators and various home office departments such as Human Resources, Finance, Data Management, and Instructional Technology, further ensure that candidates receive timely information and assistance to aid in program completion. The Induction Coordinator collaborates with leadership from each non-PUC school to align program structures with charter and site goals. According to an instructional leader from a non-PUC partner school "We have tried a lot of different induction programs, this one has had the greatest impact- there is a lot of flexibility and the ability to align the experience with school goals".

Review of presentations/agendas and interviews with mentors noted that program leadership schedules regular meetings and professional development opportunities with mentors through out each program year. The meetings are designed to provide mentors with ongoing professional development and training as well as to provide updates to program structures and requirements. Interviews with mentors and candidates affirm the strong system of flexible support and the intentional design of the professional development activities. Interviews with the program coordinator and Instructional Facilitator indicate that the mentor is viewed as “a coordinator of supports” for each assigned candidate, collaborating to facilitate opportunities for the candidate to develop and strengthen professional habits of mind.

Each candidate in the PUC Schools Induction program stated they were provided individualized support through a one-on-one collaboration with an assigned, trained mentor. The mentor and candidate meet regularly throughout each year of participation to develop the candidate’s teaching practice through reflective conversations, development of growth goals, observations, as well as inquiry and Individual Learning Plan development. A majority of the candidates report that guidance and support from the mentors results in the development of the program goal of a “growth mindset.” Candidate and mentor interviews also indicate a strong appreciation for the structure and format of the locally designed formative assessment system, indicating the relevance, flexibility and alignment with candidate goals.

Formative assessment structures help candidates identify and strive for high levels of classroom instruction, as well as establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. Twice per year, candidates are provided with opportunities to observe exemplary colleagues, and mentors are released five times per year to observe candidates during instruction. Interviews confirm that candidates highly value both the opportunity to observe others and to receive feedback from mentors based on classroom observation data gathered.

Interviews with candidates, mentors, and instructors indicate that the addition of Google Classrooms in 2015-16 streamlined communication and efficiency for all participants. The Induction Coordinator and Facilitator indicate this change has increased the opportunity to provide timely and efficient feedback to all participants.

Program data, evaluations, and surveys reviewed indicate that the program makes ongoing modifications based on the documented needs of all stakeholders. Program participants stated that PUC Schools Induction leadership is very responsive to the wide array of needs of the charter schools and teachers participating in the program.

Course of Study

The PUC Schools Induction Program is a two-year professional development program, with an Early Completion Option for experienced and exceptional candidates. The program utilizes a locally designed formative assessment system through which each candidate completes four inquires over two years, with five formal observations conducted by mentors each year. Within each inquiry, the candidate, with the guidance of a mentor, constructs an Individual Learning Plan (ILP) which supports the candidate’s classroom priorities and instructional goals. While enrolled in the PUC schools Induction program, candidates utilize the formative assessment system to build upon the following foundations in order to advance their professional practices:

- The *College-Ready Teaching Framework*, based on Charlotte Danielson’s “Framework

for Effective Teaching.”

- The PUC *Description of Practice* links the *California Standards for the Teaching Profession* (CSTP) to the *College-Ready Teaching Framework*.
- Teacher inquiry and research -Inquiry questions connected to classroom context, school goals, and purposeful Induction work.
- Growth Mindsets and Habits: Teachers and students alike can develop any skill (cognitive, non-cognitive, teaching, etc) through consistent practice and mindsets focused on growth.

Candidates access professional development in support of their ILP through the support of their mentor and attendance at PUC Induction sponsored seminars. Attendance at each monthly 2.5-hour seminar is designed to assist the candidates with using the formative assessment system and inquiry to guide their professional learning. At each seminar, candidates engage in structured activities designed to deepen their pedagogy and understanding of instructional techniques and skills, while networking with other teaching professionals. Throughout interviews, candidates described the value of the seminar structure in supporting professional growth and development, as well as providing a forum for collegial interaction and networking.

Inquiry sequence:

	Fall Even Year (2012, 2014, 2016)	Spring Even Year (2012, 2014, 2016)
Year 1	Safe and Effective Learning Environments (Domain 2)	English Language Learners and Instruction (Domain 3)
Year 2/ECO	Subject Matter and Pedagogy: Common Core Planning (Domain 1)	

	Fall Odd Year (2011, 2013, 2015)	Spring Odd Year (2011, 2013, 2015)
Year 1	Safe and Effective Learning Environments (Domain 2)	Engaging All Learners: Students with special needs (Domain 3)
Year 2/ECO	Subject Matter and Pedagogy: Common Core Planning (Domain 1)	

Interviews with candidates and mentors indicate a high level of satisfaction with the structure and format of the locally designed formative assessment system and the flexibility embedded in the locally designed process, indicating consistently that the program design provides purposeful opportunities for professional development aligned with candidate goals.

Candidate Competence

Within the PUC Schools Induction program, a structure for the review of program documents and observation of candidates determines if each candidate is competent to meet the needs of a diverse student population. The completion of the program documentation and requirements provides each candidate various opportunities to demonstrate the professional knowledge and skills necessary to educate and effectively support students in meeting the state-adopted content standards. Interviews and examination of completed documentation confirmed that candidates meet regularly with mentors to assess progress as well as receive ongoing feedback from mentors and program leadership regarding competence.

Attendance records, rubrics, and feedback forms indicate a multi-layered assessment system of candidate competence as demonstrated through:

- Program Seminar Assessments
- Document Submission through Google Classroom with feedback from the Induction Facilitator
- Inquiry presentations at the end of each program year
- Structure for self-assessment
- Colleague assessment

Candidates in the PUC Schools Induction Program are provided with multiple opportunities for both formative and summative feedback as they progress towards completion of the competency requirements. Assignments are scored using rubrics that are shared with the candidates. If a candidate does not receive a satisfactory score on a submission, guidance and support will be provided through the Mentor so that competency can be achieved. Interviews with candidates, Mentors, and Program leaders, as well as program documentation indicate a strong structure is in place to guide candidates to completion of the Induction requirements. Only candidates who have satisfactorily completed the program requirements are recommended for the clear credential.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Clear Multiple Subject and Single Subject Induction Program.