

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
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	X		
· 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.	X		
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met
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Additional information applicable to the standard decision:
HLPUSD’s Induction Program is a job-embedded, individualized program that allows candidates to choose areas for growth after self-assessing on the Continuum of Teaching Practice and identifying learning goals. Candidates then learn, practice, and demonstrate competencies required to clear their credential supported by individualized mentoring and contextualized professional development. Candidates present evidence as growth of teaching practice as evidenced by the Continuum of Teaching Practice (CTP) and the CSTP during the mid-year and end of year panel review.

Mentors are selected, trained, and evaluated based on their knowledge and implementation of best practices, ability to develop and maintain relationships, and their overall mentor effectiveness. According to candidates, the program staff does an excellent job in matching mentors to candidates. Interviewees discussed examples of when the mentor did not teach the same content area, so an additional mentor who teaches the same content was assigned. Site Administrator interviews confirmed the value they see in having mentors helping candidates and explained they collaborate with mentors on a monthly basis to meet the needs of their candidates and to align ongoing individualized support.

The program assesses candidates through periodic self-assessment and reflections on the CTP, highlighting growth in the CSTP. The CTP level is then used in panel reviews held twice a year to assess progress toward completion.

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
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 stakeholders such as	X		

employers and community partners about the quality of the preparation			
Finding on Common Standard 4: Continuous Improvement	Met		
<p>Additional information applicable to the standard decision: The induction program uses an assessment system that includes surveys, professional development feedback, mentor documents, candidate documents and informal interviews to monitor and assess the effectiveness of the program. Candidate and mentor surveys consistently show that the program is effective in supporting candidate needs. The program director is responsive to program, site administrator, mentor and candidate needs. Many interviews confirmed that the program director goes above and beyond to make sure the mentors, site administrators, and candidates are supported and individual needs are met. Review of program event evaluations reveal that the mentor and candidate professional learning activities are well planned and well received. Candidates and mentors both reported that they are pleased with the quality of the professional development they attend. Multiple sources of data are used to gauge the quality of the preparation candidates are receiving. The web-based program houses mentor and candidate documents that include Individual Learning Plans, evidence of candidate competence, and specific mentoring tools. Additional data sources include monthly mentor logs and mentor reports to administrators, mentor interaction summaries, and periodic interviews. Advisory board members stated that they have an opportunity to make suggestions for program improvement. Interviews with administrators confirmed that they have high confidence in the program and that they are well informed of the program processes and requirements.</p>			
Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
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	X		
Finding on Common Standard 5: Program Impact	Met		

Additional information applicable to the standard decision:

The induction program endeavors to produce candidates who strive to be effective on a professional plane as well as in their personal lives. Site administrators said that mentors assist candidates in finding a balance in life and improving their teaching practice. The program trains mentors to work in teams while educating candidates with networking skills that help them find their voice. Candidates use their weekly mentoring sessions to lesson plan, analyze student data, reflect on their teaching practice, debrief observations, and implement new professional development. Reviews of candidates' self-assessment on the CTP show consistent growth and improvement over time in the six CSTP. The induction program evaluates its impact by collecting data and evidence on a variety of program components. The program's impact on mentors and candidates is evidenced by numerous positive statements in the interviews regarding program organization and responsiveness to both candidate and student needs.

INSTITUTION SUMMARY

The Hacienda La Puente Unified School District Teacher Induction Program provides a high-quality mentoring-based program of induction for all eligible candidates, characterized by strong collaboration structures amongst the program staff, the candidates, the mentors and the administrators. Candidates are matched with a mentor who is on their site or is in their same content area whenever possible. Formalized structures are in place to ensure all teachers have access to mentors who teach the same content areas. Administrators stated that if the mentor does not teach the same content area, the teacher is given another mentor who teaches the same content. Mentors are given comprehensive training before and during their mentor experience. They are supported throughout the year via mentor meetings and additional individualized support by the lead mentors. The lead mentors and the two TOSA, along with the program coordinator comprise a leadership team who gives oversight and quality control throughout all program operations. A strength of this program and a testimony to the district's support of the program is the employment of two full time release lead mentors (TOSA) who provide direct services to both mentors and teachers through mentoring, monitoring structures, feedback, and professional learning sessions.

Hacienda La Puente Unified School District Teacher Induction Program ensures candidate competence in multiple ways. Candidates, mentors, and administrators collaboratively write their Individual Learning Plan goals, aligning them to their evaluation goals and the California Standards for the Teaching Profession. Progress towards the learning goals are discussed and documented during weekly candidate-mentor meetings. The program provides periodic reviews and feedback to candidates on their progress towards completion. The Hacienda La Puente Unified School District is fully committed to providing a quality induction program as evidenced by their multi-layered organization, structured communication and overall effectiveness that results in candidate growth and stakeholder satisfaction.