

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Cupertino Union School District
Professional Services Division**

April 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Cupertino Union School District. The report of the team presents the findings based upon reading the site visit documentation reports, review of supporting documentation 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	Does not apply to Tier II credential programs		
9) Assessment of Candidate Competence	X		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	6	6		

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 site visit documentation
- 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: Cupertino Union School District

Dates of Visit: November 4, 2014 – November 6, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the site visit documentation; additional supporting documents available during the visit; interviews with candidates, program completers, site administrators, district office personnel, and local school personnel; along with additional information requested from program leadership during the visit. The team believes that it 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:

Common Standards

The team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program to determine if the standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership; Common Standard 2: Unit and Program Assessment and Evaluation; Common Standard 3: Resources; Common Standard 5: Admission; Common Standard 6: Advice and Assistance; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 9: Assessment of Candidate Competence are **Met** while Common Standard 4: Faculty is **Met with Concern**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (Multiple Subject and Single Subject) Induction Program. Following the discussion the team determined that all of the General Education (MS/SS) Induction Program Standards are **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation; evidence provided at the site; additional information provided by program administration; and interviews with candidates, program completers, site administrators, and other stakeholders. All General Education (Multiple Subject and Single Subject) Induction Program Standards are **Met** and all

Common Standards are **Met** with the exception of Common Standard 4 which is **Met with Concern**; therefore, the team unanimously recommends a decision of **Accreditation**.

(1) On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Advanced Teaching Credentials:

General Education (MS and SS) Induction Program

(2) Staff recommends that:

- The institution's response to the Preconditions be accepted.
- Cupertino Union School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Cupertino 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 Leader:

Anne Yarroll-Melnick
San Diego Union School District

Common Standards Cluster:

Joanne Jenkins
Etiwanda School District

Valerie Saylor
Bakersfield City School District

Programs Sampling:

Pat Pawlak
Pomona USD

Staff to the Accreditation Team:

Gay Roby
State Consultant

Documents Reviewed

Advisement documents	NTC-FAS documents
Biennial Report	Preliminary Report of Findings
Biennial Report Response	Professional development training
Common Standards Narrative	Program Assessment Feedback
Demonstration of Completion	Program Standards Narrative
Early Completion Option criteria	Resumes, job description, roles
Formative Assessment tools	Selection Criteria: SP and PDP
Induction Feedback Rubric	SP/PT Collaboration Logs
Induction Handbook	Steering Committee Agendas
Induction Program budget	Teacher Eligibility Criteria Form
Monitoring documents	

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	21	17	38
Completers	6	6	12
Institutional Administration (Assistant Superintendents, Directors)	8	5	13
Site Administrator s	11	10	21
Program Coordinator/Director	2	2	4
Field Supervisors – (Support Providers)	23	8	31
Leadership Team members	9	9	18
Advisory Board members	18	0	18
Total	98	57	155

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Cupertino Union School District (CUSD) is a K-8 district located in Silicon Valley. The district serves Cupertino City and parts of Sunnyvale, San Jose, Saratoga, Los Altos and Santa Clara cities. CUSD operates 20 elementary schools and five middle schools with approximately 19,000 students and 900 teachers. Cupertino is a growing district, with average growth per year of 200-300 students. Cupertino is a high performing district with 19 of its 25 schools with API performance of over 900 and the remaining schools performing over 800.

During the past several years, Cupertino has hired between 40-70 teachers each year needing to clear their single or multiple subject credentials. The CUSD Induction Program supports all eligible teachers in deepening their teaching practice and at the same time obtaining a California clear teaching credential.

The student population, based on 2013-2014 CBEDS, is 19,194. The population includes: 72.9% Asian, 17.5% White (non-Hispanic), 5.3% Hispanic, and 4.3% other (American Indian or Alaska Native, Pacific Islander, Filipino, African American, two or more races and not reported) students.

According to the California Department of Education, 2014 data 11.9% of students are English Learners; of those English Learners, the proportion of specific languages is as follows: 21.37% Mandarin (Putonghua), Japanese 11.84%, Spanish 10.49%, 7.66% Hebrew, 7.31% Korean, 6.70% Telugu The remaining languages include, but are not limited to, the following: Vietnamese, Farsi, Gujarati, Punjabi, Hindi, Turkish and Polish. In total, 46 different languages are represented in the district.

The Cupertino Union School District employs 833 teachers. Teacher ethnicity is reported as 23% Asian, 67% White, 3% Hispanic, 3% Filipino, 2% Two or More Races, <1% African American, <1% Pacific Islander and <1% No Response.

According to the California Department of Education, 2014 data, 5.3% of students qualify for free or reduced-price meals. In contrast, it is 38.9% at the county level and 59.4% at the state level. There are two Title I schools in Cupertino Union School District. The district is in year three of program improvement. Two Title I school sites are also in program improvement, one in year one, the other is in year four.

Education Unit

Cupertino Union School District offers a General Education (MS/SS) Induction Program. The Induction Program is housed in the Instructional Services Department and is overseen by the Associate Superintendent of Instructional Services. In 2013, an Induction Coordinator position was added to support the Director and leadership team. The Induction Coordinator is responsible for day-to-day operations of the program. The Director oversees the program but has also taken on additional job responsibilities.

Candidates experience a rigorous and relevant induction program, which focuses on new teacher development and formative assessment. Each candidate is matched with an experienced and knowledgeable support provider (site mentor or district mentor) who coach and provide support throughout the New Teacher Center's Formative Assessment System (NTC-FAS).

Table 1

Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (2013-14)	Agency Reviewing Programs
General Education (MS/SS) Induction Programs	Advanced	19	69	CTC

The Visit

The Cupertino Union School District site visit was conducted November 4th through the 6th, 2014 at their district office. The team included a state consultant, a team lead, and three team members. For the site visit, the consultant participated electronically while the team lead led the activities on the site visit campus. A full report was left with the institution at the exit report.

Common Standards

Standard 1: Educational Leadership

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 mission of CUSD is "to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, community, and staff join as partners to develop creative, exemplary learners with the skills and enthusiasm to contribute to a constantly changing global society." This mission is documented within the welcome letter, program overview document, website, CUSD Board Priorities as well as in the Induction Handbook. In addition to the district mission, "the vision of the CUSD Induction Program is to provide an articulated research-based, job-embedded mentoring program that is meaningful and prepares educators to meet the academic and social-emotional learning needs of their students by planning, teaching and reflecting on lessons based on the state and national curriculum and teaching standards. The program's design is based on principles of adult learning theory, standards-based lesson planning, coaching and mentoring strategies, professional growth and cycles of inquiry as well as assessment and accountability measures for different stakeholders. These design principles provide direction for the candidates to demonstrate proficiency in the articulated program components. Additionally, the foundation of this program develops strong relationships between highly qualified mentors and candidates.

CUSD recognizes that effective support of educator preparation requires the collaboration of multiple stakeholders within the district, and has therefore designed an inclusive support network that focuses on teacher practice, implementation of standards-based curriculum, and student learning from within the district. Evidence of new teacher support is documented throughout the program and is highlighted within the program's support provider, called site mentor (SM) in CUSD, and site administrator (SA) letter of commitment, site mentor and site administrator roles and responsibilities documents and was verified through interviews with the program director, program coordinator, candidates as well as site mentors. Extensive support provides direction to candidates as they document personal growth over time. This is evidenced by an extensive review of program documentation and was confirmed through interview responses from candidates, support providers, program leadership and site administrators.

The CUSD Induction Program has a strong leadership team to help guide and inform program improvement. The leadership team includes an Induction director, program coordinator, district advisors and district mentors. Weekly meetings are held between the director and coordinator. Interviews with the Induction director and coordinator evidenced the fact that these meetings serve as a forum to discuss the day-to-day operations, organization of the program, as well as provide dedicated time for problem-solving and planning. The director also meets monthly with the Associate Superintendent of Human Resources, the Associate Superintendent of Instruction and the Superintendent to discuss the overall program design, request guidance and to plan for budget and resource projections.

In addition to a strong program leadership team, the Induction Steering Committee advises program leadership. The committee meets to plan, implement and evaluate the support and formative assessment activities of the program. The Steering Committee is comprised of extensive internal members such as the Associate Superintendent of Instruction, the program leadership team, the Director of Human Resources, year one and year two candidates, site administrators, support providers, professional development providers, and the credentials analyst; however currently there are no external members. Recommendations are made through group consensus. Interviews with Steering Committee members confirmed the role and purpose of the committee. Comments were made to support the analysis of program data as well as problem-solving activities in which collaboration with all stakeholders is vital to the success of the program. All stakeholders expressed the importance of their role on the committee as well as the collective decision-making process in order to advise the program.

The Cupertino Union School District's two-year Induction Program strives to prepare candidates to meet the learning needs of their diverse student population. The district's Induction Program provides candidates with a site-based support model. Site mentors are assigned to support the new teachers through the two-year induction program. Site mentors coach and support candidates by using New Teacher Center Formative Assessment System (NTC-FAS) tools to guide the teachers as they progress through the induction program. At the district level, two district advisors (DA) are assigned to work directly with district mentors (DM) and site mentors, to design and implement professional development for both site mentors and candidates.

The DAs operate under the direction of an Instructional Services administrator, to provide leadership and support to site and district in order to enhance student achievement. The DA serves as a model of positive classroom management skills, effective communication, problem solving and mastery of best teaching strategies necessary to assist fellow teachers in meeting diverse student needs in a variety of contexts.

Credential advisement and candidate completion are monitored by the credentials analyst, program coordinator and site mentors. The recommendation for a clear credential is only submitted when all program requirements are complete as verified by the Induction coordinator. Candidate completion is communicated between the coordinator and credentials analyst. A thorough review of completed documentation, as well as interviews with the

director, coordinator, candidates, credentials analyst, and Director of Human Resources, support the fact that once a candidate has completed all Induction requirements, the credentials analyst is notified. A letter of completion and CTC Form 41 are submitted to the credentials analyst in the Human Resources Department. When the coordinator recommends each candidate for a clear credential, the candidate is contacted and payment is made to California Commission on Teacher Credentialing. It is the credentials analyst's responsibility to ensure that all CUSD Induction participants have completed their portion of the online process.

Standard 2: Unit and Program Assessment and Evaluation

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

Interviews with program leadership, district mentors, site mentors, professional development providers, candidates, and program completers verify that the CUSD General Education Induction Program collects evaluation data through surveys, personnel evaluations, NTC-FAS documents and a district-designed rubric throughout the school year. Documents confirmed that data is collected from a variety of stakeholder groups: candidates, site administrators, site mentors, and district mentors and district advisors.

Program leadership reiterated that site mentor and district mentor data are systematically collected through surveys, personnel evaluations, and self-assessments, and the data is analyzed by the Steering Committee, program leadership as well as an external evaluator. The outside evaluator completes an annual compilation and analysis of this data and presents reports for review to the program leadership. A review of program surveys and reports verifies the systematic evaluation of the program's components and use of the data for program improvement.

Mentor and candidate interviews highlighted the various aspects of the assessment and evaluation system, the New Teacher Center Formative Assessment System (NTC-FAS) that employs a CUSD Induction Rubric to assess proficiency in the California Standards for the Teaching Profession (CSTP). This assessment occurs twice in each year of a candidate's participation. Site mentors are trained and calibrated specifically in the use and scoring of the candidate's NTC-FAS documents with this rubric. Site mentors do not review their own candidate and the names of the candidates being reviewed are kept confidential. Feedback is provided to site mentors and candidates to ensure that ongoing growth in teacher practice is addressed throughout the year.

The program director and coordinator confirmed that they meet weekly (on average) to discuss formal and informal data and make adjustments as necessary. They share what they are seeing through surveys, evaluations, observations and informal conversations regularly with the district mentors who use this information to design trainings and feedback for the site mentors to ensure the needs of candidates are met. District mentors serve as a layer of support between the director and coordinator and the site mentors. DM work directly with site mentors to improve mentoring practices. Having previously served as site mentors and selected due to exemplary site mentor performance, the DM have a thorough understanding of the program.

The program's assessment system is connected to other ongoing district evaluations as evidenced via triad meeting agendas (meetings that occur a minimum of annually amongst the candidate, support provider, and site administrator) and other documentation. There is a close relationship between the work done by a candidate for program completion and the work done for job evaluation. For example, the goals a candidate sets in his/her Individual Induction Plan (Individual Learning Plan or ILP in NTC-FAS) are then used as the evaluation goals on the formal evaluation with the site administrator. In interviews, site administrators discussed the value of the triad meeting, stating that they value the collaboration with SMs and candidates. They emphasized that they give input, but are careful to maintain the confidentiality of the SM and candidate relationship. One SA said, "Even though the triad meeting is only required annually by the program, many of us have them at least three times a year and some of us have them quarterly because they are so valuable."

Interviews with instructional support teachers, who provide a significant amount of the professional development in the district, confirm the district is divided into clusters. Each cluster has different areas of focus, based on the needs of the students in the cluster. Student data is collected from clusters in addition to data collected by the program through NTC-FAS documents and surveys regarding candidates' needs. Based on data from clusters and the Induction program, district instructional support teachers design professional development for both new and veteran teachers and connect ongoing district professional development to Induction professional development and vice versa to ensure teachers are focused on developing their goals and areas of need.

Members of the Steering Committee confirmed unit operation assessment data from program surveys and professional development evaluations is presented to the Steering Committee during their quarterly meetings. The Steering Committee analyzes the data and makes recommendations to the program director and coordinator for program improvement purposes. The program director and coordinator consider the recommendations and make plans to implement program changes. When changes are made, further data is gathered and shared with the Steering Committee to see the impact of the change. An example of a significant program change was shared by the Steering Committee members; the Committee recommended the program emphasize specific EL strategies including increased student academic discourse and use of sentence frames. As these changes were implemented they migrated out to the district as a whole because of their effectiveness in the Induction program.

Standard 3: Resources**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 Cupertino Union School District General Education Induction Program is a single district induction program. Through documentation and interviews with program and unit personnel, it was confirmed that the district provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates to effectively meet the state-adopted standards for general education induction.

Review of budget documents and interviews evidenced that the district allocates sufficient resources for the General Education Induction Program, in part by providing annual salary for a program director, program coordinator, two district advisors, district mentors and site mentors. These positions coordinate, administer, advise and provide both individual and common professional development and field-based support as well as monitor the assessment system of the program. Additional resources are provided for formative assessment materials, and professional development activities including resources to pay substitutes to allow candidates to participate in a series of four observational rounds throughout the school year. Office space and office materials for program staff are provided and space is made available for professional development sessions.

Interviews with site administrators, district and site mentors, candidates and review of the CUSD professional development calendar show many additional resources are used to assist candidates and Site mentors. District Instructional support teachers work with candidates based on need. Site mentors have regular opportunities for additional professional development by attending workshops and conferences, for which the district allocates resources. The District also contracts outside speakers and consultants to provide professional development for district and site mentors.

The program operates within the district and is able to access sufficient information resources and related personnel to meet the needs of individual candidates as they progress through the program. It is evident through interviews with all stakeholder groups that information is shared regularly throughout the district to help teacher and student growth.

The program director confirmed that resources are allocated annually based on the identified needs of the program. The program director and coordinator analyze data for areas of strength

and areas for improvement as evidenced through interviews and document review. The director and coordinator present the Associate Superintendent of Instruction the proposed expenditures and costs for the Induction program each year pointing out the findings of the data analysis. The funding recommendation is then taken to the District Executive Cabinet for final approval. Once the budget for Induction has been approved, funding is allocated and available July 1st of the intended school year. The budget and funding sources are presented to the Steering Committee at the first quarterly meeting for their information, input and questions. Both the district and program administration confirmed this process through interview sessions. In interviews, Steering Committee members expressed their pride in the support the district continuously shows through providing resources to the Induction Program. The HR Director commented the district commitment to the Induction Program aides in both the recruitment and retention of teachers; recruitment because teachers want to come to a district with a district-focused induction program, and retention because of the level of support teachers receive in their first years. A candidate on the Steering Committee added the induction program “helps us get better faster.”

Standard 4: Faculty and Instructional Personnel

Met with Concerns

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

Through interview responses from multiple stakeholder groups, and document review, the CUSD General Education Induction Program has evidenced the hiring of program leadership, district mentors and site mentors who are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship and service, both in their roles in the induction program and in their other roles in the district. Qualifications reviewed for hiring include successful teaching experience, expertise in content and leadership abilities as evidenced in employee evaluations and site administrator observation. The selection process includes interviews and classroom observations. All CUSD induction personnel and professional development providers are Highly Qualified Teachers (HQT), have English Learner certification and exhibit exemplary classroom

practice for a minimum of five years as confirmed by the HR director. District advisors, district mentors and site mentors participate in the district HR evaluation process. District mentors have previous experience as site mentors and have been selected based in part on previous success working within the induction program. In an interview, the Superintendent discussed the value of the added layer of support of the district mentors, who both work directly with candidates and coach a cluster of Site mentors. Additionally, candidates talked about the support received from both DM and SM. One candidate shared, “My DM will come to my site and help me. I don’t think that happens in other programs.” District mentors and site mentors have been trained on the Common Core State Standards, and the ELA/ELD Frameworks. Through interviews with the Director of HR, district mentors, site mentors, candidates, site administrators, and a review of the professional development around diversity they have participated in, it is clear induction staff members are knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. The review team interviewed induction staff members who reflect a diverse society including those who mirror the ethnicity of the student population of the district.

Ongoing training of program leadership and mentors in areas such as teaching English Learners, Special Populations, and Common Core State Standards ensure that they have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. The program has a planned system of professional development for mentors and professional development providers as evidenced during document review and interviews. The District fiscally supports professional development of DM and SM through funding of conferences and workshops and bringing professional developers into the district. For example, last year DM and SM received training in *Mentoring Matters* when Laura Lipton was hired to present on multiple days throughout the school year.

Interviews with the program director and coordinator confirm DMs and SMs are evaluated in multiple ways as evidenced by a review of contact logs, survey results and candidate feedback, which are used by the coordinator and director to evaluate the quality of support. In addition, DMs and SMs are evaluated in the district formal evaluation system and must meet standards to remain in their positions.

Regular and systematic collaboration with colleagues in the P-12 settings is confirmed through various professional development and meeting documentation. Program leadership, support providers, and candidates work collaboratively through professional development from the district, as well as through the NTC-FAS Leadership Network meetings and Cluster Regional Director Meetings (prior to this year). However, the team was unable to find documentation of any regular and systematic collaboration with college and/or university faculty to improve teaching, candidate learning, and educator preparation. The program does not serve on any local college advisory boards and does not currently have any college representation on their Steering Committee, although there is evidence that these relationships existed in the past.

Rationale—

Review of program documentation, interviews with program personnel, district leadership, and Steering Committee failed to provide current evidence of regular and systematic collaboration with college and/or university personnel to improve teaching, candidate learning, and educator preparation.

Standard 5: Admission**Met**

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

Cupertino Union School District's Induction Program incorporates well-defined criteria and procedures for hiring employees that reflect the CUSD community and the families it serves. Interviews with the Superintendent, Associate Superintendent of Human Resources, and credentials analyst indicate the district employs EdJoin, the district website, and job fairs to recruit candidates. Employment postings, interviews and hiring processes are aligned to Equal Opportunity Employment policy. CUSD is committed to an active nondiscrimination program. The credentials analyst confirms the district seeks diversity in its teachers and other personnel. This employment of a diverse teaching population supports the needs of the students, parents, and community. During the hiring process, applications, resumes, letters of recommendation, credentials and test results are reviewed. Candidates selected for the two-tiered interview process are expected to answer interview questions in such a way that suggest sensitivity to California's diverse population. An interview with the Associate Superintendent of HR confirmed the district's commitment to identifying and selecting the best teacher candidates through the use of the interview process. This process includes questions regarding personal educational philosophy, experience and skill. Responses to these questions are used to ensure alignment with district recruitment goals.

Interviews with the credentials analyst and program secretary confirm, an eligibility process guides the placement of candidates into the CUSD Induction program. Program leadership and HR staff collaboratively review teacher credentials and the CUSD Induction Eligibility Form to determine program enrollment. The Eligibility Form is aligned with the Commission's requirements for induction. A review of completed Eligibility Forms shows only candidates holding the appropriate preliminary multiple and/or single subject credentials are admitted to the program. Once a candidate is determined to be eligible, the Induction program invites the candidate to an orientation where a Letter of Intent is signed. Completed Letters of Intent and

interviews with candidates confirmed this process. Since all eligible candidates have completed a preliminary teacher preparation program prior to admittance, they have already been determined to have appropriate “pre-professional experiences and personal characteristics.”

Standard 6: Advice and Assistance

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

At the time of hire, the Human Resource staff confirms that they are responsible for advising candidates about credential requirements and induction program enrollment. Advice and assistance is provided through a joint effort of the Human Resources staff and program leadership from enrollment through program completion. CUSD’s Induction Program provides two years of ongoing guidance, support and professional development for candidates as they work one-on-one with a support provider and participate in professional development.

According to interviews with district and site mentors, a candidate receives ongoing support and guidance through one-on-one mentoring, induction reflections, and NTC-FAS Tools review and feedback. Candidate support begins when the DMs match candidates with SMs. All newly hired teachers are invited to a Summer New Teacher Institute that familiarizes them with district initiatives, the induction Program, and requirements. Candidates indicate that they seek support and solutions to their challenges from their mentors and that the coordinator is also available to offer advice and assistance.

The CUSD Induction program provides information and resources for candidates as evidenced by a review of the New Teacher Induction website, The Candidate’s Journey, program calendars and the Demonstration of Completion timelines. The CUSD Induction program orientation meeting agendas indicate information about credential completion requirements, eligibility, and induction program activities are presented by the program coordinator and district mentors. Candidates stated orientation meetings, district website resources, and their site mentors provide beneficial guidance and support along the way during their induction program.

To help guide the candidates’ success in meeting program requirements, CUSD’s Induction Program employs a PLC professional development structure to build candidate understanding and competency around best teaching practices and program requirements. Site mentors stated that the PLCs are designed to collaboratively support candidates with the challenges

specific to new teacher development, meet candidate needs and build cross grade-level, site and district networks.

During interviews, site administrators confirm that each candidate is involved in a triad meeting (held amongst the site mentor, candidate, and principal) at least once a year. This meeting provides alignment between induction goals and support and the district's and/or site's goals and support and provides a unique support and assistance to the candidate. Since the induction program is not involved in the hiring and retention of candidates, these meetings provide important information to the site administrator who does determine future employment.

Additional structures to monitor candidate progress are employed by various personnel. District mentors indicate that information data and rubric scoring feedback (gathered from the mid-year review) are used by the district mentor, site mentor, and program coordinator to monitor candidate progress and guide advisement and assistance. Various databases such as the ILP tracker and the professional learning database are monitored and share on a formative basis; the Demonstration of Completion is employed formatively throughout the program as well as a summative tool at the end of the program to determine completion and credential recommendation. According to site mentors, if a candidate is making insufficient progress, both site mentors and district mentors collaborate to provide more significant support, including an additional year of program participation, if needed. Only candidates who have fulfilled all requirements are recommended for a clear credential by the induction program coordinator.

Standard 7: Field Experience and Clinical Practice

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

Because teacher induction is a second tier program, there is no assignment of field-based and clinical experiences. Instead, the candidate is hired for a specific school site and the program provides a curriculum for the candidate to use at his/her job site. The CUSD induction program employs site and district mentors to guide candidates through a planned series of professional development experiences, via the New Teacher Center Formative Assessment System (NTC-FAS). By faithfully completing all NTC-FAS tools the program ensures that each candidate is addressing the need to educate and support all students in state-adopted academic standards.

Candidate interviews repeatedly discussed the impact of NTC-FAS on their teaching practice, citing their own growth through the implementation of new strategies and the reflective feedback from SMs and DMs. Candidates reported feeling free to take risks, knowing if something does not work in the classroom they can try something else. Candidates also reported the importance of reflecting with their SM or DM.

During the process, teachers develop teaching practices that support and advance the learning of all students: English learners, special populations, struggling and high achieving. These planned sequences of field experiences are regularly evaluated through multiple measures of data gathered from local and state surveys, informal feedback, NTC-FAS reflective tools and CUSD Induction Rubric. Documentation affirmed that program improvements are made, based on the data gathered around the NTC-FAS system.

Completed NTC-FAS documents show that the observation tools are used by the SM to provide data-driven feedback to all candidates. This feedback is used to guide the candidate's instruction. Second year candidates engage in an Adaptive Action Research Cycle using the NTC-FAS tools. Document review of Take One reflections confirm candidates have an option of participating in an additional Action Research Cycle or in an in-depth analysis of standards-based curriculum through video and reflection. Each lesson plan, observation, and analysis of student work allows candidates to have multiple occasions to plan, teach, reflect, and apply research-based strategies. Work is scored by the induction program DMs and SMs, using the CUSD Induction Rubric. Site mentors and candidates commented on the value of feedback provided to them on the scored Induction Rubric. In interviews, candidates report that this assessment is very useful to them in determining their next steps in improving their professional practice.

As part of the NTC-FAS system, candidates also study and differentiate instruction for two case study students per year. These students represent learners who present pedagogical challenges or may have difficulty accessing the core curriculum, such as struggling, high achieving/gifted, English language learners, and students with special needs. Candidates interviewed referred to learning many new strategies to use with the whole class based on the case studies they experienced.

Review of evidence, the CUSD New Teacher Induction website, and other resources show that candidates have opportunities to further their understanding around issues of diversity, beyond the annual case study. SMs utilize observation tools that are directly aligned with Induction Standards 5 and 6, addressing effective environment and equity. Candidates report the feedback they receive from the observation tool provides them with specific strategies related to working with students from diverse backgrounds.

According to the Director of Human Resources, CUSD's Human Resources department and site administrators interview and select new teachers based on 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. Once hired, new teachers are appropriately placed based on identified needs at each school site, based on credential type and grade level experience.

Standard 9: Assessment of Candidate Competence

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

CUSD's Induction Program provides an action research based formative assessment process in which candidates examine their practice in terms of the knowledge and skills necessary to support students in meeting the state-adopted academic standards. Review of candidate NTC-FAS documents, CUSD Induction Rubrics, and Year 2 PT Take One reflections confirm that candidate demonstration of the CSTP occurs prior to program completion and the recommendation for a clear credential.

A review of completed NTC-FAS documentation revealed the NTC-FAS Tools assess candidate skills through their experiences with four units of study: *Understanding Context*; *Context into Practice*; *Adaptive Action Inquiry Cycle*; and *Action Research Cycle*. Instruction on state-adopted academic content standards is assessed in each Lesson Planning, Analysis of Student Work, and Observational Tool document. Site mentors indicated the candidate observation opportunities support conversations and guidance related to candidate growth in practice. Site mentors stated their appreciation of the NTC-FAS Case Studies, as they provide feedback on CANDIDATE competence in planning and delivering specific support for these students. During NTC-FAS, candidates develop goal-based ILPs based on self-assessment on the CUSD Induction Rubric. Program leadership uses these documents to analyze candidate competency. Steering Committee, site administrator, site mentor, and candidate interviews indicate ILP goals align with observational rounds foci and district formal evaluations.

Twice each year, candidates are assessed in the fourteen elements of the CUSD Induction Rubric, which represent the California Standards for the Teaching Profession (CSTP). This assessment is conducted by site mentors, who review candidates' on-line submission of completed formative assessment documents and select evidence to support the identification of the candidates' level of practice on the CUSD Induction Rubric. For each element, candidates receive feedback informing them of their placement, the evidence used in determining placement, and suggestions for improvement that would move them up on the rubric. In interviews, candidates reported that this assessment is very useful to them in determining their next steps in improving their professional practice. The program coordinator stated the program uses a variety of assessment tools (the Candidate Database, Demonstration of

Completion, district and site mentor feedback and ILP) to ensure that candidates are making adequate progress.

After the DM has determined that the candidate's Induction documents are complete, the district advisors and program leadership (coordinator/director) work with the credentials analyst to verify that the candidate is eligible for recommendation to the Commission on Teacher Credentialing. Credential analysts confirmed that the criteria for recommending candidates for a clear credential include completion of the formative assessment activities, completion of professional development, and candidate growth aligned to the CSTP. In meeting these three criteria, the candidate meets the Commission-adopted competency requirements, as specified in the program standard

General Education (MS/SS) Induction Program

Program Design

The vision of the Cupertino Union School District (CUSD) Induction Program is to provide an articulated research-based, job-embedded mentoring program that is meaningful and prepares educators to meet the academic and social-emotional learning needs of their students by planning, teaching and reflecting on lessons based on the state and national curriculum and teaching standards. The program design is based on principles of adult learning theory, standards-based lesson planning, coaching and mentoring strategies, professional growth and cycles of inquiry as well as a variety of assessment and accountability measures for different stakeholders. Comprehensive interviews with stakeholders confirm the vision is guiding the work of the program as they see alignment between the vision and the work they are doing everyday in the classroom.

The CUSD Induction Program is housed in the Instructional Services Department. The established Leadership Team is responsible for implementing the program. The Leadership Team consists of the Director of Instruction and Induction coordinator, three district mentors and two District Advisors who provide day-to-day leadership of the program. The Leadership Team meets weekly to review data, discuss issues, address needs, and develop strategies specific to support the Induction Program. A review of the CUSD organizational chart, website and interviews with stakeholder groups confirmed a high level of respect for program leadership, as well as direct and continuous communication with the Director of Human Resources, Associate Superintendent of Human Resources, Associate Superintendent of Instruction and credentials analyst.

In addition to the guidance of the leadership team, the CUSD Steering Committee advises program leaders on program implementation. Members include the Associate Superintendent of Instruction, Director of Human Resources, site administrators, the credentials analyst, site mentors, professional development providers, Special Education district mentors and candidates. Interviews confirmed the function and responsibility of the committee. Members explained it was their task to provide a system of checks and balances, review data, provide

diverse perspectives, advocate, and develop recommendations to support the program. In addition to interviews, meeting agendas and program improvement recommendations were reviewed which confirmed the Steering Committee met at least four times a year. Those interviewed reported they informally provide input to the Induction program director on an ongoing basis. Input includes program recommendations that reflect the expertise and perspectives of various committee members.

CUSD had an established history of articulation and support for new teachers that included a long-standing relationship with San Jose State University. This collaboration linked the unit, and thereby the program, with university efforts to prepare candidates and supported the implementation of the SB 2042 guidelines. Unfortunately, over recent years partnerships have dwindled until there are no longer university representatives on the Steering Committee. The unit is currently seeking new representation from local colleges and universities to once again build up collaboration and community between institutions.

Multiple opportunities exist for induction program stakeholders to provide input. Statewide and mid-year surveys are administered to candidates and support providers and analyzed by an outside evaluator. Results of these surveys are shared with various stakeholder groups. Through these means, program leadership identifies areas of strengths, interests, and needs in the context of individual teaching assignments and program effectiveness. Program evaluation data are also shared with district stakeholders and used to improve the program on an ongoing basis.

Site administrators reported that the induction director communicates with them regularly regarding the needs and requirements of the program. She presents the findings of program evaluations, and solicits their recommendations for program improvement. Site administrators are also consulted regarding the impact of formative assessment requirements on the workload of candidates, and the impact of acting as a site mentor while employed as a full-time classroom teacher. Interviews with the site administrators revealed a strong communication system. They also reported that they participate in triad meetings with each of their candidates and their site mentors, which was another opportunity to connect with the program and support their new teachers. The director and coordinator attend certificated manager meetings, visit school sites on a regular basis, and speak to the site administrators via phone and email on a regular basis. Administrators stated a high level of respect for program leadership and feel confident with the line of communication.

The induction leadership team, candidates, members of the Steering Committee and Site Administrators report that a number of program modifications have taken place over the past two years, based upon data gathered from various stakeholder groups. The hiring of a coordinator position, improvement of services for English Language Learners, and the creation of a systematic district-wide teacher observation tool have all resulted from recommendations within the induction program.

CUSD's Induction Program provides two years of ongoing support for candidates as they work one-on-one with a support provider who is either a site mentor or instructional support teacher serving as a district mentor when a site mentor has not been identified. As candidates progress through the NTC-FAS formative assessment system, they collaborate with their site mentor to develop, teach, and discuss lesson plans. Through engagement in the inquiry process, candidates explore best-practice strategies for equity, English Language learners, and students representing special populations; demonstrate proficiency in technology and classroom management; develop an Individual Learning Plan; and demonstrate application in the classroom beyond the learning that took place in their preparation program.

Candidates and support providers receive training in the steps necessary for completing the formative assessment system. These trainings consist of information and practical application components. Discussions during interviews with support providers indicated that the formative assessment system was being implemented with candidates on an ongoing basis. This was additionally evidenced upon review of the completed NTC-FAS documents.

As evidenced by documentation district mentors and candidates attend monthly PLCs. These meetings are training opportunities and a forum for providing feedback about the program to the induction program director. The induction coordinator also solicits feedback from candidates regarding the effectiveness of support providers.

Course of Study

Upon entering the CUSD Induction Program, candidates attend an orientation where advisement on program roles and requirements, introduction to NTC-FAS documents and expected timelines are shared. Review of the orientation agenda, New Teacher Institute sessions and stakeholder interviews confirm guidance received at the start of the program supports candidate's confidence in completion and growth of practice. Site mentors guide and support the teachers through the two-year formative assessment process.

Each candidate experiences NTC-FAS units of study around *Understanding Context*, *Context in Practice* and *Action Research Cycle* to support and foster their growth. NTC-FAS Tools incorporate establishing and maintaining well-managed, safe, and inclusive classrooms that foster student's overall well-being. Over the two-year program, candidates demonstrate that they teach the full range of learners by selecting case study students who represent the challenges with English Learners, special populations, and equity. Site mentor interviews reveal that mentors assist candidates in selecting appropriate strategies, approaches, and resources (e.g. EL teacher, standards) for implementation in these critical areas. Ongoing assessment and analysis of student learning allows candidates to demonstrate analysis and planning of instruction that meets the needs of all learners, as evidenced through NTC-FAS Tools documentation and Induction Rubric Self-assessments. Candidate and site mentor interviews confirmed NTC-FAS and induction program outcomes support collaboration, goal setting,

planning and instruction for focus students, reflection and growth-based learning measured against the CSTP.

Stakeholder interviews confirm confidence in program effectiveness and coordination, through equitable access to program leadership and support personnel. Placement of candidates in the CUSD Induction program support district, site, teacher experience and credential needs. Steering Committee interviews revealed program considerations are made, when possible, for site, grade, and experience in matching candidate with site mentor.

All candidates, supported by site or district mentors, identify individual goals through self-assessment. These goals are communicated through the NTC-FAS Individual Induction Plan (ILP) and support both induction and district focus. Professional development selection and PLC meeting focus are purposefully aligned with candidate growth and attainment of the goals. During interviews, site administrators and site mentors confirm that candidates incorporate district and/or site-specific goals into their ILP as they align their work to the focus CSTP.

During the CA Teacher Induction program, site mentors provide individualized strength-based support and coaching. All mentors receive initial and ongoing professional development aligned with formative assessment practices and effective mentoring. Site mentors stated appreciation for CUSD's Induction program's differentiated approach to SM training, PLC approach, and consistent support provided. Review of site mentor requirements, professional development, and contact logs support regular support and feedback that guide the candidate's path to a clear credential. Candidate interviews stated their appreciation for and value in their mentors' knowledge and experience.

The program coordinator supports candidate supervision and advisement through a collaborative approach. The coordinator trains and supports district advisors, district mentors and site mentors in their ability to advise and support candidates throughout the two-year program. Site mentors stated they approach candidate growth and support through a growth mindset that allows for "coaching, direct conversations, and problem solving."

Candidate Competence

Candidate progress is monitored throughout their program participation by site mentors, district mentors, district advisors, and the program coordinator; through personal contact and collaborative work on the formative assessment activities; and through the collection of program data, such as the "PT Packet Rubric Scores." The PT Packet Rubric Scores document candidate growth over the four assessments of candidate practice in terms of the 14 elements of the CUSD Induction Rubric.

Twice each year, candidates are assessed in the fourteen elements of the CUSD Induction Rubric, which represent the California Standards for the Teaching Profession (CSTP). Site Mentors review the candidates' on-line submission of completed formative assessment documents and select evidence to support the identification of the candidates' level of practice

on the CUSD Induction Rubric. For each element, candidates receive feedback informing them of their placement, the evidence used in determining placement, and suggestions for moving up on the rubric. In interviews, candidates report that this assessment is very useful to them in determining their next steps in improving their professional practice.

Program completers reported that the induction program has had a great impact on their practice in the months and years since they finished. One graduate explained how he “has become a teacher-researcher, a facilitator of learning rather than the expert.” Another explained how she is so much more aware of how the students are doing during a lesson, and is able to adjust lessons as they are delivered. A Year 1 candidate spoke with pride about her developing ability to “use professional language with parents and colleagues.”