

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Washington Unified School District

Professional Services Division

February 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Washington Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

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

Program Standards

| Programs | Total Program Standards | Met | Met with Concerns | Not Met |
|-------------------|-------------------------|-----|-------------------|---------|
| Teacher Induction | 6 | 6 | 0 | 0 |

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Washington Unified School District

Dates of Visit: November 8-10, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

| Accreditation Reports | Accreditation Status |
|--------------------------------------|-------------------------------|
| February 10-12, 2014 | Accreditation |

Rationale:

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

Preconditions

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

Program Standards

All Program Standards have been **met**.

Common Standards

All Common Standards have been **met**.

Overall Recommendation

Based on the fact that the team found that all Program and Common Standards for the Teacher Induction program were **met**, the team recommends **Accreditation**.

In addition, staff recommends that:

- Washington Unified School District's response to the preconditions be accepted.
- Washington Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Washington Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements.

Teacher Induction

Accreditation Team

Team Lead:

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Common Standards:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Candidate Advisement Materials
Candidate Program Handbooks
Candidate Work Files
Collaborative Logs
Common Standards Submission
Common Standards Addendum

Meeting Agendas and Minutes
Mentor Training Materials
Precondition Responses
Program Review Submission
Program Review Addendum
Candidate, Completer, Mentor Survey Data
and Results

Interviews Conducted

| Stakeholders | TOTAL |
|-------------------------------|--------------|
| Candidates | 28 |
| Completers | 5 |
| Employers/Principals | 6 |
| Institutional Administration | 4 |
| Program Coordinators | 2 |
| Faculty/PD Providers | 3 |
| Mentors | 19 |
| Credential Analysts and Staff | 1 |
| Advisory Board Members | 6 |
| TOTAL | 74 |

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Washington Unified School District (WUSD) is located in West Sacramento, California which covers approximately 23-square miles in eastern Yolo County along the west bank of the Sacramento River. West Sacramento was officially formed in 1987 when voters chose to incorporate the smaller communities of Washington, Broderick, Bryte, Riverbank, and Southport. Early residents of the Washington township made education a priority by building the Washington Grammar School which was the first public school in the region. Modern-day WUSD serves nearly 8,330 students across its seven transitional kindergarten through eighth-grade schools and its three high schools. WUSD is also home to a virtual academy, an adult school, and four state preschools. The student demographics of WUSD are comprised of the following: 45.8% Hispanic/Latinx, 28.8% white, 11% Asian, 5.2% African American, and 17% as English learners. Additionally, 63.3% of WUSD's students are eligible to receive free or reduced-priced meals.

WUSD's mission is to be "the gateway to extraordinary possibilities" by challenging and supporting each student to develop effective critical thinking, problem-solving, and communication skills as a lifelong learner and to act in an ethical manner to serve the broader community. A key component of attaining that goal is to have "highly-qualified, reflective, and adaptive educators" on their campuses. WUSD boasts of many opportunities for students and families that include free college savings accounts for kindergarteners, Spanish dual-language immersion programs, a visual and performing arts technical education pathway, advancement via individual determination (AVID) classes, mathematics engineering science achievement (MESA) courses, as well as before and after school care for students.

Education Unit

WUSD is a local education agency (LEA) that sponsors a single Teacher Induction program that supports new candidates from both WUSD and its partner, Travis Unified School District (TUSD). The induction program is housed within WUSD's curriculum and instruction department and was originally accredited in 2007 by the Commission. The coordinator oversees the day-to-day operations of the program and reports directly to the director of curriculum and instruction as well as to the assistant superintendent of educational services and the superintendent, who serves as the unit head. In addition to monitoring candidate progress, the program coordinator organizes advisory board meetings, designs mentor training, communicates with all program stakeholders, collaborates with her TUSD counterpart, and submits clear credential recommendations to the Commission for qualified program completers. For the 2021-22 academic year, WUSD's Teacher Induction program is serving a total of 65 candidates (34 first year and 31 second year) who are being supported by 43 mentors.

Table 1: Program Review Status

| Program Name | Number of Program Completers (2020-21) | Number of Candidates Enrolled (2021-22) |
|---------------------|---|--|
| Teacher Induction | 14 | 43 |

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORT

Teacher Induction Program

Program Design

The WUSD Teacher Induction program is a two-year, job-embedded program that assists and supports beginning teachers (candidates) to advance their knowledge and skills related to the California Standards for the Teaching Profession (CSTP). One third of the WUSD's induction program coordinator's duties are comprised of the day-to-day operations of the induction program which includes collaboration with the Travis Unified School District (TUSD) program coordinator. WUSD designs the induction program, supports mentoring training, and recommends candidates in both districts for the clear credential at the end of the two-year induction journey. WUSD's coordinator provides the framework for TUSD's mentor forum and conducts the initial mentor trainings to support candidates in the program. Both coordinators meet monthly to plan and reflect on successes and determine needs to be adjusted for their individual districts. Based on interviews with both coordinators, each district has unique needs, so the coordinators are constantly in communication to make sure their candidates' needs are met. Evidence from WUSD survey data and interviews indicates that the program feedback and communication is consistent in both districts.

The WUSD program coordinator participates in monthly Cluster 1 Teacher Induction meetings which provide an opportunity for various induction program leads to check in and support one another with candidate support, program and Commission updates, and collaboration around accreditation. The WUSD coordinator is also a member of the New Teacher Center (NTC) which provides the induction program with resources and support for mentors and candidates.

WUSD mentors are full-time classroom teachers, specialists, or instructional coaches who have been selected through an application and interview process. The mentors and program coordinator meet every six to eight weeks for mentor forums. The induction program assigns a mentor to each candidate and ensures a match according to credential, grade level, and/or subject area. Evidence from interviews aligned to the results posted on the Accreditation Data Dashboard (ADD) with 85.7% of the completers reporting they were matched well and 92.9% rating their mentor as skilled or highly skilled. Mentor-to-candidate matches are made within the first 30 days of enrollment in the program. Documents and interviews confirm that candidates meet with their mentor weekly for a minimum of one hour to provide one-on-one, job-embedded mentoring. The mentor and candidate collaboratively develop the Individualized Learning Plan (ILP) in order to address identified candidate competencies that support the recommendation for the clear credential. Responses from the ADD show that 92.8% of the completers rated the mentor/system of support as helpful or very helpful in identifying

resources to help the candidate impact student learning, and it also shows that 100% of recent completers describe their relationship with their mentor as collaborative or highly collaborative.

The WUSD program coordinator collaborates with the NTC to provide mentoring resources and forums. A mentor orientation, which provides the basics of mentoring and allows the mentors discuss the goals for the year, is held at the beginning of the school year. Additional mentor forum training days are scheduled throughout the year, as well as two full portfolio review days where mentors pair up to review candidate work. Mentors report that they “share best practices and tips/tools that could help our candidates, and the book studies are helpful too.” Mentors practice and use active listening and questioning tactics to support reflection during the induction process. TUSD uses the same structures and resources provided by NTC, and the WUSD coordinator adjusts the resources to meet the individual needs of the TUSD induction program.

Communication with site administrators is a strong component of the program. During interviews, one principal stated, “The coordinator checks in with us informally and gives us feedback after meeting with the participants.” Program documentation and interviews with all stakeholders demonstrates that both the WUSD and TUSD program coordinators support the collaboration, communication, and the coordination of resources to support the program’s candidates.

The induction advisory council meets monthly to discuss coaching, candidate competency, Commission items, and program challenges and needs. Additionally, the advisory council provides stakeholder input to support the program. Site administrators are surveyed to solicit feedback about candidate support and improvement in practices, alignment of support to district/site goals, coordinator responsiveness, mentor preparation, and suggestions for improvement.

The WUSD induction program created a COVID flexibility plan to support candidates in meeting program requirements during the pandemic. This includes meeting virtually and adjusting the inquiry to reflect online teaching.

Course of Study (Curriculum and Field Experience)

The WUSD Teacher Induction program utilizes the CSTPs to align candidate problems of practice to content standards and the Continuum of Teaching Practice (CTP). The ILP includes identifying a problem of practice, goal setting, reflection, and self-assessment on the CSTPs, action planning, inquiry cycles, analysis of student data and work, reflection on evidence, and a focus on candidate strengths and areas for growth.

The WUSD Teacher Induction program’s ILP is housed in the Kiano learning management platform where both the mentor and candidate share access to it. The mentor works with the

candidate on the ILP to support candidate growth and reflection. ILP development is guided by the preliminary program transition plan and a triad meeting between the mentor, candidate, and site administrator further supports goal identification.

Interviews indicate that in the initial six weeks of program enrollment, the candidate begins with ILP goal setting and an initial observation and reflection. Reflection, coaching, and observations continue throughout the year. Analysis of student learning leads into an inquiry cycle in the fall and another in the spring where candidates continue to reflect on their teaching practices. ILPs for both year one and year two candidates include beginning, middle, and end-of-year sections. One candidate shared, "Induction makes you reflect on the teacher standards and best practices and has made me a better teacher. I reflect on learning and lessons."

Evidence and interviews validate that professional development is offered with one interviewee stating that "WUSD offers a robust professional development calendar candidates can choose from." Sessions might include topics such as iReady, technology, use of tech tools, classroom management, and sessions specific to various content areas. The induction program coordinator invites the English language specialist to present at quarterly candidate/mentor ILP workshops. TUSD's induction program coordinator taps into the resources provided by WUSD and tailors them to meet the needs of the TUSD program candidates.

Assessment of Candidates

Candidates are assessed for competency and program completion through CSTP self-assessment embedded into the ILP and two cycles of inquiry, which are reviewed by mentors at the mid-year and end-of-year portfolio review sessions. An ILP review is conducted in the beginning, middle, and end of the year. Mentors guide the candidate through the initial stages of ILP development and throughout the year, mentors monitor the ILP process, candidate growth, and provide regular feedback. The induction leadership, along with mentors, review the final submission and provide feedback at the end of the year. Mentors are asked to use an ILP planning guide to make sure all CSTPs are covered. Interviews with the WUSD and TUSD coordinators confirm that they review candidate portfolios to support the recommendation for the clear credential, and end-of-year forms are used to show completion of induction requirements for each candidate for the current school year. Upon verification of successful completion of the two-year induction program, the WUSD coordinator files for a clear credential with the Commission on Teacher Credentialing (CTC) on behalf of candidates who have met all requirements.

An Early Completion Option (ECO) pathway is provided to experienced and exceptional candidates who meet the criteria set by the program. This pathway is individualized, both in timeline and requirements, based on the area of needs for each candidate.

Program documentation shows that a professional growth plan is available for supporting candidates whose performance is not meeting standards. WUSD induction leadership offers

individualized support tailored to each candidate’s needs. This support may lead to a special circumstances/assistance plan extending program timelines.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the Washington Unified School District.

INSTITUTION SUMMARY

The Washington Unified School District (WUSD) Teacher Induction program serves induction candidates in both WUSD and Travis Unified School Districts (TUSD) by using parallel systems and having a strong commitment to mentoring. Interviews affirm the positive impact that the program has on completers. One completer noted and several others agreed that “Induction makes you reflect on the teacher standards and best practices. I reflected on learning and on lessons. It helped me become a better educator.” Current induction candidates indicate that the mentor design is supportive and timely. Interviews with mentors revealed a deep understanding of the needs of new teachers and a commitment to continuous improvement.

Across stakeholder groups, interviews confirm that there is a clear emphasis on mentoring and supporting new teachers with the professional resources required to ensure student success. The prioritization of mentoring and coaching is consistent with the mission and vision of the district. Resources are allocated to ensure candidates and mentors have access to professional learning opportunities and in-person, colleague observations of teaching and learning.

The program regularly collects and reviews stakeholder feedback. Feedback is analyzed and thoroughly discussed to inform the continuous improvement of the induction program. The unit leadership affirms the commitment to invest in the support of teachers through an impactful induction program with appropriate budget allocations. With a focus on equity, unit leaders aim for the “Trifecta effect: teacher, mentor, and principal support.”

COMMON STANDARDS FINDINGS

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

| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
|---|---------------------|
| The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. | Consistently |
| The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. | Consistently |
| The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. | Consistently |
| The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences. | Consistently |
| The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. | Consistently |
| Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. | Consistently |
| The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. | Consistently |
| The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | Consistently |

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The WUSD teacher induction program is anchored by a strong vision and is aligned to district priorities for equity and high-quality instruction. Leadership regularly collaborates with colleagues in P-12 settings, ensuring induction program alignment and fieldwork priorities that include collaboration and co-assessment. Strengths of the program include: the selection and assignment of highly qualified personnel, mentor knowledge of the common core state standards, and the program's commitment to equitable student outcomes to supervised field-based and clinical experiences. In surveys and during interviews, current candidates and program completers consistently identified mentor support as the most valuable resource offered by the program. Additionally, the unit supports mentors and candidates with release time and professional development options to support and encourage teachers. The unit monitors credential recommendations to ensure all program requirements have been met.

| Common Standard 2: Candidate Recruitment and Support | Team Finding |
|--|----------------------------------|
| Candidates are recruited and supported in all educator preparation programs to ensure their success. | <i>No response needed</i> |
| The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | Consistently |
| The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. | Consistently |
| Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. | Consistently |
| Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. | Consistently |

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The WUSD Teacher Induction program is designed to develop and retain quality teachers as well as guide them in developing as a successful educator. Document review and interviews

with program leadership and staff confirm that all candidates who are eligible for enrollment into the Teacher Induction program hold the prerequisite preliminary credential. Program requirements and credentials required are clearly outlined on the induction program's website. Interviews with program staff confirms that established systems and procedures are in place to ensure induction candidates are identified at the point of hire and enrolled in the program. Review of documentation demonstrates the efforts made by WUSD to recruit a diverse educator pool, such as reaching out to local community colleges and other local agencies to advertise a job fair for the district.

The induction program is housed within WUSD's Educational Services Division. Document reviews and interviews with stakeholders confirm that there is one full-time program coordinator. The coordinator provides strong support, advice, and assistance to program participants throughout the two-year program to ensure beginning teachers successfully enter the teaching profession, complete program requirements, and are retained in the profession. Interviews with site administrators indicated that the program coordinator was "very approachable and easy to reach out to." For the 2021-2022 school year, WUSD's induction program has 43 mentors who support 65 candidates across two districts. Mentors and candidates work together for at least one hour per week and document this time. Additionally, mentors and candidates summarize the kind of support that is given in collaborative assessment logs which are submitted via the NTC platform, Kiano. Weekly support was also confirmed in interviews with mentors and candidates.

Site administrators support candidates through triad meetings and then through on-going check-ins to determine if the needs of the candidates are being met. Interviews with candidates confirmed that site administrators support candidates' professional development, with one candidate stating, "My admin is fantastic about sharing resources and PD. The TOSAs are always reaching out."

Upon enrollment into the Teacher Induction program, candidates sign a commitment form which outlines the program requirements and expectations. The program has developed a comprehensive website and handbook for both candidates and mentors, which provides the necessary information about program requirements, enrollment, and responsibilities. WUSD's induction handbook is provided as a hard copy to candidates as well as digitally through the induction website. Mentors provide guidance and support to candidates in completing the program requirements. Additionally, mentors provide feedback to candidates on their portfolios twice throughout the year. Should a candidate not demonstrate sufficient progress through program requirements, they are given an additional week to complete the missing documents. Candidates are provided a "verification of completion" list that is used by the induction program coordinator, mentor, and candidate to track progress through the program.

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
|--|---------------------|
| The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. | Consistently |
| The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek. | Consistently |
| The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program. | Consistently |
| Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. | Consistently |
| Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | Consistently |
| The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | Consistently |
| Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | Consistently |
| All programs effectively implement and evaluate fieldwork and clinical practice. | Consistently |
| For each 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. | Consistently |

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The WUSD teacher induction program has implemented a planned sequence of coursework around three ILP cycles throughout the year as evidenced through documentation review and interviews with program staff, mentors, and candidates. The ILP is designed to focus the candidate on student learning and development as well as growth in content knowledge and mastery of the selected CSTPs. With guidance from their mentors, candidates reflect on their current level of mastery on the CSTPs and develop professional growth goals for their ILP. All evidence and documents are completed online using the NTC platform, Kiano.

Mentors are an integral part of the candidate's induction experience. During interviews, candidates shared how instrumental their mentor is to their success in the program and how supportive the mentors are, especially when faced with less-than-ideal teaching experiences. Having a mentor at the same site and grade level is also appreciated by the candidates. Mentors guide the candidates through the work of induction, helping the candidate to analyze their practice, providing feedback on teaching strategies through observations, as well as identifying areas of strength and growth. Documentation and interviews with stakeholders outlined the process that is in place for identifying and selecting mentors, which includes an application, a letter of interest describing the qualifications and experience of the interested teacher, a resume, letters of recommendation, and an interview. Mentor responsibilities include meeting with their candidates on a weekly basis to offer collaborative goal setting, lesson planning, observation and feedback aligned to state standards, analyzing student work and assessments, and connecting the candidate to resources to aid in their growth in the profession as well as providing "just in time" support for candidates.

New mentors attend two days of training during their first year. In addition, all mentors attend an after-school overview meeting as well as four mentor forums throughout the year. Mentor forums provide an opportunity for the mentors to spend the first part of the day observing their candidates and then to come together to network with other mentors as well as engage in professional development to better support their candidates. Mentoring topics include designing effective instruction, observing, conferencing, and conditions for equity. When site administrators were asked about providing input on mentor-candidate matches, one stated that the program coordinator "always values input in any area, in dual-immersion programs, she always makes sure there is a good match. She provides the best placement."

Candidates are also provided opportunities to grow through professional development provided through induction and WUSD. The induction program provides professional development targeted for new teachers such as classroom management strategies, using technology in the classroom, and how to effectively support English language learners. The coordinator will also share with candidates and mentors other professional development opportunities that are available through the district. Interviews confirmed what WUSD completers stated in the completer surveys with 87.5% of respondents selecting effective or

very effective when asked “How effective was your induction program at helping you develop the skills, habits, or tools you needed to grow in your practice?”

| Common Standard 4: Continuous Improvement | Team Finding |
|--|---------------------|
| The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. | Consistently |
| The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. | Consistently |
| Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. | Consistently |
| The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation. | Consistently |

Finding on Common Standard 4: Met

Summary of information applicable to the standard

As confirmed through interviews and document review, the WUSD teacher induction program has a continuous improvement cycle that collects feedback from candidates, mentors, and administrators at various points throughout the year. Mentors and candidates have opportunities to provide feedback after attending mentor forums, workshops, and professional learning. Other sources of data include the collaboration logs, ILP reviews by the mentors, and mentor feedback to the candidates. Feedback collected from the candidates on the mid-year surveys provides information about the quality of the mentoring interactions and relationships, while end-of-year surveys provide additional feedback on the impact of the induction process on their teaching practices. The program coordinator monitors candidate progress through program requirements through the digital NTC Kiano platform and gathers information regarding support that candidates are requesting through their mentor.

Interviews confirmed that program leadership as well as the advisory council review and analyze data that is collected by the program as well as the completer surveys provided through the ADD. The completer survey data is used to review program effectiveness, impact, and the quality of the mentors, and data is also analyzed to “look at how we are doing compared to the state...reflect on where we need to adjust.” When the ADD completer survey is made available,

mentors spend time analyzing the data and discuss ways they can improve in each area: “Our ADD reports have been very positive, and it is a time for celebration.”

The advisory council meets monthly and is composed of site and district administrators as well as mentors. Interviews with the advisory council indicated that they also look at the professional development needs of the candidates and ensure that they receive the resources to support them.

| Common Standard 5: Program Impact | Team Finding |
|--|---------------------|
| The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. | Consistently |
| The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students. | Consistently |

Finding on Common Standard 5: Met

Summary of information applicable to the standard

The WUSD teacher induction program is structured to ensure that candidates receive the support and resources necessary to be successful and able to demonstrate the knowledge and skills needed to educate and support all students. Candidates are provided opportunities to develop best practices through professional learning offered through the induction program and by the district. During interviews with site administrators, it was stated that they support candidate growth through goal and objective meetings in which administrators share the site goals and provide feedback to candidates on their ILP goals. Site administrators shared that because of induction, candidates show “openness and willingness to try new things,” and that they have seen the candidates’ “growth in self-reflection.”

Interviews with mentors also indicated that their involvement in induction has positively impacted their own professional growth and learning. One mentor shared that being paired with the candidates made them a better teacher because the partnership has been beneficial: “I get to learn from my candidates. New techniques are keeping me fresh as a teacher.” Interviews with program completers also detailed the impact that induction had on their practices upon exiting the program: “It really did shape the way I went about things. I am a stronger educator, and I am taking all of the tools with me as I go through this next cycle of evaluation.” Interviews confirmed that completers felt that the induction program made them

reflective teachers and confirmed responses to the completer survey. A majority of the responses indicated that completers felt that through their ILP goals, they were well-prepared and made growth in the CSTPs.