

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

**Professional Services Division
May 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Capistrano 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**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction	6	6		
Clear Administrative Services Credential	5	5		

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: Capistrano Unified School District

Dates of Visit: March 18-20, 2019

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although Capistrano Unified School District has operated a Commission approved educator preparation program since 2003, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2019 accreditation visit is the first accreditation site visit for this institution.</i>

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 site administrators, institutional administration, program leadership, professional development presenters, mentors, coaches, candidates, and completers. 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:

Program Standards

All program standards were **Met** for both the Teacher Induction Program (TIP) and the Clear/Induction Administrative Services Credential program (CASC).

Common Standards

All Common Standards were **Met** for Capistrano Unified School District.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction and Clear Administrative Services credential programs were **met** and that all Common Standards were **met**, the team recommends **Accreditation**.

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

Teacher Induction
Clear Administrative Services

In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.
- Capistrano Unified School District be allowed to propose new educator preparation programs for approval by the Committee on Accreditation.
- Capistrano 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.

Accreditation Team

Team Lead:	Joanne Jenkins Etiwanda School District
Common Standards:	Laurel Henderson Cupertino Union School District
Programs Cluster:	Melanie Smith Fontana Unified School District
Staff to the Visit:	Gay Roby Commission on Teacher Credentialing

Documents Reviewed

General Preconditions	CTIP Program Summary 2018-19
Program Specific Preconditions	CASC Program Summary 2018-19
Initial Program Review Documents	Candidate Portfolios
Initial Program Review Feedback	Common Standards Review Documents
Program Standards Review Documents	Common Standards Review Feedback
Program Standards Review Feedback	Common Standards Addendum
Program Standards Addendum	Survey Data from local assessments
	Completer State Survey Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	45
Completers	12
Site Administrators	34
Institutional Administration	6
Program Coordinator	1
Leadership Team	3
Professional Development Presenters	8
Mentors	27
Coaches	15
Credential Analyst	1
Educator Development Advisory Board	11
IHE Partners	3
TOTAL	166

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

Background Information

Capistrano Unified School District (CUSD) is the second largest school district in Orange County and the 8th largest district in the state. The district covers approximately 197 square miles, serves 14 local communities, and over 47,000 students via 33 elementary schools, two K-8 schools, ten middle schools, six comprehensive high schools, and five charter schools. Established in 1965, CUSD has grown rapidly in the last few decades, coinciding with the vast housing development in the area. Capistrano USD’s demographic make-up of students in 2017-18 was 60.2% White, non-Hispanic; 25.1% Hispanic; 5.4% Asian; 1.6% Filipino; 1.3% African American; and 0.1% Native American and Pacific Islander.

Education Unit

Capistrano Unified School District sponsors California’s two induction programs—teacher and administrative—through its Human Resources Department. The teacher induction program was begun in 2003 but the clear administrative services credential (CASC) induction program is in its first year of implementation. Because the Administrative Induction program is in its first years

of implementation having been approved in November 2017, the site visit team reviewed the program using the Initial Program Review document.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Teacher Induction	64	128
Administrator Induction	0	23

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports California Teacher Induction Program

Program Design

The Capistrano Unified School District's (CUSD) Teacher Induction Program provides a pathway for district employees to earn a Clear Teaching Credential. All key induction information, such as, Early Completion Option, Mentor's Message, weekly emails, resources for CSTP growth, and a timeline is provided on a website where the program documents are housed. Documentation there also shares that the mission of this induction program is to ensure that the candidates receive support and mentoring to develop the skills necessary to engage students in a meaningful and challenging educational experience while promoting growth on the CSTP standards.

The program is part of the Human Resources Department, with the Associate Superintendent of Human Resources overseeing the program as part of the eEducator development system. CUSD's teacher induction program's day to day operations are administered by a program coordinator, two full-time Teachers on Special Assignment (TOSAs), and a staffing secretary. The program is advised by the Educator Development Advisory Board that meets three times a year. This Educator Development Advisory Board consists of members from district departments, induction program members, university partners, and the teachers' union president. During these meetings data is shared so the board can make programmatic suggestions to the program as needed. Interviews confirmed that the board makes program recommendations based on feedback from candidates, mentors, and site administrators. The board reported that from meeting to meeting, it is almost as if the feedback given is heard and implemented immediately.

A review of the program documents confirm that mentors and candidates receive weekly emails from program leadership. Mentors receive a periodic Mentor's Message that provides them with information on data collection, program information, and mentoring tips for "just in time" support, while candidates receive periodic messages regarding Induction Info, which includes need-to-know information, a timeline planner, and the educator Link of the Week. Interviews and program documents confirm that candidates attend an orientation in August and are matched with their mentor within 30 days of enrollment in program. The program completer survey data for 2017-2018 produced results from the forty-seven completers of the program (100%), with forty-one (87%) of the candidates reporting that they were paired within one month of enrolling in the induction program while six candidates (2%) were paired within two months of enrollment. Candidates reported that within the first two weeks they had met with their mentor. Mentors are matched based on teaching assignment and credential matches. Mentors and candidates meet weekly to develop their Individualized Learning Plan (ILP) through teaching practices based on the CSTP and just in time support. A candidate stated she felt so supported by her mentor as "she helps me reflect on my teaching practices daily." In addition to weekly meetings, candidates and mentors have the opportunity to attend regularly scheduled workshops to continue ILP goal development and formative assessment work.

Program documents and interviews confirm that candidates meet with their administrator to complete the “Administrator Check-in Regarding Goals” where they discuss the candidate’s ILP, and both site and district goals. Candidates and site administrators stated that it is extremely beneficial to have discussions regarding their ILP goal and site goals and priorities. Interviews confirmed that site administrators, candidates, and the mentors do periodic check-ins on the parts of the candidate’s program in which they are involved to ensure candidate goals are being met.

CUSD’s induction program has shifted over the past two years to align with the 2016 program standards. The use of a formative assessment system (FACT forms) has changed to a mentoring-based system that employs an ILP with six inquiry cycles over two years. A timeline and resource links are provided to the candidates to assist them in completing the required cycles. Candidates stated they feel the work required for program completion aligns with their current assignment and doesn’t feel like extra work. Candidates further explained that the required six cycles is negotiable as well, as they can continue with a cycle if they feel they need more time to demonstrate growth. In addition, one candidate explained she could tailor her ILP to enhance her craft so it doesn’t feel like a checklist at all.

Course of Study (Curriculum and Field Experience)

The course of study for CUSD teacher induction candidates is driven by the professional relationship of the candidate with their mentor, while working through the ILP cycles. Program data supports that throughout the two years candidates are in the program, they complete three cycles of inquiry per year based on the CSTP standards. The cycles of inquiry follow the “plan, do, study, and reflect” model. Candidates attend an orientation in August where they are given a timeline of completion requirements for the program. Once paired with a mentor, the candidate and mentor work through the first cycle of the ILP to complete identified steps and to develop a candidate’s growth goal. This can include collecting data around class profile, community information, professional learning communities, or other duties surrounding context of teaching. Before completing the ILP development, the candidates consult with their site administrator to share goal ideas and gather his/her input regarding school site context, upcoming professional development and chosen ILP growth goals. Site administrators reported that this informal meeting is a great opportunity to see that the work they do for induction is job-embedded and meaningful. This information is used to guide the development of the candidates’ ILP goals and guides the work throughout the cycles.

Three times a year, candidates and mentors can attend a workshop to continue their work in the ILP. During these workshops, resources are provided to candidates and opportunities to collaborate and explore other ways to develop growth goals and measurable outcomes. Program documents verify that mentors may observe candidates using new learning or research obtained from weekly meetings and regularly scheduled workshops. Candidates

confirmed that workshops and observations were very helpful in progressing through the cycles.

The components of the inquiry cycle, supported by program documentation, show that there are multiple opportunities for the candidate to adjust their ILP growth goal. The candidate and mentor gather research results, develop classroom lessons, mark the CSTP self-assessment, and discuss the candidate's impact on student learning. The progress each candidate makes toward meeting their growth goals is documented through reflection on the CSTP and the identification of next steps. Interviews of the candidates and mentors confirmed that at the end of each cycle the candidates self-assesses their growth on the targeted CSTP of each inquiry cycle.

During the two-year induction program there are multiple opportunities for the candidates to receive professional development. This could be in the form of website resources and trainings supported by the district. Candidates confirmed the district holds trainings two weeks before the school year as well as throughout the year before and after school. These trainings are offered to all candidates. Candidates reported that the trainings are relevant to the work they are doing for induction. The candidate and mentor work together to find the trainings that support the growth goal stated for that cycle and reflect upon the completed trainings in subsequent meetings.

Assessment of Candidates

Interviews and program documents confirmed the candidates have multiple opportunities for their ILP to be reviewed by induction staff members and receive feedback on their work. The program staff reviews ILPs consistently and provides feedback to the candidates and the mentors through emails and meetings. All of the candidates work through an established induction process which is housed in Google docs. Each candidate can see the cycles they have completed. Evidence folders in each of the ILP cycles hold information pertaining to their growth goals. At the end of year two there is an end-of-year self-assessment as well as a summative assessment where the candidate verifies their growth in the CSTP.

In May, the induction program staff reviews all candidates' ILPs for evidence of growth in relation to the CSTP and reviews their final reflection. The Educator Development Advisory Board reviews all candidate ILPs and confirms eligibility for a clear credential. Once all requirements have determined to be met, candidates are then approved for a clear credential by the induction program. Following the recommendation, the list is given to the credential analyst. The credential analyst follows the CTC database recommend process for the candidates to receive their clear credential.

In regard to completion, forty-three (91%) finished the program in two years, while four (1%) completed within one year through the Early Completion Option (ECO). Overall, a review of the survey data showed the program had successfully served the completers of the teacher induction program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, employers, and supervising practitioners, the team determined that all program standards are fully met for the Teacher Induction Program.

Clear Administrative Services Credential Program

Program Design

The Capistrano Unified School District (CUSD) Administrative Services Clear Credential (ASCC) Induction Program is in its inaugural year, having received accreditation in November 2017. The first cohort began August 2018 with an orientation and candidate self-assessment. The program is designed around the California Professional Standards for Education Leaders (CPSEL) as well as CUSD's research-based implementation of Professional Learning Communities (PLC). The program is housed in the Human Resources Services (HRS) department with oversight from the Associate Superintendent, HRS. The content of the overall program is managed by the Executive Director, HRS - Employee Engagement, with daily coordination of the program administered by the Induction Program Coordinator, two teachers on assignment, and clerical support.

The CUSD ASCC Induction program communicates with stakeholders through multiple means. The Educator Development Advisory Board is coordinated by induction program staff and meets three times each year. Membership of this Board includes program candidates and coaches, university partners, and relevant district departments such as site and district administrators, curriculum specialists, special education staff, Human Resource Services, educational technology, English Learner Services, and other stakeholders. Additionally, biweekly communication is sent to candidates and coaches to provide information on timelines and professional learning opportunities. This allows for feedback or input from candidates and coaches that inform the program during this first year of implementation, a year that the program director confirms has seen its share of tweaks and changes to better serve the stakeholder groups.

In the first several months of the program, it is evident that candidate growth and clarity of their program is of importance to the leadership unit. Based on candidate and coach feedback; clarification has already been made on the inquiry processes and adaptations to the Individual Induction Plan (IIP) document. Other stakeholder feedback is being considered regarding how to streamline the processes of the overall IIP (revisions will take place over the summer). As the program continues its initial implementation, the Educator Development Advisory Board, program leadership, and candidates continue to effectively communicate program successes and areas of need, as described during interviews. Indicative of the program's leadership response, candidates indicated their request for more information on Special Education processes and information on site facilities was provided at their very next meeting.

Course of Study (Curriculum and Field Experience)

Each newly hired certificated or current employee promoted to an administrative role in CUSD completes a credential information document. If the new/current employee has a preliminary credential, the Induction Program Coordinator reaches out to the individual to provide information about the CUSD ASCC Induction Program.

The CUSD ASCC Induction Program cohort begins with a welcome event (orientation) that is led by the superintendent, assistant superintendents, and other district leaders. During this event, candidates and coaches are oriented into the CUSD ASCC induction program and learn about the inquiry process and professional learning that will support their growth as a new administrator. Professional learning opportunities provide topics relevant to the CPSEL as well as support IIP development, overall growth, and job placement responsibilities. Candidates are able to self-select appropriate professional learning. One candidate shared that the induction program professional learning list led them to attend two sessions provided through ACSA and a leadership symposium.

The CUSD ASCC Induction timeline planner outlines the course of study for each candidate. Once paired, candidates and coaches collaborate on and self-assess for alignment to each CPSEL. Throughout the two-year induction program, candidates and coaches reflect on each CPSEL-aligned inquiry, actions, and outcomes to ensure next steps are based upon candidate need, relevant data, and reflection. Coaches indicated that candidates are working toward goals that align with their work. Upcoming district summer school programs are being planned more “robustly, to meet student needs.” One coach commented that her candidate’s data gathering, feedback, and implementation is positively impacting the whole site.

The Induction Program Coordinator regularly communicates with candidates to support their completion of CUSD ASCC Induction requirements. If a candidate is performing below program expectations, they are invited to meet with the Program Coordinator. Discussions about timelines, resources, and coaching allow for a support plan to be determined. If the questions or concerns are beyond procedural, the candidate is connected with the Executive Director, HRS - Employee Engagement for further support of completion of induction. One candidate appreciated the discussion and planning the program coordinator provided when she was having personal challenges and needed more time to complete an inquiry.

Assessment of Candidates

Candidates utilize a timeline planner as a communication tool to support successful completion of the program. Based on the dates on this timeline, an initial review of each cycle of inquiry is completed by the Induction Program Coordinator, checking only for completion of all required pieces for that cycle of inquiry. If items are missing, the review document outlines missing components for the candidate and coach. Once all required pieces are present for the cycle of inquiry, the IIP cycle of inquiry is forwarded to induction program leadership for qualitative review. Program leadership follows the steps to review the IIP for evidence of “Meeting the

Standard” for the focus CPSEL. Documentation of this review is completed by the induction program leadership and then shared with the candidate and their coach. The completed copy of this document is housed in the candidate’s induction Google drive folder. Multiple opportunities are provided to the candidate to meet the standards, and additional supports will be put in place if required. At the end of the two-year program, candidates will have verification of meeting all six CPSEs. The CUSD Educator Advisory Board provides final review and recommendation for a Clear Administrative Services credential, which is then submitted for the recommend. The Credential Analyst shared the streamlined approach to the process of communication for enrollment and confirmed her role in processing the online recommendation for a Clear Administrative Services credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with a broad range of stakeholders, the team determined that all program standards are fully met for the Clear Administrative Services Credential Program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> 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 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
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.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>Brief summary of information applicable to the standard</p> <p>Capistrano Unified School District prepares candidates in their Teacher and Administrative Services Induction Programs by implementing a formative assessment inquiry process that is responsive to candidate needs. Candidates choose their growth goals and guides their professional development through the CSTP and the CPSEL, respectively. Program faculty and relevant stakeholders are actively involved in the organization, coordination, and decision making, as the program advisory board confirmed through interviews. Board members reported they “know where the program has been” and “are excited to see where it will go.” CUSD Fiscal Services and other district leadership indicated that sufficient resources are allocated for the effective operation of both induction programs. Program leadership, staff, and faculty regularly collaborate, learn, and develop their ability to support candidate growth through job-related experiences. Recruitment and faculty development support hiring and retention of faculty who represent diversity and excellence as evidenced in teacher and administrative candidate retention data. Interviews with site administrators and district leadership indicated that their newest teachers are positively impacting their mentors, while new leaders are presenting as if they were more veteran administrators because of their work in induction. Various stakeholder interviews expressed their belief that because of program participation, candidates are more effective in developing understanding and implementing research-based practices that is positively impacting students and schools. Candidate interviews revealed that mentors and coaches are well-trained and equipped to provide support for CUSD’s diverse candidates.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> 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 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		

Brief summary of information applicable to the standard

CUSD recruits and admits a diverse pool of candidates for both induction programs. Program documents verify that candidates are matched by program leadership with a qualified job-alike mentor/coach within 30 days. Mentors and coaches provide just-in-time support as well as longer term guidance as the candidates fulfill the CSTP/CPSEL-based goals of their ILP/IIP and credential requirements. Mentors and coaches receive training before and during coaching and mentoring, reporting “We have trainings just for mentors showing us how to fill out ILP, how to be good listeners, how to understand different generations... every training has a purpose and it’s to help us be good mentors.” The goal-setting process is guided by mentor/coach input and check-ins to review alignment with site and district goals. CUSD induction program staff provide support, advice, and assistance to promote the candidates’ successful entry into the teaching/administration profession, and provide regular and consistent communication about induction requirements and resources. Stakeholders shared that program staff responds with ideas of how to address areas of growth, including personalized support, and that program staff responds to every support request. Candidates demonstrate competency and progress toward mastery of all CSTP/CPSEL or additional support may be offered, including implementing an individualized induction support plan or for administrators, support from the Program Coordinator and/or the Executive Director of Human Resources Services to help candidates earn the clear credential.

Common Standard 3: Fieldwork and Clinical Practice

Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> • 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 	X		

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

Brief summary of information applicable to the standard

CUSD provides their induction programs with a mentor/coach-based candidate support system. Qualified job-alike mentors/coaches receive initial and ongoing training in mentoring and coaching. Mentors/coaches guide their candidates in the completion of evidence-based ILP/IIPs that include cycles of inquiry, growth reflections, descriptions of overall impact of their inquiry research, progress they have made towards meeting growth goals, and next steps in developing practice in relation to the CSTP/CPSEL standard on which they focused. It was reported that candidates can choose focus areas that are meaningful to them. The mentor/coach helps the candidate identify a focus on an inquiry cycle mindfully... and uses skillful questioning to move the candidate forward. Inquiry cycle evidence is reviewed by program staff regularly. With administrator and mentor/coach input, candidates establish individualized professional goals based on the CSTP/CPSEL and aligned with district and site initiatives. Support in meeting these goals is provided through mentor/coach advisement, district professional development, and voluntary induction meetings. Candidates’ participation in cycles of reflection on their teaching/administrative practice help demonstrate candidate growth and progress toward mastery of the CSTP/CPSEL. Educator Development Advisory Board members stated that candidates are supervised very carefully throughout the program-- there are no surprises at the end. Program staff and mentors know each candidate very well.

Common Standard 4: Continuous Improvement

Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met		

Brief summary of information applicable to the standard

CUSD’s approach to continuous improvement includes collection and study of data from all stakeholder groups. The teacher induction program gathers evidence from data sources including weekly mentor surveys, surveys of candidates and mentors, professional development assessments, observations, and workshop exit tickets. Program completer survey data analysis shows growth over the past three years in candidates setting and reaching professional learning goals as well as in the perception that the CUSD induction program is supportive, with candidates “developing skills, habits, and tools needed to grow teaching practice” and continue in the field of education. The administrative induction program gathers survey evidence such as scheduled coach data collection, periodic surveys, observations, and assessments of candidate IIP. Collaborative data analysis by the Educator Development Advisory Board occurs triennially to promote continuous program improvement and approve major program modifications. It was shared by members of the board that through data collection and program feedback, changes are made and that this board reviews processes and makes recommendations. Induction program staff meet weekly as a team to discuss and review collected data, implementing minor program service changes as soon as possible. Major changes are implemented after reviewing the changes and collaborating with the CUSD Educator Advisory Board to support continuous improvement and effectiveness.

Common Standard 5: Program Impact

Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students	X		
Finding on Common Standard 5: Program Impact	Met		

Brief summary of information applicable to the standard

CUSD ensures that candidates are meeting completion requirements before being recommended for the clear credential. Teacher Induction Program (TIP) staff verifies that candidates meet state adopted academic standards and demonstrate growth in the CSTP through the successful completion of their ILP including implementation of goal-setting, action research, and reflection related to the CSTP. The administrative induction program verifies that candidates demonstrate competence in each of the CPSEL via their IIP work. There is an emphasis on meeting the diverse needs of the district's varied student population as evidenced by candidate reflection within the ILP/IIP. The Educator Development Advisory Board has the final responsibility to recommend or not recommend each candidate for a clear credential. Survey data from stakeholders provide evidence that the program has a positive impact on candidate competence and subsequently on student achievement. Program completion state survey data confirm the positive program impact on candidate competence as well as continuous program improvement over time. As shared by site administrators, the program is constantly refining to better meet needs of candidates; these are laser-focused programs, continually growing, aligned with all new standards, and continually changing to meet all of those needs.

INSTITUTION SUMMARY

The Capistrano Unified School District has developed a research-based system of formative assessment for their new teachers and administrators that promotes a commitment to continuous improvement. They have done so by establishing the "Capo way of growing their own." District leaders and program staff work closely with the program coordinator to ensure professional development opportunities further develop and meet candidate needs and every candidate is supported by veteran Capo employees. This team approach is at the heart of Capistrano's commitment to retain their educators in the profession.

Selection of the most qualified teachers, leaders, and mentors/coaches is key to district success and induction experiences. The quality of mentorship is the strength of its implementation. As the program transitioned to 2016 standards--a less paperwork-driven approach with individualized goal setting and support, updated mentor and coaching training, topics, and approaches to communication were implemented. Candidates and site administrators affirmed throughout the visit that CUSD's mentors are their best and brightest who model the way.

The program staff and leadership team, work with an active advisory committee (Educator Development Advisory Board) that includes local colleges and universities, district leaders, site administrators, mentors, and candidates to analyze, collaborate, and support program effectiveness. Stakeholder interviews overwhelmingly indicated their regard for the program staff. Comments described the staff's commitment to support as "rapid responses and resources" that were aligned to their specific needs, and added that staff availability and visibility show they care about our program.

CUSD has formed relationships with the greater educational community. Members of the Educator Development Advisory Board shared that they value knowing that the program

synthesizes what they contribute, adding to a well-rounded program in which all stakeholders have a voice. As an advisory board member stated, the programs are transparent and organized. That leads to clear expectations for all.