

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

**Professional Services Division
February 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Rialto 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: Rialto Unified School District
Dates of Visit: October 7-9, 2019
Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
January 30, 2011	Accreditation with Major Stipulations
March 2012	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, completers, and local school 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 determined to be met.

Common Standards

All Common Standards have been determined to be met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction credential program 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

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Rialto Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Rialto 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:

Sandra Beller
Charter Oak Unified School District, Retired

Common Standards:

Katherine Tolliver
Green Dot Public Schools

Programs Reviewers:

Stacy Shasky
Merced County Office of Education

Staff to the Visit:

Karen Sacramento
Commission on Teacher Credentialing

Cheyenne Jones
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Assessment Materials
Candidate Handbook
Survey Results

Showcase Presentation Rubric
Precondition Responses
Mentor Job Description
Induction Agent Job Description
Collaborative Interactive Reflective Journal
Mentor Logs
ILP Goal Setting Forms
Induction Pathways to Completion
Induction and Teacher Support Webpage
Induction Completion Requirements

Portability Document
 Verification of Completion Form
 Cluster Meeting Agendas
 University Credit Information
 Induction League Meeting Agendas
 Advisory Council Meeting Agenda
 Advisory Council Minutes
 Job Descriptions
 Personnel Employment Information Page
 Job Postings from Edjoin

Job Recruitment Fair Flyer
 Mentor Job Description
 Non Classroom Certificated Evaluation
 CSTP Self-Assessment
 ILP Documents
 Observation Feedback Forms
 Criteria for Clear Credential
 SWIVL Observation data
 Program and Completer Data
 SWIVL Observation videos

Interviews Conducted

Stakeholders	TOTAL
Candidates	25
Completers	11
Site Administrators	18
Institutional Administration	7
Mentors	6
Credential Analysts	2
Advisory Council	10
District Lead and Institutional Support Personnel	2
TOTAL	81

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

Rialto Unified School District resides in a single district and serves a student population of approximately 25,500. With more than 2,700 district employees, Rialto Unified School District is the largest employer in the City of Rialto. The district has 3 comprehensive high schools, one alternative/adult education school, 1 continuation high school, 5 middle schools, 19 elementary schools and 20 preschools located on elementary campuses in Rialto, Colton, San Bernardino, Fontana, Bloomington, and Lytle Creek. The district promotes school theatre and band programs taught by trained instructors and sponsors the District Music Festival. Numerous sites are State PBIS Implementation winners, California Gold Ribbon, California Green Ribbon, and California Distinguished Schools. The mission of the Rialto Unified School District, the bridge that connects students to their aspirations for the future, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectations for student achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of cultural diversity

This supports the Rialto Unified School District belief system that:

- Everyone has unique talent
- There is unlimited power in all of us
- All people have equal inherent worth
- Diversity is strength
- Each person deserves to be treated with respect
- High expectations inspire high achievement
- Risk is essential for success
- Common and individual interests are reciprocal
- Integrity is critical to success
- Honest conversation leads to understanding
- A strong community benefits all of its members
- Everyone can contribute to the good of the community
- Music is the universal language

Education Unit

The Rialto Unified School District Teacher Induction Program resides within a single district and allows Preliminary Multiple Subject, Single Subject, and Education Specialist teachers to earn their clear credentials. The Rialto Induction Program is under the collaborative guidance of the Personnel and Education Services Departments of the district with oversight from the Lead Personnel Agent and the Lead Innovation Agent: Education Services. Daily operation of the program is the responsibility of the Agent: Induction and Teacher Support Services, who is an

active participant in all Education Services activities. The Induction Agent leads a team of six full-time release mentors and a secretary to carry out all day-to-day operations of the Rialto USD Induction Program.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	34	110

The Visit

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 Design

The Rialto Unified School District Teacher Induction Program is accredited to clear General Education-Multiple Subject, General Education-Single Subject, and Education Specialist preliminary teaching credentials. The program is under the collaborative guidance of the personnel and education services departments of the district with oversight from the lead personnel agent and the lead innovation agent: education services. Daily operation of the program is the responsibility of the agent/program director: induction and teacher support services. The induction agent leads a team of six full-time release mentors and a secretary to carry out all day-to-day operations of the Rialto USD induction program. The program makes an effort to match candidates with induction mentors with the same or similar credentials; however, when that is not possible, the program matches candidates with mentors who have developed the mentoring skills that would best benefit the candidates' growth. One completer stated, "The fact that my mentor was not in my content area was never an issue. Whenever I needed any support, my mentor made sure I had whatever I needed." Interviews with candidates confirm that content support is sought out, if necessary, from other district resources including content strategists and other experienced teachers.

Interviews and documentation confirm that the program uses various means in which to communicate with stakeholders. The induction advisory council meets three times during the school year with membership derived from district departments, current candidates who are referred to as induction teachers (ITs), induction completers and mentors. District level stakeholders receive communications about the induction program through the support team, which holds bi-monthly meetings. The support team is comprised of the superintendent, associate superintendents, district directors, division leaders and all bargaining unit presidents. ITs receive information via the shared induction google drive and email communications from the induction staff. Induction mentors receive communication through daily discussions with the induction agent, secretary and their mentor colleagues, bi-monthly mentor collaboration meetings and monthly team meetings deemed, induction league meetings. Site administrators confirm that communication occurs near the beginning of the school year with the triad meeting roles and responsibilities and suggestions for how to support the IT with goal setting. The induction team also provides detailed induction information to principals at the monthly principals' meetings.

Interviews with program and personnel department staff confirmed that mentors are selected based program need, qualifications and expertise and on their ability to communicate effectively and collaborate with beginning teachers and are employed on a full time basis to

provide new teacher support. Mentors meet weekly with their credential candidates to work on both "just in time" needs as well as longer term individual learning plan (ILP) goals. They are supported and trained in a variety of ways including annual attendance at the Mentoring Matters, Institute for Leaders and Learners led by authors Laura Lipton and Bruce Wellman as well as annual attendance at the California Induction Conference. At monthly and weekly team meetings, mentors focus on monitoring and reviewing IT progress and program expectations. Mentors learn about adult learning theory, receive professional development provided by the induction agent regarding instructional strategies, mentoring and coaching tools. Mentors report during interviews that they are a very cohesive team that supports one another in meeting the needs of ITs. It was discovered during interviews with the advisory council that mentors attend all trainings that district strategists attend in order to be current on all topics that the district has identified as critical for teacher understanding. It was reported that since induction mentors have been trained in special education initiatives that there have been no due process hearings involving a new teacher enrolled in the program. This fact was attributed to mentors not only understanding the role of teachers in the special education process but that they were training new teachers to respond to student needs appropriately. Interviewees felt that induction mentors "are setting the tone for the district."

Documentation and interviews with both ITs and mentors show that the program assesses the quality of its services in a variety of ways and uses the information gathered to modify the program based on feedback. Mid-year and end of year or end of program surveys are used to collect data to determine in which areas ITs need additional support. Interviews with mentors, content strategists and ITs confirm that collaborative professional development sessions are then designed around the identified topics and candidates are invited to participate if topics are focused on a self-identified area of need on the Individual Learning Plan (ILP).

Data is collected from ITs around mentor effectiveness both mid and end of the year. The induction agent meets formally with each mentor at the beginning of the year to help develop growth goals for the year and then quarterly to monitor progress. These goals are aligned to the areas identified through the IT surveys and in a less formal way through individual mentors questioning ITs with the phrase "how can I provide more support?" which is asked on a regular basis by all mentors at the end of most weekly mentoring meetings. This data is then used to inform the mentor goals and actions for growth.

In the past two years, the program has changed the way that candidates select the focus California Standards for the Teaching Profession (CSTP) from program selected to candidate selected, with input from the mentor and site administrator. A review of the documents as well as interviews with candidates confirms that the selection of standards and areas of focus are now completely based on candidate professional growth needs. Site administrators report that they are able to play a part in the selection of goals by providing guidance around school and district initiatives at the triad meeting and sharing areas that they feel are important for ITs to focus. Another significant change that has occurred recently is the elimination of all prescribed

professional development. Documents indicate and IT interviews support that candidates are offered a selection of professional learning in the form of collaborative mentoring professional development sessions that are then selected based on the interest, teaching assignment and professional growth goals.

Course of Study (Curriculum and Field Experience)

Documentation and interviews substantiate that induction teachers attend an advisement and orientation meeting, regardless of the time of year they begin the program. At advisement, candidates learn the purpose of induction, the program processes and activities, criteria for completion and sign an induction participant's agreement memorandum of understanding (MOU). A review of the documents confirms that teachers are assigned an induction mentor within days of the induction office receiving notification from the personnel office of the teachers' hiring or receiving their preliminary credentials. Mentors begin meeting with ITs to get to know them, determine instructional support needed and build positive mentor/mentee relationships. Candidates report that "it is the relationship that I have with my mentor that makes the program feel flexible and less stressful." Interviews substantiate that the ILP is developed after a triad meeting held between the mentor, IT, and site administrator. Mentors meet with ITs to set ILP goals after an initial CSTP self-assessment, and continue to meet weekly with ITs to provide individual mentoring in support of the ITs' professional growth goals. Mentors assist ITs in understanding the context in which they are teaching, collaborate in setting goals based on self-assessments of the CSTPs and promoting IT self-reflection of instructional practices and student outcomes while using the ILP to work through the Plan, Teach, Reflect, Apply (PTRA) instructional cycle. Throughout this work, teachers continue to reflect on their performance using the ILP and the Rialto CSTP rubric.

Documents and interviews with both ITs and mentors verify that ITs are offered a variety of professional learning opportunities that are designed based on candidate and mentor identified topics of need or that align with ILP goals. District strategists shared that they often work collaboratively with induction mentors to design and deliver professional development in specific content identified by the new teachers and that induction staff often provide opportunities around topics such as engagement and management. District strategists share positive comments about the work that both teams combined do such as "we set a really good foundation for teachers" and "the support we provide to the new teachers is paramount to the organization's success."

Assessment of Candidates

Candidates are assessed for competency and completion in a variety of ways and at different times throughout the program. Classroom observations by mentors, candidate self-assessment of the CSTP and related evidence, and assessment of the ILP are all ways that candidate growth is monitored toward the completion of the induction program and earning of the clear credential. Documentation and interviews with program staff confirm that induction candidates complete two cycles of inquiry annually as part of their ILP. At monthly induction 'league' team meetings, composed of mentors and program leadership, ILPs are reviewed and recommendations are made to the candidate's mentor for remediation and support. At the end of the two year program, candidates complete a series of reflections around their growth across the CSTPs and the ILP process and prepare a presentation to highlight that growth. The showcase presentation rubric is used to verify candidate progress towards CSTP mastery.

Candidates report that they feel supported throughout the assessment process and that they believe their relationship with their mentor is the main reason for this. Candidates report that the program is flexible in meeting their needs and that they do not feel like it is a "gotcha" kind of experience.

The lead personnel agents for the district report that teacher candidates are held to a very high standard of quality for program completion and that they appreciate that in the event that a candidate is not performing up to the expected standard the program increases the level of support for the candidate rather than modifies the expectations.

Interviews confirm that once candidates have completed all program requirements a form 41-4 is completed by the induction staff and submitted to the personnel department for formal recommendation to the Commission.

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 Rialto Induction Program.

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 required</i>
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

A review of evidence and interviews with a variety of stakeholders confirm that the RUSD induction program has the infrastructure in place to operate an effective educator preparation program characterized by a research-based vision of teaching and learning. Document review, interviews with program leadership, coaches/mentors, P-12 site administrators, institutional administration, teacher induction candidates and completers confirm the strong commitment the Rialto Unified School District has to guide and serve future educators. These interviews provided significant evidence of the collaborative work at both the unit and program levels to collect, analyze, and implement a strong array of data to engage in reflective practice across and throughout Rialto USD. It is apparent during all interviews conducted, Rialto USD places an emphasis on building a culture of trust in program leadership and developing a sense of agency to make own decisions with a 'just ask' support for resource allocations.

Ongoing analysis of this data informs program support of candidates' learning experiences as well as the unit's quest for continuous program improvement. One interviewee stated, "when a need arises, it's all hands on deck! Whatever is needed, is what we do." Rialto Unified School District induction promotes a structured, collaborative, and well-organized support system that spans the candidates' field and academic experiences. Interviews with P-12 administrators, coaches/mentors, and RUSD induction leadership confirm that individually tailored, research-based professional development guides candidate growth as they develop their practice with the California Standards for the Teaching Profession.

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 required</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

Document review and interviews with leadership, coaches/mentors, P-12 site administrators, and completers confirmed the Rialto Unified School District induction program accepts applicants with clear criteria including multiple measures of candidate qualifications. Interviews with leadership clearly establishes the purposeful recruitment of employees to diversify the work pool. Interviews with program stakeholders confirm appropriate personnel are available to support each candidate through the two-year induction process and ensure successful entry into the profession.

Interviews with a broad base of stakeholder groups, provides compelling evidence that program leadership and staff are committed to providing a meaningful, job-embedded induction experience designed to meet each candidate’s unique needs. As one institutional administrator stated “the induction program is such a critical piece to bring new teachers into the culture of open minded teaching, learning, inquiry and being creative.” Coaches/mentors and site administrators reported a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. Candidates and program completers consistently shared praise of their mentors and the support they receive during the induction experience. One recent completer stated, “The induction program in Rialto has led to the building of one big learning community! You know if you have a question, someone has the answer, and more importantly they are willing and excited to share it with you!”

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 Rialto Unified School District induction program provides a mentor-based new teacher support system. Through a planned sequence of individualized experiences, candidates are supported to develop and demonstrate knowledge and skills to educate students in meeting state-adopted content standards.

Review of program evidence confirms program experiences aligned with ILP goals allow candidates to learn, practice and demonstrate competencies required of the credential they seek. Candidates receive weekly mentoring in areas directly aligned to their developmental needs. Mentors and candidates select professional development aligned with candidate instructional needs and ILP goals.

The program collaborates with all district departments and stakeholders to ensure each candidate has the necessary resources and support to succeed in their individual classroom assignments. All departments in Rialto USD are at the ready to support induction candidates with issues of diversity that affect school climate and ensure each individual's ability to implement research-based strategies for improving teaching and learning. This is evidenced by collaborative professional development seminars provided by various district stakeholders on a broad range of topics including addressing issues of diversity, equity, and providing safe learning environments. Specific research-based strategies include Kagan structures to support student engagement, project-based learning, specific scaffolds for English learners, and 21st century learning skills. When asked how a candidate selects which professional development sessions to attend, candidates shared the collaborative conversation between candidate and mentor to consider candidate areas of need and ILP goals. One candidate stated, "we identify what is relevant to me and my practice. This is not just checking off boxes - it's about ensuring everything we do is appropriate to me and my practice."

Mentors are experienced in teaching and are selected after meeting specific criteria and completing the hiring process. Interviews with newly hired mentors confirm the program's process and selection criteria includes demonstration of strong teaching practices, and strong interpersonal skills appropriate to the role of mentor. The application and interview process ensures selected mentors have the needed experience and skills to effectively support candidates and provide the knowledge and expertise to improve candidate instructional practice. Mentors are trained and oriented into their role, and once they are collaborating with candidates, their mentor practice is regularly evaluated and recognized in a systematic manner. Additionally, mentor professional development is an ongoing practice in the Rialto USD Induction program. Mentors regularly participate in professional development and conferences including Mentoring Matters, Excellence through Equity, and the California Induction Conference. Mentor interviews confirm the program director meets with mentors to develop their individualized growth plan and conducts frequent check ins to provide direct and immediate feedback, addressing their individualized mentor growth plan. Mentors added the program director provides assistance and guidance in their work with candidates resulting in key action steps to support both mentor and candidate growth and development. Finally, mentors engage in collaborative support through weekly meetings and receive feedback from content strategists on how candidates are improving their teaching practice. All stakeholders in Rialto USD are consistently encouraged to "go up the hill" to see the big picture. This culture

supports all aspects of the district to regularly engage in reflection of practices, including Rialto Induction and the candidates they serve.

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.	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

The Rialto Unified School District has a multi-year unit assessment cycle which describes how data is regularly and systematically collected and analyzed. This consistently implemented assessment cycle measures 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, and allows the program to identify areas of need in order to make appropriate program modifications based on findings 3) regular surveys on the effectiveness of mentors and the impact of program participation on completers. The induction ‘league’ consisting of the program director and mentors is responsible for data collection, analysis, and reporting findings to various district and program stakeholder groups. The induction advisory council reviews data, and recommends program modifications based on data collected and candidate feedback.

The induction league collects and analyzes program data from candidates via Collaborative Mentoring Surveys, Mid-Year Survey, End-of-Year Survey and the Exit Interview. In addition, the league analyzes program data based on the CTC-sponsored Completer Surveys. This analysis of data consistently leads to on-going program improvements and modifications. Interviews with candidates and program completers confirm recent modifications to ensure the relevance and appropriateness of program activities and requirements for each candidate. Second year candidate interviews confirm changes have been made to the ILP process making the selection of goals more focused on individual candidates’ needs, and professional

development sessions now provide a broader grade-level range of strategies and are to be attended on an “as needed and appropriate basis.”

Candidates confirmed they are surveyed mid-year and end of the year. Candidates also provide feedback for attended professional development. Candidate mid-year and end-of-year surveys measure mentor effectiveness and Individual Learning Plan support and overall mentor support. A candidate survey response states the induction program as met professional growth needs and “provided me with a mentor that was easy to talk to. It also provided me with structure and guidance to help me get through some tough situations and experiences.” Another candidate survey response states the portion of the induction experience with the ILP in such a way that “the plan-teach-assess-reflect portion benefited me the most because it helped more closely reflect and analyze what I was doing, is it working, how is it supporting my students, and what do I need to change or do differently to best support myself and my students.” One candidate stated in a survey response, “the Induction program supported my educational needs and classroom instruction by educating me on the best ways to instruct and motivate students for the best possible outcomes.”

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 Rialto Unified School District Induction Program ensures all candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting state adopted academic standards through successful completion of their Individual Learning Plan as they grow to demonstrate progress towards mastery of the CSTP.

The program evaluates and demonstrates a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students. This is done through processes and tools such as the CSTP self-assessments, development, implementation and review of candidate ILPs, SWIVL video recordings of candidate teaching

practice, and through opportunities to participate in a variety of surveys, and regular induction league collegial meetings.

These consistently utilized processes support candidates' ability to demonstrate the knowledge and skills necessary to educate all populations of students, and engage with mentors to collaboratively review, assess, and reflect on their teaching practice. The collaborative nature of the mentor/candidate relationship supports the development of reflective practices to support a positive impact on student achievement outcomes. In addition, information from student data walls, iready data and PBL data is used as evidence of impact on student academic achievement.

Through interviews, candidates and program completers consistently affirm that mentor support and program participation positively impact not only their professional teaching practice, but also have a positive impact on their students' academic achievement. Additionally, site administrators reported that "teachers who have been through Rialto Induction are more aware of their students' needs and gaps than other teachers" and "student performance data typically reflects enormous gains in induction candidates' areas of focus."

Similarly, institutional administrators report that the greatest impact of induction on classroom teaching and students is seen in "the growth of teachers through levels of engagement in the classroom. That spirit in the classroom when teachers put everything they have learned into their teaching and students are connected and engaged."

INSTITUTION SUMMARY

The Rialto Unified School District mission, vision and belief statement are the foundation for a strong culture of collaboration that is evident throughout all Rialto USD. This culture is pervasive between and among all district levels and departments. It is the goal of Rialto USD to hire the most exemplary teachers available, and then support each one to develop the skills to be lifelong visionary, cutting-edge educators. The Rialto Unified School District has developed a high quality induction program that guides and supports new teachers in their transition into the teaching career and integrates trust and collegial support. They have accomplished this through intentional and meaningful collaboration and communication across all stakeholders. The Teacher Induction program embodies the district's mission, values and beliefs where each student can strive to achieve personal and career fulfillment within a global society, through a vital system. The Rialto USD Teacher Induction program exemplifies the true spirit and intent of the induction standards by providing a robust and meaningful individualized mentoring system for each candidate. It is clear from every interview conducted, that the Rialto USD Induction program exemplifies the best of what teacher induction should and can be. As one candidate stated, "The induction program literally saved me!"