

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

**Professional Services Division  
March 2020**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Keppel Union 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	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**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:** Keppel Union School District

**Dates of Visit:** February 10-12, 2020

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Status</b>
Keppel Union School District has operated a Commission approved educator preparation program since 2003 but went on inactive status from 2012 to 2016, restarting their induction programs in 2017. Therefore, the 2020 accreditation visit is the first accreditation site visit for this institution.

**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, instructors, 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 General and Program Preconditions are aligned.

Program Standards

All program standards for the Keppel Union School District's Teacher Induction program are Met.

Common Standards

The Common Standards for the Keppel Union School District are Met.

Overall Recommendation

Based upon the determination that all Preconditions, Common Standards, and program standards are all **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 institution's response to the Preconditions be accepted.
- Keppel Union School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Keppel Union School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### Accreditation Team

**Team Lead:**

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Independent Consultant

**Programs Reviewers:**

**Sarah Clobes**

San Bernardino City Unified School District

**Common Standards:**

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**Staff to the Visit:**

**Gay Roby**

Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Documentation  
Common Standards Addendum  
ILP template and samples  
Accreditation Website  
Candidate Files  
Candidate Handbooks  
Survey Results

Preconditions Responses  
Program Review Documentation  
Program Review Addendum  
Candidate Advisement Materials  
Mentor Application Template  
Assessment Support Materials

### Interviews Conducted

Stakeholders	TOTAL
Candidates	15
Completers	5
Site Administrators	5
Institutional Administration	3
Program Coordinator (TOSA)	1
Professional Development providers	6
Classroom-based Mentors	10
Advisory Board Members	16
Institution of higher education representatives	2
<b>TOTAL</b>	<b>63</b>

*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

The Keppel Union School District (KUSD) is a small school district of five elementary schools and one alternative school that serves the far eastern parts of the city of Palmdale and its immediate suburbs including Littlerock, Pearblossom, Sun Village, Llano, and Lake Los Angeles. Keppel Union educates approximately 2,600 students in grades pre-school through eight.

### Education Unit

The Teacher Induction program is housed in the district's Instructional Services division with oversight provided by the assistant superintendent serving as induction director. Day-to-day supervision of the program is provided by an induction coordinator (teacher on special assignment) who also serves as the athletic director for the district as well as providing oversight for specific district events such as the district speech contest, ELPAC testing, and much of the district's professional development. The program currently has fifteen candidates and had 7 complete the program in the last two years (2017-18, and 2018-19).

Typical of many small districts, teachers on special assignment and administrators are responsible for many diverse tasks. Currently, a redistribution of authority is taking place in the district, resulting in many cross-over jobs. For example, the induction director, who is the assistant superintendent of instructional services was appointed to the position in November of 2019. Prior to that, his role also included human resources. The current interim director of business services will soon become the permanent director of support services and will be

replaced by a second interim director of business services while a permanent employee is sought.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2018-19)</b>	<b>Number of Candidates Enrolled (2019-20)</b>
Teacher Induction	5	15

### **The Visit**

The visit proceeded in accordance with all normal accreditation protocols with the exception of an unusual site visit interview schedule. Due to an out-of-state conference attended by several Advisory Committee members during the week of the site visit, two electronic-based interviews were held with Advisory Committee members the week prior to the site visit. Additionally, deep into the planning of the site visit, the induction coordinator discovered the district had made the first day of the site visit a non-instruction day. Subsequently, the site visit team shifted all remaining interviews to the second day, resulting in a very long day for all. Day three was devoted to the team writing which reflects a typical schedule for a one-program sponsor.

### **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 Keppel Union School District (KUSD) provides a comprehensive teacher induction program that offers candidates the opportunity to clear their credential through a district-sponsored program. Upon reactivation in 2016, the induction coordinator was responsible for aligning the program to the 2016 Teacher Induction Program Standards. Based on a review of documents and through interviews with district personnel, it was confirmed that the program coordinator has a myriad of responsibilities within the district, also serving as a professional development provider, athletic director, speech contest coordinator, etc. The coordinator reports directly to the assistant superintendent of instruction who also serves as the director of the induction program. Interviews with the advisory committee confirmed there is ongoing communication amongst stakeholders through their triannual meetings, whose members include district leadership, mentors, teacher candidates, site administrators, and institute of higher education (IHE) personnel. All stakeholder groups interviewed highlighted that the coordinator consistently communicates with personnel through a variety of means-- individual and site-based meetings, professional learning communities (PLC), triad meetings and email or text. Additional support for special education teachers is provided by the Antelope Valley SELPA. The mentoring system within Keppel USD is designed to support candidates through classroom-based mentors teachers with aligned credentials and or teaching assignments as outlined in the

Candidate Mentor Pairings document. In cases where candidates are not aligned with a mentor with the same credentials or assignment, they are paired with a near-grade-level mentor at the same school or a same grade level mentor at a different school. Mentors and candidates confirmed that if same grade level/school pairing was unavailable, additional quality support was provided. The established process to become a mentor was identified and confirmed through interviews as an application, site principal approval, and an interview. Mentors verified they are required to reapply every year, a practice the induction coordinator stated the program uses to avoid retaining unsuccessful mentors. Mentors also stated they receive both initial and ongoing training on current research-based practices to refine their skills.

The program coordinator elicits feedback from stakeholders through both informal and formal interactions, such as one-on-one meetings, whole-group collaborative meetings, and surveys. Based on these interactions and the survey data that is collected, the induction coordinator makes decisions to improve the quality of the program. Due to the small size of the program, informal feedback involving all stakeholders occurs frequently. The program is currently working on establishing more formal data gathering methods that will document stakeholder involvement and provide opportunities for program improvements to be made based on informed, data-based feedback.

#### Course of Study

The KUSD Individual Learning Plan (ILP) serves as a personalized roadmap for teacher candidates to track their growth as they work through a cycle of inquiry. The ILP assists candidates in setting goals which are aligned to the California Standards for the Teaching Profession (CSTP). Candidates are then guided through the inquiry process and the ILP by the mentor, as they document progress through ongoing self-assessment and reflection on the continuum grid. Candidates report that the ILP helped them develop skills of data analysis, research, and reflection. Input from the candidate's evaluator is provided in the beginning of the school year within the context of a triad meeting which is referenced when developing specific goals for the ILP. In interviews with site administrators, they celebrated that the triad meetings helped candidates develop a clear focus for the year, build teacher ownership, and create a nurturing space for support. Throughout the inquiry process, candidates collect data as evidence they are making progress towards their goals. During their weekly meetings, mentors and candidates analyze student outcome data, and discuss how current research-based practices are contributing to students' academic success. Interviews with mentors and candidates confirmed the inquiry cycle is repeated throughout the year and adjustments are made to the teachers goals based on their reflective conversations and progress on the continuum grid. More formal feedback on their ILP is given to the candidates from the induction coordinator who periodically reviews ILP throughout the year, during the mid-year check, and at the exit interview, as evidenced by review of documents and interviews with candidates and mentors.

Professional development opportunities are provided for teacher candidates by the induction coordinator and professional development providers as confirmed by interviews. The professional development menu showcases a variety of options for teacher candidates and they are required to select at least three professional development sessions that align to the ILP

goals. The teacher candidates identify strategies to implement in the classroom and are documented in the ILP as part of the inquiry process. Mentors, site administrators, and district administrators, shared that the ILP work helped the district uncover additional PD needs on classroom management. Thus, the district was able to streamline and provide district-wide training.

Mentors provide clear expectations and guidelines for their work together with their teacher candidates by providing an agenda and outlining the just-in-time support as well as addressing their long-term goals. As individual needs arise, mentors rely on their coaching skills to guide candidates. Ongoing training by the program coordinator provides continuous opportunities to improve their coaching skills.

### Assessment of Candidates

Candidates are summatively assessed for competency and completion of the program in multiple ways. The summative assessments include a compilation of work products, an exit interview, and a colloquium presentation of the individual learning plan at the end of each year. At the exit interview, the induction coordinator, induction director, and a lead mentor review the criteria for exiting the program, which includes the initial triad meeting, the selection and self-assessment on three CSTP, the completion of a mid-year review, meeting an average of one hour per week with mentor, and the completion of the ILP with reasonable progress on goals.

Formative assessments also support the candidate completion of the program. In addition to weekly mentor meetings which are recorded on the ILP, the induction coordinator informally observes each teacher in the program, consults with induction teacher-and-mentor pairs to discuss needs and supports, and meets with professional learning communities containing induction teachers and mentors, six times a year. The induction coordinator is accessible via all modes of communication; a site leader stated the coordinator “does an amazing job supporting and providing as much attention to make sure the new teachers are well prepared and supported.” These multi-layers of support and accessibility enable the program to ensure that candidates complete the program according to the program design.

Upon completion of the exit interview, the induction coordinator begins the process for recommendation of the clear teaching credential. The induction coordinator confirms that the program verification form, submitted by the mentor, is accurate. The verification form is then submitted to the induction director, where it is reviewed to ensure all credential requirements have been met. The list of candidates who have met completion requirements are sent to the director of human services who submits the credential recommendation to the Commission.

### Findings on Standards

After review of the institutional reports, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 63 stakeholder groups such as candidates, completers, mentors, professional development providers, site administrators, and

district administrators, the team determined that all program standards are **met** for the Keppel Union School District.

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b>Consistently</b>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Consistently</b>
<ul style="list-style-type: none"> <li>• The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	<b>Consistently</b>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Consistently</b>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Consistently</b>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Consistently</b>
<ul style="list-style-type: none"> <li>• Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	<b>Consistently</b>



<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

Given that the Keppel USD induction program was reactivated in 2017, much effort has been dedicated to rebuilding the infrastructure of the program. District and site leadership acknowledge the importance of having their own Induction program, as it gives the flexibility to meet the specific needs of their small district and allows their employees a local option to clear their credential. One site leader stated, “ It’s a good thing to develop our own Induction program; we are now much more involved and much more in the loop.”

The strong relationship between the program coordinator and various stakeholder groups is at the heart of the Keppel teacher induction program and the core of the institutional infrastructure to support educator preparation. Members of the advisory committee, both those from surrounding teacher induction programs in the Antelope Valley and local institutions of higher education, spoke about their active collaboration with the induction coordinator to create institutional infrastructure. Interviews with all stakeholders confirmed the implementation of Keppel’s vision of individualized support is maintained through the induction coordinator’s unfailing work and the cadre of qualified mentors who rely on the Individual Learning Plan (ILP) to direct the growth and reflection of each candidate.

For example, the advisory committee created and analyzed a new mentor rubric, which was used to help ensure quality field-based experiences. The Director of Human Resources and the Director of Business Services confirmed that sufficient resources for the program and a process for monitoring credential recommendations is in place. Moreover, the Induction Director, who is also the Assistant Superintendent of Instruction, indicated that he collaborates with the induction coordinator to ensure effective operation and cohesiveness of the overall

program. Interviews with district leadership confirmed that the unit leadership has the authority and institutional support to address the needs of the induction program, one specifically indicating, “whatever the program needs, it gets.” This affirmation reflects the district’s commitment to the induction program.

Given the small size of the program and the induction coordinator’s integral role in the implementation of the program, the induction program is currently dependent on the strong skills and knowledge of the induction coordinator. Finding ways to systematize the procedures and practices he exhibits, articulating the values and habits of mind that make this program successful to a much broader base of personnel, would enhance future program implementation.

<b>Common Standard 2: Candidate Recruitment and Support</b> Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b>Team Finding</b>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

The KUSD Induction program is designed so that participating teachers are recruited and supported in ways that ensure their success. The program accepts candidates based on clearly identified criteria outlined in the eligibility advisement form in the handbook. Upon hire, the director of human resources verifies each candidate’s credential status, which also serves to inform the program coordinator of a candidate's eligibility for the induction program. Advice and assistance is given to candidates by the program coordinator to determine the eligible credentialing path (teachers have the option to join the district’s induction program or join another program outside the district).

During interviews with both advisory committee members and the director of human resources it was apparent that the district is intentionally identifying ways to diversify their teaching force in order to reflect the student population that they serve. One advisory committee member indicated that the candidates they are seeing now are more diverse than years past, and felt that this was due to the fact that the program was having more candidates that come from within their district which reflects more of the diversity of the student population.

Candidates are presented with information regarding induction in multiple ways including during new teacher orientation, induction orientation, in the program handbook and on the district induction website. Based on the candidate memorandum of understanding (MOU) candidates are supported in meeting their competency and performance expectations through weekly mentoring sessions, professional development of their own choosing, mid-year reviews, and an exit interview with the program director, coordinator and a mentor.

In candidate interviews candidates expressed overwhelmingly that they feel supported by both the program coordinator and their mentor throughout their two years of participation to complete program requirements. In addition, a current candidate indicated that the program coordinator in general was “great about problem solving” and helping to identify additional resources, addressing any challenges that the candidates faced.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The district’s induction program provides individualized support through a planned sequence of experiences that allow candidates to develop and demonstrate the knowledge and skills to educate and support all students while being guided by both the program coordinator and an assigned mentor. A thorough review of evidence, as well as interviews with all stakeholders, indicated that the program coordinator and each mentor provide candidates with individualized support throughout their induction experience. Through weekly mentoring sessions candidate’s Individual Learning Plan (ILP) goals are continuously revisited to determine appropriate resources, support, and professional development opportunities that will assist them in meeting their goals. Interviews with district leadership indicated that the current path which the program coordinator has implemented, and the amount of time spent supporting individual candidate needs have been the factors that have strengthened the program over the past year. It was expressed in interviews that all aspects of the current program are meeting candidate needs but is not “cookie cutter” in any way; instead, “everyone gets what they feel that they need.”

Meeting agendas show, and interviews confirmed, that collaboration among the program coordinator, mentors, and candidates occurs regularly through professional learning communities (PLC), which allow candidates to self-identify areas of need and work with colleagues to problem-solve various areas of need. Both mentors and the program coordinator observe candidates frequently and provide individualized feedback based on research-based strategies relative to their ILP goals. In multiple stakeholder interviews it was clear that the strength of the program rests on the relationships that have been strategically built under the guidance of the program coordinator.

Based on a thorough review of evidence, and interviews with stakeholders, it was identified that mentors receive training and feedback on their role in multiple ways, including

- during mentor training,

- through individualized coaching sessions with the program coordinator in which the mentor rubric is utilized and mentor goals are determined,
- informally at the PLC sessions, as well as during frequent informal ‘visits’ by the program coordinator to their classrooms.

Interviews with mentors indicated how beneficial the feedback from the program coordinator has been in assisting them with meeting the individualized needs of their candidates and strengthening their mentoring skills.

During candidate interviews it was evident that the work candidates were doing with their mentors, as well as the self-identified goals set within the ILP, were helping them to meet the wide-ranging needs of their diverse student population. Many expressed how the program coordinator had gone above and beyond to identify resources and support for them resulting in a large impact on their professional practice and their students’ learning. In addition, the professional development opportunities that are provided to candidates based on their ILP goals have resulted in benefits to them and their students.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Inconsistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	<b>Consistently</b>
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.	<b>Inconsistently</b>

#### **Finding on Common Standard 4: Met**

##### **Summary of information applicable to the standard**

The teacher induction program employs a comprehensive continuous improvement process that identifies program effectiveness that results in appropriate modifications based on data findings. District leaders, site administrators, professional development providers, mentors and candidates are comfortable providing feedback (both formal and informal) to the program coordinator. In interviews, the candidates indicated a strong connection to the program coordinator, based on the individualized support that he provides to them through observation and feedback on their classroom practice. Mentors and candidates both spoke highly of the individualized support they receive from the program coordinator based on feedback that they had provided. Candidates indicated that they also feel very supported by their mentors who

help them gather and analyze data, then reflect on their practice and its impact on student learning.

The program coordinator collects and analyzes multiple sources of data in order to make appropriate program modifications. These sources include stakeholder survey data (site administrators, mentors, candidates), anecdotal data based on training and professional development sessions, regular conversations with site administrators, mentors and candidates, ongoing review of portfolios and classroom observations. Professional development providers indicated there is both a benefit and challenge to the small, intimate sessions that they offer. The small group setting offers strong opportunities to address individual needs, but it can be challenging to get honest feedback because of the program’s size which means that often, responses cannot remain anonymous. Building in systems that do not rely upon personal relationships built by the program coordinator to collect informal feedback consistently will strengthen the continuous improvement cycle of this program.

Candidate and mentor interviews confirmed that they were provided with multiple opportunities to give feedback to the program based on the support they were receiving. Those opportunities include the mid-year review, coaching conversations, the end of year survey, and informal conversations that happen on a regular daily basis. Participants indicated a rapid response from the program coordinator on needs that identified as part of the feedback process. In addition, completer interviews noted program areas that they would have liked structured differently (e.g. more frequent and regular meetings) had been changed for current participants.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard**

Multiple stakeholders report that the district induction program has a positive impact on professional practice and student learning in their district. Candidates indicate that based on the Individualized Learning Plan (ILP) goals as well as their weekly mentoring sessions they are able to demonstrate the skills necessary to effectively educate their students. Mentors shared examples of improvements in student achievement based on data and evidence that had been collected by the mentor, or candidates themselves during video observations. Candidates

indicated that their mentors effectively guide them through the process of developing the ILP goals based on the California Standards for the Teaching Profession (CSTP) and meet weekly to identify appropriate resources and strategies for meeting the needs of all their students. Candidates and mentors shared that their weekly meetings were a balance of addressing the “just in time” needs of the new teacher and the long-term impact of ILP goals on student learning in the classroom.

District leadership interviews identified the benefit to students that they see in KUSD implementing a district-based Induction program rather than having candidates participate in other programs in the region. Site administrators in particular indicated how much more beneficial it has been for the district since the program has reactivated, stating “for our teachers, it has benefitted them tremendously because now we can address what we see as our needs in the classroom.” There is a strong sense of community and support for the candidates, mentors and the program coordinator in the KUSD Induction program.

### **INSTITUTION SUMMARY**

“Small in size, but passionate” and “small in nature and quaint in character” are two ways that the Keppel USD’s induction program was described to the site visit team. In this district of approximately 2,600 students and 130 teachers, the Keppel induction program, reactivated in 2017, has been developed to exemplify the spirit and passion of induction. Candidates expressed their appreciation for the individualized, thoughtful, and intentional support they receive from their mentor and the program coordinator. The induction coordinator has worked diligently in the past three years to establish an infrastructure that effectively supports the classroom practice and professional growth of beginning teachers.

The most notable achievements of this program include:

- (1) building effective relationship-based, individualized, new-teacher supports,
- (2) creating a program that develops habits of inquiry, guided by the individual learning plan and needs-based professional development,
- (3) establishing a cadre of quality mentors,
- (4) collaborating within and beyond the district to build systems for candidate support, continuous improvement, and impactful practices

Keppel USD induction is on a path to strengthen its program by continuing to refine its systems for data collection (ways to collect, analyze, and use data). In addition, clearly articulating the values and habits of mind that have created a program that meets the standards can further strengthen the impact on candidates by building systems and pathways to ensure their continued success.