

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

**Professional Services Division**

**May 2020**

**Overview of this Report**

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

<b>Common Standards</b>	<b>Status</b>
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**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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:** Fontana Unified School District

**Dates of Visit:** April 6-8, 2020

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
April, 2011 <a href="#">Team Report</a>	<a href="#">Accreditation</a>

**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, faculty, candidates, graduates, 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 for the teacher induction program offered by Fontana Unified School District (FUSD) were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based upon the determination that all preconditions, Common Standards, and program standards were 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:

- FUSD’s response to the preconditions be accepted.
- FUSD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- FUSD 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:**

Christine Sisco  
Stanislaus County Office of Education

**Programs Reviewers:**

Laurel Henderson  
Cupertino Union School District

**Common Standards:**

Melissa Beattie  
Tracy Unified School District

**Staff to the Visit:**

Hart Boyd  
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  
Induction Handbook  
Professional Development Presentations

Survey Results  
Candidate Portfolios  
Performance Expectation Materials  
Preconditions Responses  
Advisory Board Agendas and Minutes  
Program Agendas and Minutes  
Mentor Training and Hiring Materials  
Monthly Mentor Logs  
Memorandums of Understanding

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	68
Completers	20
Part-Time Mentors	25
Full-Time Mentors	6
Site Administration	30
Institutional Administration	2
Program Directors	1
Program Coordinators	1
Credential Analysts and Staff	4
Advisory Board Members	20
<b>TOTAL</b>	<b>177</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 Fontana Unified School District (FUSD) is located in the Southern Californian city of Fontana which is a part of the Inland Empire, a fast-growing community 50 miles east of Los Angeles. FUSD’s 45 schools serve over 40,000 students from preschool through adult education in a diverse urban/suburban environment.

### Education Unit

The FUSD teacher induction program is a single district program which serves employees within FUSD who possess preliminary multiple, single, or education specialist credentials. The program is housed in the Professional Development Department in the Teaching and Learning Division of the district office, with oversight being provided from the Associate Superintendent of Teaching and Learning and the Director of Professional Development. Daily operation of the program is the responsibility of the Coordinator of Induction and Credentialing and six full-time release mentors who constitute the “team.” Direct supervision of this team is the responsibility of the Director of the Professional Development Department and the Coordinator of Induction and Credentialing. A research-based vision of teaching and learning guides the efforts of the FUSD Induction Program personnel and is based primarily on research from U.S. Department of Education, the California Commission on Teacher Credentialing, and the New Teacher Center.

**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	46	126

### The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception of the visit being conducted entirely virtually rather than in person due to the COVID-19 pandemic.

## 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 FUSD Induction program is under the Professional Development Department in the Teaching and Learning Division of the district office, with oversight from the Associate Superintendent of Teaching and Learning and the Director of Professional Development. Daily operation of the program is the responsibility of the Coordinator of Induction and Credentialing and six full-time release mentors who constitute the “Team.” Direct supervision of this team is the responsibility of the Director of the Professional Development Department and the Induction Coordinator. The induction program is part of a larger teacher professional growth system which includes Peer Assistance and Review (PAR).

The program communicates with stakeholders through multiple means. The advisory board meets twice a year with membership from district departments, program members, and university staff. Mentors receive communication through monthly meetings where they collaborate with other mentors, learn about program expectations, review adult learning theory, receive “just in time” support in addition to reviewing mentoring and coaching tools. Additionally, each full-time mentor is assigned to a cohort of part-time mentors with whom they regularly communicate to address their individual needs. Full-time mentors communicate with each other and the coordinator through weekly “team meetings” where they plan professional learning opportunities for candidates and mentors and collaborate on best practices. The coordinator and the director attend a principals’ meeting at the beginning of the year to review the following:

- The goals of the induction program
- The roles and responsibilities of both mentors and candidates
- Mentor/candidate matches
- The professional development menu
- The Individualized Learning Plan (ILP)

At the beginning of the school year, the induction coordinator assigns a mentor to new candidates based on the following criteria: grade level or subject matter, experience at the new teachers’ grade level/subject/content area, and similar credential(s). Ideally, a mentor and new candidate are matched by credential and/or grade level/subject accordingly, but in many cases it may be necessary to pair mentors and candidates who are not at the same school site due to confidentiality reasons. In this instance, the mentor will travel to the new teacher’s school site

and work side-by-side with the candidate on all aspects of the ILP, professional development, and plan/teach/reflect/apply cycles. During an interview, one candidate shared that “the weekly reflective conversations with my mentor helped me be more confident in teaching. Working with my mentor was a professional game changer.”

The induction mentors are selected from teachers who have demonstrated exemplary teaching abilities. Qualifications and criteria for mentors are clearly outlined in the job description and application guidelines. The responsibilities of the mentor include attending mentor trainings/meetings, supporting a caseload of candidates, meeting with each candidate a minimum of one hour per week, submitting time logs, providing just in time and structured support, and facilitating candidate growth and development.

Stakeholders give input in the form of surveys and feedback forms. Induction candidates complete three surveys each year: a mid-year survey, end-of-year survey, and a CSTP growth survey. Mentors complete the mid-year and end-of-year surveys, as well as a mid- and end-of-year self-assessment on their own performance. Professional development sessions are evaluated by candidates through feedback forms completed after each session. The results are analyzed by the induction team and recommendations for improvement are determined during regular Professional Development Planning Team meetings at the beginning and end of the year. Additional program improvements are recommended by the advisory board during their meetings throughout the year. The program uses survey results and analysis thereof to make program changes. All stakeholder groups are utilized in this process.

Program modifications over the last two years include the development and use of the Individualized Learning Plan (ILP) for candidates to reflect on new learnings and candidates being given the choice of sessions from the professional development menu. In 2018-19, candidates chose four two-hour professional development sessions from a menu and then participated in four hours of professional development of their choosing that would impact their ILP growth goal. In 2019-20, the program professional development menu was modified so that each candidate may choose a total of 10 hours of professional development from either district or induction professional development. Candidates may also receive professional development hours by reading a book, watching a TED talk, participating in a Professional Learning Community, or attending a conference. FUSD induction candidates are also compensated monetarily for attending professional development outside of their contracted day (after school or Saturdays). During interviews, one candidate noted, “Once I crafted my ILP goals, my mentor helped identify what professional development matched those goals and would also tell me about additional resources. My mentor was very prepared and we talked about professional learning weekly.”

The program is designed to improve candidate practice as measured by the California Standards for the Teaching Profession (CSTP) and student achievement through goal setting, professional learning, data analysis, lesson planning, self-assessment, and reflection. Mentors meet with

their candidate for a minimum of one hour a week to work through the Plan Teach Reflect Apply (PTRA) inquiry cycle which includes analyzing observation data, observing veteran teachers, applying research-based principles from professional development, lesson planning, and self-assessment of their practice using the Continuum of Teaching Practice (CTP). All reflections and new learning are documented by the candidate during these meetings on their Individual Learning Plan (ILP), which serves as a road map for their growth and development. Mentors use a variety of mentoring tools to guide their conversations and record evidence of observations for future use. All evidence and the ILP are housed in an electronic portfolio folder in Office 365 One Drive and are reviewed during the year in each mentor cohort at monthly mentor meetings.

#### Course of Study (Curriculum and Field Experience)

Each year begins with a district New Candidate Orientation. All new hires in the district receive timely information regarding district initiatives, the Human Resources Department, attendance procedures, and the Fontana Teachers Association. During the afternoon breakout sessions, the new hires choose from the following topics: Avoiding Teacher Burnout, Special Education, Growth Mindset, and Setting the Stage for a Great Year. Induction-eligible candidates attend an Induction Kickoff Orientation meeting where they receive an induction handbook and learn the purpose of induction, the program processes and completion activities, and sign a Memorandum of Understanding (MOU). Candidates are assigned a mentor within 30 days of being hired or receiving their preliminary credentials. Mentors meet weekly with candidates to help them understand the context in which they are teaching. Mentors help candidates set a goal (within 60 days of enrollment in the program) that builds on the knowledge and skills gained during the preliminary program and self-assessment of the CSTPs. The ILP includes opportunities for professional development sessions, observations of veteran candidates, professional readings, TED Talks, IRIS modules and more. During interviews, candidates confirmed that, “The program listens to and designs professional development around what teachers need. The mentors do a needs assessment ahead of time and every PD concludes with the program collecting our feedback.” Each activity/strategy is taken through the PTRA inquiry cycle within the ILP to ensure its maximum effectiveness in improving student achievement in the focus area. This process is individualized for each candidate, with updates and revisions made to the goals as needed. Throughout this work, candidates reflect on their performance using the Continuum of Teaching Practice (CTP) by revisiting their focus standard which is chosen for its alignment to their goals. During interviews, candidates confirmed that “Being able to have a mentor available to meet with weekly was incredibly helpful in reflecting on assessment, management, and personalized student learning.” One candidate further noted, “My mentor was an unbiased center point to talk through things that I was thinking about.”

#### Assessment of Candidates

Candidate competence includes self-assessments on the Continuum of Teaching Practice using evidence gathered by both the candidate and the mentor. Mentors observe each candidate a minimum of twice per year to gather evidence of teaching practice which will lead to collaborative discussion with the candidate. Candidate ILPs are assessed during the year at

mentor meeting portfolio reviews for the purpose of determining program progress and learning/professional growth goals. The program sponsor's recommendation for a clear credential will be based on this review of observed and documented evidence within the ILP, portfolio, and the Continuum of Teaching Practice. The program is designed not only to strengthen a candidate's practice but also to retain them in the profession. Additionally, the program coordinator receives feedback on the alignment of the candidate's alignment of goals/activities to the program completion requirements. The defensible process for reviewing documentation, a written appeal process for candidates, and a process for candidates to repeat portions of the program are included in the program handbook and are reviewed with candidates at the Kickoff Orientation in August.

In order to receive a recommendation for the clear credential, each candidate's progress towards mastery of the California Standards for the Teaching Profession is assessed throughout their program. The program coordinator, along with the assigned mentor, monitor and track a candidate's satisfactory completion and overall effectiveness related to all program requirements with a completion requirement checklist. The candidate and mentor base verification of completion upon candidate growth, participation, and a portfolio that includes documented evidence gathered collaboratively. Part-time mentors work in cohorts with a full-time mentor during portfolio check sessions to ensure that all candidates are on track for completion. This allows a candidate to see their completion status throughout the process. When the completion of Year 2 or Early Completion Option (ECO) timeframe occurs, the program coordinator reviews all completion artifacts and evidence. Once the final portfolio is reviewed for completion using the completion checklist and the colloquium presentation is complete, the program coordinator completes a CTC 41-Induction Clear Credential Recommendation form to present to the Human Resources Department and the candidate's credential analyst. Once the credential analyst officially recommends the candidate for the clear credential, an email is generated from the Commission to the candidate. The email requires completion of the application and payment. A candidate completion survey is then sent to the candidate.

#### Findings on Standards

After review of all available information including interviews with candidates, completers, mentors, site administrators, program and district personnel, and other stakeholders, the team determined that all program standards are met for the teacher induction program.

## 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:	<i>No Response Needed</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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<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

FUSD’s teacher induction program prepares educators by implementing a system of support wherein candidates develop a personalized ILP goal drawn from California’s K-12 adopted standards and curricular frameworks. At varying levels, program faculty and relevant stakeholders are involved in the organization, coordination, and decision making, as indicated by interview results. Sufficient resources are allocated for the effective operation of the program, as affirmed through interviews and electronic documentation. FUSD’s program design puts candidate needs at the center and focuses on the development of candidate practice as it relates to teaching and learning. One candidate described being a new teacher as “diving into the deep end of the pool and not being able to find the bottom” and her mentor as “the bottom. She is my support; I can stand on her but she doesn’t do it for me. She teaches me how (to swim).” Candidates are offered a variety of professional development (PD) specific to preparing educators for California public schools and related to their self-chosen ILP goals. Recruitment and faculty development support hiring and retention of faculty who represent diversity as evidenced across stakeholder interview findings. Interviews with site administrators indicated professional development providers and mentors effectively support candidates’ abilities to assess and implement research-based strategies for the classroom. The program systematically ensures recommended candidates have met all requirements by having cohorts of mentors review candidate work and to brainstorm/offer guidance on next steps throughout the induction experience.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No Response Needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<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

Documentation shows that FUSD recruits candidates who hold preliminary credentials and attempts to match the diversity of teachers to the diversity of the student population as demonstrated in interviews with administrators. Institutional leadership shared that the district strategically and actively recruits teachers representing their demographic student diversity in creative ways. They have reached out in non-traditional venues such as California Association of Bilingual Educators (CABE), Computer Using Educators (CUE), and recruiting through historically black colleges and universities. Thorough support, advice, and assistance are provided to promote successful entry and retention in the profession. The New Teacher Orientation and Induction Kick Off Orientation are part of this process. Interviews and documentation verified that the district credential analysts review candidate credentials and experience and then compile a list of newly hired teachers eligible for the induction program. Program leadership contacts candidates and assigns mentors within the first few weeks of hire.

Candidate support and PD needs are consistently seen as the overarching goal of program implementation in order to ensure candidate success. Documentation and interviews affirmed that the induction program coordinator oversees the day-to-day activities of the program, while the full-time mentors within the program support the part-time mentors and candidate PD needs. Feedback from mentor, candidate, and administrator interviews triangulated the program's impressive approach to assisting candidates in their growth and success. The program utilizes multiple measures to ensure candidate performance expectations are met, such as survey data, monthly mentor activity logs, marking of the CSTP Continuum of Teaching Practice, and electronic document files. As one candidate described the program, "It's like Mary Poppins' bag - it's just never ending."

<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>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</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>
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**

FUSD’s teacher Induction program is a job-embedded experience driven by the personalized goals of candidates’ Individual Learning Plans (ILP). Each candidate develops their own individualized plan, setting goals that align to the CSTPs and are determined by candidates’ reflections on the Continuum of the Teaching Profession. As confirmed through interviews with mentors and candidates, candidates develop an action plan that cycles through the plan, teach, reflect, and apply process. The program consists of an induction coordinator and six full-time mentors and 26 part-time mentors who support candidates in this process.

Interviews confirmed that candidates are supported by their mentors through a robust support system, which includes 1:1 weekly meetings, observations and feedback of candidate teaching, opportunities for candidates to observe veteran teachers, and multiple professional learning opportunities. FUSD induction program provides professional development sessions which include collaboration opportunities with teachers who have similar ILP goals and can share resources. Interviews confirmed that these sessions provide support for the ILP process through the use of the Continuum for the Teaching Practice and unpacking the standards before moving to optional breakout sessions for PD, as needed. Candidates may choose to attend the induction provided professional development or may identify personalized professional

learning; both mentors and candidates confirmed that they are able to select a PD that aligns to their ILP. Induction teachers also confirmed that they participate in two full days observing veteran teachers. At the end of the program, candidates share their Colloquium Journey presentations with fellow teachers, site administrators, district office personnel, and board members as a way to share their growth and celebrate successes.

During interviews, program leadership explained that they are working diligently to emphasize to mentors that ILP action plan activities are based on individual teacher needs and not a one-size-fits-all approach; this was confirmed by mentors and candidates, as well as program completers. Full-time mentors support part-time mentors in methods and practices to support the individual needs of candidates during monthly sessions, which include coaching practice and role-playing opportunities, as well as just-in-time support. During interviews, principals explicitly spoke about the quality of their mentors and the high-level of support and feedback mentors provide to their candidates to improve teaching practices. One principal shared about mentors, “They are strong with what they do. I see them make someone a believer in themselves.”

Overwhelmingly, program completers noted that they still communicate and collaborate with their mentors. A number of completers shared their experiences, with one stating that “My mentor is incredible, I’ve been out for almost a year and I still talk to her,” another noting that “Three years later, I still get support from my mentor,” and another highlighting that “My mentor taught me how to connect with my colleagues and to learn from everyone else.” Candidates and completers spoke highly of the program leadership, program mentors, and also articulated how the program taught them to be self-reflective in order to continually improve their teaching practice.

<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>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer 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>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The FUSD teacher induction program’s approach to continuous improvement includes an ongoing collection and study of data from most stakeholder groups, as verified during interviews with mentors and candidates. During interviews, candidates and program completers articulated that they could see the changes in the program as a result of their feedback and that changes to the program supported greater differentiation for candidates.

Program leadership regularly uses candidate and mentor mid-year and end-of-year survey data, PD session evaluations, and CTC completer survey data to continually improve the program. Advisory Board minutes and interviews indicate program leadership, via the advisory board, analyzes the data collected, asks questions, and provides suggestions to the program leadership who then use this information to make informed modifications to the program design. Additionally, the advisory board takes a mid-year and end-of-year survey regarding program compliance to the standards. The advisory board also has opportunities to provide the program additional feedback in requested areas, such as how to recruit part-time mentors for secondary and middle school. The advisory board is comprised of a program completer, year two candidates, mentors, the union president, a classroom teacher, principals, a college representative, the human resources director, the professional learning director, the special education assistant director, the induction coordinator, and the induction secretary. Through interviews, site principals also communicated that program leadership is “open and flexible and easy to access when we do have questions” and program leadership provides annual updates at a principal’s meeting.

Additionally, FUSD’s program collaborates with the Teaching and Learning division. The full-time release mentors are housed with the Teachers on Assignment (TOA), which supports the continual growth of the mentors and therefore, the teacher induction program. As evidenced by interviews with the superintendent, program leaders, and candidates, it is highly evident that FUSD’s teacher induction program works to align the program with the district goals to provide individualized support for their candidates focused on growth for teaching and learning.

<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**

FUSD's teacher induction program ensures that candidates meet the Commission-adopted competency requirements as specified by the program. The program uses the Individual Learning Plan (ILP) and the Continuum of Teaching Practice (CTP) to determine its impact on the teacher growth and development and the impact on student learning. The program identifies a positive impact on teaching based on the candidate's self-reported growth along the CSTP continuum. Additionally, survey data collected from mentors and candidates is also used to show evidence of positive impact. Program leadership systematically uses feedback from candidates and mentors to refine and revise the program in real time. During interviews candidates articulated their appreciation for the timely adjustments and differentiation provided to support their individual needs. Overwhelmingly, candidates, mentors, and other stakeholders articulated that program completers show growth as a result of the program, particularly because mentors build strong relationships with their candidates and provide timely feedback focused on building candidate competence and confidence in their teaching.

### **INSTITUTION SUMMARY**

The FUSD teacher induction program provides candidates a personalized, job-embedded professional development, and a system of support that has truly become an integral part of the district culture. Through intentional and meaningful collaboration and communication with stakeholders, the teacher induction program embodies the district's vision of "Taking Moon Shots" by ensuring new teachers have every opportunity to learn and grow as professionals. FUSD's program exemplifies the true spirit and intent of the induction standards. Mentors themselves are mentored and coached in a structured cohort system of support which allows for "just in time" questions and professional growth/development. Resources and time are dedicated to and invested in the new teachers supported by a vision that induction should be integrated into the new teacher's daily context – FUSD and the teacher induction program collaborate across all departments to ensure that integration.

As well as having a positive attitude, all candidates, mentors, and administrators that were interviewed demonstrated a passion for learning for teachers and students. These attributes are valued and modeled by the program leadership's commitment to educator excellence. In an interview with the superintendent, he summed up this program by saying, "I am impressed by the enthusiasm, (the) passion, and how they maintain that passion. They support that passion for our new teachers as learners."