

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Tulare City School District  
Professional Services Division  
May 2021**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Tulare City 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:** Tulare City School District

**Dates of Visit:** March 22-24, 2021

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
Date: March 19, 2012 <a href="#">Accreditation Report</a>	<a href="#">Letter of 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, instructional personnel, 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 were determined to be **Met**.

Common Standards

All Common Standards were determined to be **Met**.

Overall Recommendation

Based on the fact that the team found all standards for the Teacher Induction program to be 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 institution's response to the preconditions be accepted.
- Tulare City School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Tulare City 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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### Programs Reviewers:

Teresa Shockley  
Chino Valley Unified School District

### Common Standards:

Renee Rubio  
Lancaster City School District

### Staff to the Visit:

Bob Loux  
Commission on Teacher Credentialing

## Documents Reviewed

Advisory Meeting Agendas  
Advisory Meeting Minutes  
Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Candidate Advisement Materials  
Memorandums of Understanding  
Individual Learning Plan  
Fieldwork Handbook  
Needs Analysis Results  
Mentor and Professional Development

Accreditation Website  
Providers Resumes  
Candidate Files  
Assessment Materials  
Candidate Handbooks  
Survey Results  
Precondition Responses  
Accreditation Data Dashboard  
Mentor Training Materials  
Mentor Feedback  
Collaboration Learning Logs  
Advisement Documents

### Interviews Conducted

Stakeholders	TOTAL
Induction Candidates – Year 1	30
Induction Candidates – Year 2	20
Completers	13
Principals	23
Institutional Administration	3
Program Coordinators	2
Mentors	47
IHE Partners	9
Professional Development Providers	14
Credential Analysts and Staff	1
Advisory Board Members	14
<b>TOTAL</b>	<b>176</b>

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

### **Background Information**

The Tulare City School District (TCSD) is located in the Central Valley in the heart of California’s agricultural region. The school district contains 6 preschools, 10 elementary schools, 4 middle schools, and one K-8 school. TCSD serves a diverse student population of approximately 10,000. TCSD has been acknowledged as a Character Counts! district and strives to work with all stakeholders to meet the district’s common expectation of “Raising up caring, creative, and confident children.” Numerous staff have been recognized for excellence in education by the Tulare County Office of Education as classified, certificated, and administrative persons of the year. Several sites have also received awards including the Bonner Award for Character, California Distinguished Schools, and Blue Ribbon Schools.

### **Education Unit**

The Tulare City School District Induction Program is part of the District’s New Teacher Support System (NTSS). The system is designed to support all new hires as they enter TCSD including pre-induction, induction, and experienced teachers ensuring all of the teachers who join the TCSD team of educators are prepared to provide the students of Tulare with the tools necessary to be successful academically, emotionally, and socially. The NTSS assists all new teachers in meeting the district’s three priorities: safe, secure, and healthy learning and work environment for all; teaching that is relevant, purposeful, and yields the deepest levels of learning for all; and, connecting to the local and global communities. The NTSS program is founded on the belief that a commitment to life-long learning is necessary for development of knowledge, skills, and practices that enable teachers to work with an increasingly diverse student population. There are currently 50 candidates enrolled in the TCSD Induction Program. This includes 30 year 1 candidates, 20 year 2 candidates, and 47 mentors.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2019-20)</b>	<b>Number of Candidates Enrolled (2020-21)</b>
Teacher Induction	6	50

### **The Visit**

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

### **PRECONDITION FINDINGS**

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

## PROGRAM REPORTS

### Teacher Induction

#### Program Design

The Tulare City School District (TCSD) Induction Program is part of the TCSD's New Teacher Support System (NTSS) and is designed to support all new hires as they enter the TCSD workforce, including pre-induction, induction, and experienced teachers. As part of the support system, the induction program provides support and assists preliminary credential holders in developing and implementing their Individual Learning Plan (ILP). The induction program agrees with the holistic, developmental view of teaching articulated in the California Standards for the Teaching Profession (CSTP), saying "Induction is about supporting our new teachers in teaching and learning so that they can work to their full potential."

While the induction program has evolved since its inception 1996, the research from the California New Teacher Project (CTP) and the work of W. Edward Deming have remained foundational to the vision of the program. The Deming Cycle of Plan, Do, Study, and Act, in conjunction with the work from the CTP, which focuses on the importance of systematic mentoring and focused cycles of inquiry to support teachers in effective teaching practices, as well as professional practices, results in increased academic achievement of all students and promoting teacher retention in the profession.

The Superintendent or designee is responsible for ongoing oversight for all educator preparation programs offered in TCSD. The Superintendent gives authority to the Induction Program Director to supervise the induction program for general education and education specialist candidates. Interviews confirmed that the Induction Program Director is overseen by the Assistant Superintendent of Student Services and the Assistant Superintendent of Personnel. An advisory board, comprised of district administrators, mentors, completers, and induction staff members, is involved in the supervision of the induction program. Their responsibilities include program planning, data analysis, and modifications for program delivery based on Induction standards and program data.

The TCSD has an open and fluid line of communication between human resources, the NTSS, the Curriculum Specialist, and school site administrators. A hiring team works closely with the NTSS and the district administrators to be aware of new teachers at school sites with preliminary credentials and to be sure that candidates are matched with grade-alike mentors at the elementary level and content-alike mentors at the middle school level. Therefore, each candidate is assigned a qualified mentor who is selected based upon their recognized expertise and commitment to working with new teachers and matched with their candidate based on credentials held, grade level, and school site, as much as possible. Principals agreed that "even if a mentor is not available in the same grade level or on the same site, the new teacher is usually matched with a 'buddy' teacher on site," in addition to a veteran mentor at a different site.

Mentor support is an essential component of the NTSS Induction Program. Stakeholder interviews and review of documentation confirmed that mentor selection, training, and ongoing support are integral to the NTSS mentoring system. Although site administrators may request a teacher as a mentor for an induction candidate, the mentors are still required to go through an application process that involves having a minimum of three years' teaching experience and an administrator's recommendation. Many of the mentors have other district leadership positions in addition to being a mentor.

New mentors participate in two days of initial professional learning that assists them in developing mentoring knowledge and coaching skills necessary to guide new teachers in their development as professionals. As evidenced by review of the mentor training presentations, goal setting, the use of appropriate local mentoring instruments, best practices in adult learning, and support for individual mentoring challenges are included in these initial and ongoing mentor trainings. In addition, returning mentors receive one day of advanced training at the beginning of each school year that brings them current with the program's changes and updates.

It was confirmed through interviews and review of mentor Collaborative Learning Logs (CLLs) that mentors meet weekly with their assigned candidates to provide "just-in-time support" and assist candidates through four cycles of inquiry over the two-year program that is documented on the candidates' Individual Learning Plans and mentor CLLs. In addition to face-to-face and virtual weekly meetings, mentors observe their assigned candidates a minimum of twice yearly and guide them in reflecting on their instruction and student learning, as well as attending candidate professional development with their candidate, to better aid the candidate in determining application of newly learned strategies and data analysis.

Mentor effectiveness is assessed through candidate feedback, mentor CLLs, mentor self-assessments, and mentor professional growth plans. Mentors are given quantitative feedback monthly, with an overall rubric score at the end of the fall/spring semester that is based on completion of program responsibilities, including meeting attendance and hours logged of candidate meetings. Formative feedback may also be provided on the mentor CLLs that the mentors submit monthly to document their weekly meetings with the candidates. Mentor-candidate relationships are important for candidate success and growth and documents and interviews confirm that there is a clear process in place for replacing a mentor when either the candidate or mentor is dissatisfied with the arrangement. Completer interviews indicated that many strong relationships are formed during this process, and one said "my mentor is now one of my best friends." Other completers indicated that they still felt comfortable reaching out to former mentors when they have occasion for advice or support, even after completing the program.

Stakeholder input is important for the continued effectiveness of the program and the NTSS program assesses the quality of services provided through a variety of formative and cumulative assessments given locally with the support of the Sinclair Resource Group, and includes state completer survey data from the Commission on Teacher Credentialing. The local satisfaction assessments include both candidate and mentor mid-year and end-of-year surveys,

in addition to evaluating mentor trainings and new teacher professional development. Site administrators are also surveyed regarding their perceptions of the efficacy of the NTSS program as well as their own contributions to support for the new teachers.

All data is analyzed by the Sinclair Group and shared by the director with the advisory team to ensure continuous program improvement. The advisory board has been instrumental in the revision of the program design based on the 2016 Induction Program Standards. Revisions include the elimination of redundant program requirements, the development of an Individual Learning Plan (ILP) that encompasses all necessary activities, streamlining of professional development requirements, including allowing candidates to select their professional learning opportunities, and development of a mentoring Collaborative Learning Log (CLL) that documents mentor support. One mentor stated that “Our program really supports us in making personal connections with our candidates and they know we are here to support them. I love that our program really reinforces that.”

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

The Individual Learning Plan (ILP) is the document that is developed collaboratively by the candidate and mentor, with input from the site administrator and, when available, the ILP, from the candidate’s preliminary program. The NTSS ILP addresses the California Standards for the Teaching Profession and provides the roadmap for the candidate’s induction work during their time in the program along with guidance from the mentor.

The ILP process begins with candidates assessing their level of practice against the *California Standards for the Teaching Profession* using the *Continuum of Teaching Practice*. Based on self-assessment findings, mentors guide candidates in developing professional goals based on their teaching context, student needs, and individual professional needs. Site administrators provide input to assist candidates in determining an area of focus for their first cycle of inquiry and share the site and district goals. Often the candidates align their goals with the site/district goals. One principal remarked that these discussions “focus on the school and the bigger picture and being able to tie in with the site's goals. It is a great conversation to be had to support each other.”

Mentors collaborate with candidates during their weekly meetings to guide them through the inquiry process of seeking out professional learning opportunities that support their goal, implementing the new learning into their instructional practice, measuring student outcomes, and reflecting on the effectiveness of their teaching. These actions are documented on the ILP and evidence is linked electronically.

Candidates self-select a minimum of ten hours of differentiated professional development that will assist them in meeting their ILP goals and provide resources for their inquiry investigations. The NTSS Induction Program provides candidates multiple ongoing opportunities for professional learning through monthly professional assistance meetings, resources on the NTSS website, and a professional lending library. Professional development is facilitated by the TCSD Curriculum Specialists and topics for professional development may be district-driven as well as gleaned from the various surveys that candidates submit. These choices include required



Induction program meetings that focus on the ILP process, a New Teacher Summer Professional Development, opportunities for peer review prior to each fieldwork (ILP) review, and help in preparation for the Culminating Conversations. Mentors attend professional development with their candidates in order to assist them in reflecting on their learning and applying it to their teaching context. In addition, the TCSD Curriculum Specialists are available to provide support through professional learning opportunities on district “Early Release Days” and on site through co-planning/teaching, observations, and feedback.

The NTSS Induction program provides two half days of substitute teacher coverage allowing candidates to observe colleagues and gather additional information during their inquiry cycles. During the 2020-21 school year the following modifications were made: required professional development sessions were all conducted on a virtual platform; monthly professional development sessions were developed as asynchronous activities that are available for the candidate and mentor to complete during their weekly meeting time, if selected by the candidate; substitutes were not available for observations so site administrators provided coverage of class sessions or candidates recorded their lessons so mentors could provide observation feedback; district professional learning opportunities and Professional Learning Communities, (PLCs) occurred during teachers’ intermission between their morning and afternoon student cohorts.

#### Assessment of Candidates

Candidates submit their Individual Learning Plan and evidence of their inquiry cycles, referred to by the program as “fieldwork”, twice during each year in the Induction program. All fieldwork is submitted through Google Classroom. The Induction Advisory Board, along with mentors, use the fieldwork rubric to assess candidates' ILPs and provide feedback, including whether additional evidence is needed. After the first fieldwork review, candidates – assisted by their mentors – revisit their ILP goals and modify or set new goals for professional growth. One candidate mentioned that she and her mentor “based her goals for her second year off progress they had accomplished the first year”.

At the end of two successful years in the program, candidates participate in a Culminating Conversation as an exit interview. Candidates present evidence from one or more of their inquiry cycles to district and site administrators. A rubric is used to determine candidates' level of competence in the CSTP and serves as additional evidence of candidate growth. During the 19-20 school year, Culminating Conversations incorporated Screencastify to deliver these 10-minute presentations.

Upon completion of program fieldwork and the Culminating Conversations, the program director prepares a transcript showing all requirements have been met and provides candidates with instructions for applying for the clear credential. Applications are submitted to the TCSD Personnel Department, who are responsible for the online application to the Commission on Teacher Credentialing.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, completers, principals, program coordinators, mentors, college/university partners, and advisory board members, the team determined that all program standards are met for the Teacher Induction program.

### **INSTITUTION SUMMARY**

The goal of the Tulare City School District (TCSD) New Teacher Support System (NTSS) is to provide a quality induction program for new teachers. The induction program is working to ensure all new teachers in TCSD are equipped with the tools necessary to be successful academically, emotionally, and socially. The NTSS program is founded on the belief that a commitment to life-long learning is necessary for development of knowledge, skills, and practices that enable teachers to work with an increasingly diverse student population. This is routinely accomplished by clearly communicating expectations, providing feedback, and building relationships with all stakeholders. As one candidate shared “I think the induction program here has been a lot more helpful than anything I did during my credential program because the people who run the program know our students and the other staff at our school; and, I feel that we get help that is more personalized and with resources that we can apply almost immediately.”

Candidate interviews consistently demonstrated the TCSD Induction Program provides relevant support to build their teaching “toolbox” and impact students. One teacher stated “This program has challenged me to continually reflect on my teaching and the purpose for my teaching. I am continually reflecting on the "why" behind a lesson. I have seen my students' test scores directly improve as a result of my ILP implementation.” An important component of developing strong teacher candidates is to have a strong foundation through mentorship. Candidates and mentors value mentor development, with one candidate sharing “Having solid mentors selected to work with the candidates makes all the difference. The program, with the help of site administrators, works to choose the best teachers to be mentors, those who continually work to improve themselves as teachers in addition to being able/willing to work with a new teacher to help them attain success as well.”

All stakeholder groups repeatedly reported their appreciation and respect for the personal attention, feedback, and support provided by the program coordinator. It is through her leadership, and the support of district personnel, that new teachers in the Tulare City School District complete their credential requirements with the ability to support a diverse population of students.

## 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><i>No response needed</i></b>
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**

Through the district New Teacher Support System, TCSD Induction Program supports all teachers with a preliminary teaching credential. The vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks. The superintendent and other program leadership consistently discussed their desire to support new teachers, stating "we are all here for the goal of retaining our teachers".

The institution actively involves faculty and instructional personnel, as well as relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. This was confirmed through interviews with program staff and advisory board members. The TCSD Induction Program ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues. This was confirmed through document review and interviews with the superintendent, assistant superintendent, and advisory board. The institution provides the unit with sufficient resources for the effective operation of the induction program. This was confirmed through interviews with the advisory board, district stakeholders, candidates, and mentors. One principal reported "Teachers in the program develop confidence, much more so than if they were just "thrown into the pool" without that support. It has built a strong connection between the new teacher and their mentor on site. That support from their mentors really helps to inform their instructional practices and classroom structure."

The unit leadership has the authority and institutional support required to address the needs of all educator preparation programs. Interviews and document reviews confirmed the unit leadership regularly meet to evaluate program data to make improvements and provide professional learning to meet candidate needs. Additionally, unit leadership closely monitor candidate ILP goals throughout the year to address the needs of candidates in the program. Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. As a district, TCSD has a high retention rate of teachers. The district believes in recruiting early in the school year to hire the strongest candidates. In recent years, TCSD has developed a relationship with their local high school district to create a career pathway for 11th and 12th graders to work within their schools. If the individual decides to pursue teaching, they are encouraged to return to become a teacher in TCSD. This helps support hiring of a diverse staff that reflects their student population. TCSD employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.

Interviews with program staff and the credential analyst and document reviews confirmed a clear process exists to monitor and ensure that candidates are recommended only when they have met all requirements.

<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.	<b>No response needed</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 TCSD New Teacher Support System purposefully recruits and supports all new educators entering their system to ensure teacher success. TCSD has developed throughout the years multiple different means to recruit new teachers and worked to deepen their relationships with the larger community around them to achieve this. Program leadership shared that their main focus when recruiting is the community in which their students live. They reach out locally and rely heavily on the community and community partnerships to recruit teachers. Program leaders went on to describe the systems they developed and have found to be successful. The first system was described as a pathway developed through TCSD that is used to reach out to local high schools and seniors interested in possibly being a teacher. TCSD has labeled this “Future Teacher Internship” program and through this internship, graduating seniors are paired up with teacher mentors and are allowed to further explore their interests as a teacher. In October, TCSD plans and holds an Open House event which is heavily advertised in the community through social media and community outreach. The TCSD leadership shared that they have “as many as 100 people attending, even virtually.” The TCSD leadership described yet another way of recruiting that has been a part of their success in partnership with the local universities. In this model they have provided a pathway for classroom instructional aides to become a credentialed teacher. TCSD additionally attends job fairs hosted by other entities to recruit teachers. At these events they can reach hundreds of prospective teachers from the larger community.

TCDs leadership also elaborated further to state that they have a responsibility to their students to ensure that “their teachers look like their students.” The TCDs leadership repeatedly stated that “we have seen great success in our recruiting programs.” One interviewee further stated that “her own children participated in the program and are both now teachers in the district.” Social media is described as an important part of their hiring and recruiting and as the main vehicle for advertising. TCDs leadership stated that the main platforms have been “Instagram, Twitter, Facebook and EdJoin and we have had great success in finding employees using these.”

The TCDs Induction Program accepts applicants for its educator preparation program based on clear criteria that is outlined in what the program refers to as the Credential Planning Document. The district affirms that at the point of hire, the personnel department analyzes each beginning teacher’s credential or permit to determine the individual requirements set forth by the Commission on Teacher Credentialing that will be required to obtain a clear credential. Part of this analysis is scheduling a meeting with the candidates where the credential technician advises teachers regarding those requirements. The personnel department is one small portion of a larger system in assisting candidates in completion of the credential planning document that records current credential status and advises next steps. To support this process, the induction program leaders have a shared document with the personnel department which keeps a running record of all interactions with candidates and changes in placement or forward movement in obtaining a clear credential. Through the use of this document the program leaders are able to effectively monitor and move people forward towards their clear credential. Once the induction program is completed, candidates then work with the credential technician to apply for their clear credential.

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. Program leads have a system in place to certify that candidates are being successful through work with the mentor. Administrators and program leads report that they work to develop relationships with candidates and visit classrooms to support growth. There are multiple means of checking progress throughout the course of the program.

<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>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</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>
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 TCSD Induction Program has designed and implemented an effective intake program for induction candidates. Completers found the process of entering induction to be a smooth one as it is a part of the New Teacher Support System. One completer stated that “through IMPACT, (Tulare County Office of Education Intern Program), there was a seamless transition from finishing through the county to being integrated with the induction program here.”

TCSD regularly collaborates with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program. The TCSD program provides a mentor-based new teacher support system. Candidates are supported by qualified mentors who are selected through a rigorous application process and administrator recommendation. A majority of the mentors stated that the information about serving as a mentor came directly from an administrator as an invitation. Some mentors stated that they were notified directly by the district office of a mentoring position being open. Mentors confirmed through interviews that the process included an application process and administrator reference.

In TCSD, mentors once hired are invited to a two-day mentoring training in the summer where they are given a foundation in the program requirements in conjunction with their training. Mentors also stated that there were multiple professional development opportunities throughout the year for mentor training. Many were centered around candidates' needs. Mentors overall agreed that the training that was provided met their needs. One mentor put it very succinctly, "When first becoming a mentor, we attended a two-day training and afterward a one day refresher. This went over program requirements and practice in conversations. We also have the 21st Century Handbook that was reviewed and we all possess as a reference. Quarterly we have meetings to address just-in-time needs." Mentors reported that they felt induction program leaders were very effective and responsive to their needs.

TCSD also has a planned sequence of 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. TCSD calls them structured support activities. Throughout the timeline developed by the program candidates and mentors are following a linear progression through the Induction program and activities, such as the ILP and reflections on the CSTP. During an interview a program completer stated, "I chose my ILP goal with my mentor. We went through the CSTP assessment and determined strengths and weaknesses, which guided me to the goal of my ILP."

Through site-based work and clinical experiences that begin in the first 30 days of hiring and being admitted to the program, candidates confirm that they begin work with mentors to collaborate and develop an ILP to effectively implement research-based strategies for improving teaching and student learning. One completer said, "We meet one hour a week with our mentors about our ILP to work towards our inquiry goals." Another candidate stated, "I chose an ILP goal based on my weakness in the CSTP, as well as my weaker areas in my classroom. My mentor and I determined where I wanted to improve as a teacher and how I can apply that to my classroom."



<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 as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<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 TCS D Induction Program has a multi-year continuous improvement and assessment cycle that uses multiple data sources to reflect on program effectiveness and the quality of preparation candidates are receiving. Participants in the program confirmed that the program gathers evidence including mid-year and end-of-year surveys, CSTP self assessments, pre- and post-assessments, feedback on mentor effectiveness, professional development assessments, and exit interview data. Program completer data is analyzed and used by the program to assess candidates’ perception of their preparation for professional practice. The program states that part of the program director responsibilities are to communicate with Sinclair Research Group to determine appropriate surveys for program evaluation. The leadership of the induction program organizes and assigns surveys to program stakeholders. Mentors and completers both shared that they participated in the surveys and had a direct part of reviewing the data. Mentors reported that “ After our mentor meetings, we receive a survey requesting feedback. We also have our collaborative learning logs, which program leaders will comment and provide feedback as needed.” The mentors and completers both confirmed that the data was used to the betterment of the program.

The TCS D program leaders have developed and put in place a very efficient advisory board which is responsible for analyzing evaluation data and recommending program modifications. Outside of that entity the TCS D is also supported by two other groups: an administrator group and the District Cabinet Members. The TCS D Induction Program uses multiple means to disaggregate data. Administrators shared through interviews that, “We have several meetings regarding the program and what is happening in the program. We are

also given a survey to complete that is read and discussed by the advisory board to go over and see what areas need to be addressed and what areas are working well. After feedback from principals, changes will be made and adjustments will be implemented to meet the needs of our teachers and administrators.”

Between these three groups multiple different stakeholders are able to provide input and help to implement changes and celebrate success. The program completers also confirmed this in interviews. One program completer stated, “I think the most recent change are the deadlines and expectations for the ILP. They didn't waiver from their expectations per se but they made them relevant to distance learning.” Completers reported that they felt the program was very responsive to their needs and that allowed them to be successful.

<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.**

The Tulare City School District Induction Program ensures that all candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting the state adopted academic standards. The candidates achieve this through their successful completion of their Individualized Learning Plan as they cultivate their skills while moving toward mastery of the CSTPs. Completers and mentors confirmed this through interviews. One completer recalled, “My mentor and I spoke daily in regards to my teaching, classroom ideas, and how my students were doing. She offered support on lesson plans, fun classroom activities and teaching strategies to help manage behaviors. We also spoke once a week reading the ILP and how it was to be implemented.” Mentors also confirmed that they meet weekly and provide just-in-time support to help.

Survey data from stakeholders provides evidence that the program has a positive impact on candidate competence and subsequently on student achievement. The State Completer Survey substantiates the positive impact on candidates. In the 2018-2019 state-compiled Completer Survey, 90% of participants stated that the program was very effective or effective in helping develop the skills needed to be successful and grow in their teaching practice. Year

Two participants repeatedly documented on the ILP reflection the effectiveness of the program on their teaching growth and capabilities. One completer had this to say about the effectiveness of the program on their teaching: “I think it really guides the teacher in being reflective of their instruction. The ILP process really helps them to focus on their instruction and the specific area that they are looking to improve in. I also think that having a person that checks in with them consistently really helps the candidate in day to day teaching.”

The majority reflected that the program directly impacted their professional practice in numerous ways. These range from developing new skills to learning new strategies, and even developing meaningful goals and using data in an effective manner. One completer stated, “Personally I felt that this induction program has challenged me to continually reflect and grow in my teaching abilities, and the endless support I have felt throughout this year has helped me gain confidence and not feel so lost over the years.” Administrators repeatedly shared that they see the benefits from the induction program in their schools. During an interview one administrator stated that, “I feel that it pushes our new teachers to look at every child and data. They build their goals and are forced to focus on students who have needs and not just the general population. It helps them dig deeper in student data and find ways to meet the needs of that student.”