

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

Professional Services Division

May 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Culver City Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Culver City Unified School District

Dates of Visit: March 8-10, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: 5/14/12	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit, including interviews with administrators, 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 general preconditions and preconditions for the credential program were **Met**.

Program Standards

All program standards for the Teacher Induction credential program were **Met**.

Common Standards

All common standards were **Met**.

Overall Recommendation

Given the above findings on preconditions, common standards and program standards, the review team recommends an accreditation status of **Accreditation**.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Culver City Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Culver City Unified continue 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.

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

Accreditation Team

Team Lead:

Darby Williams
Sacramento County Office of Education,
Retired

Programs Reviewers:

Emily Richards
Brentwood Union School District

Common Standards:

Valerie Saylor
Bakersfield City School District

Staff to the Visit:

Roxann Purdue
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Mentor Training Materials
Candidate Advisement Materials
Accreditation Website
Candidate ILP Template and Samples
Mentor ILP Template and Samples
Precondition Responses

Rubrics
Candidate Handbooks
Survey Results
Professional Development Documents
Accreditation Data Dashboard
Advisory Board Agendas and Notes
Candidate Seminar Materials
COVID Program Modifications
Data/Program Improvements

Interviews Conducted

Stakeholders	TOTAL
Candidates	22
Completers	17
Mentors	14
Institutional Administration	4
Program Coordinators	2
Program Director	1
Site Administrators	7
Professional Development Providers	5
Credential Analyst	1
Advisory Board Members	12
TOTAL	85

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 Culver City Unified School District (CCUSD) is located in the city of Culver City, a five-square-mile, urban community of about 40,000 residents surrounded mostly by the city of Los Angeles. CCUSD is a diverse district serving over 7,100 students, with approximately 32% socioeconomically disadvantaged, 10% English Learners, and .3% foster youth. The ethnic make-up of the students is 37% Hispanic, 27% White, 12% Black, 11% Asian, and 11% two or more races.

CCUSD consists of five TK-5 elementary schools, one middle school, one high school, one continuation high school, and an online iAcademy. Two elementary schools are language immersion schools, with one serving Spanish Immersion students and the other serving Spanish and Japanese Immersion students. These two immersion programs continue through middle school, culminating in Advanced Placement courses at the high school level. The district also has an Adult Education program and Child Development programs.

This fall, the Board approved the CCUSD’s Equity Advisory Council’s 3-year Equity, Social Justice and Inclusion Strategy Action Plan. This plan has goals and actions around anti-bias and removing barriers for all stakeholders, staff, students, and parents. In addition, CCUSD has a robust K-12 Art program, culminating in the Academy of Visual and Performing Art (AVPA) at Culver City High School. The AVPA serves five areas: Visual Art, Music, Dance, Media Arts (Film), and Theatre.

Education Unit

The Culver City Unified School District-Beverly Hills Unified School District Consortium Teacher Induction Program had its inception in 2001. Program leadership consists of the Superintendent of CCUSD, the assistant superintendent of both districts, the director of secondary teaching and learning for CCSUSD, and two induction co-coordinators, one from each district. The assistant superintendents of both districts and the director have regularly scheduled meetings, and the consortium has a steering committee (advisory board). For the 2020-21 school year, the Teacher Induction Program uses 16 mentors to serve 24 candidates: 11 first year and 13 2nd year candidates.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction	10	24

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

PROGRAM REPORT

Teacher Induction

Program Design

The Culver City Unified School District is the program sponsor and Lead Educational Agency for the Culver City (CCUSD)-Beverly Hills Unified School District (BHUSD) Consortium Induction Program. The Consortium consists of the Culver City and Beverly Hills school districts. The program seeks to prepare candidates to meet all students' academic learning needs and retain high-quality teachers. Evidence demonstrated that there is delineated professional development and support over the two years for general and special education teachers serving students TK-12.

Evidence and interviews confirmed that program leaders meet formally and informally on a regular basis. The Education Services Director and induction coordinators ensure that the induction program supports new teacher needs and is well integrated into the larger district initiatives. Additionally, the induction program has a steering committee of various stakeholders that meet annually to evaluate the program using survey data and stakeholder feedback in order to make recommendations for program improvement.

The induction program has clear and frequent communication among leaders, mentors, and candidates. Both mentors and candidates mentioned how responsive and timely the coordinators were with support and guidance. Additionally, the Education Services Director reported scheduling regular meetings with site administrators, and as a part of those meetings, connecting induction activities with site priorities. According to program coordinators and the program director interviews, the induction program is working to cultivate relationships with institutions of higher education (IHE) to hire and retain a more diverse teaching pool and provide a seamless program integration between the IHEs and the induction program.

A review of the mentor assignments shows that the induction program mentors are classroom teachers or have other responsibilities within the district. Mentors reported meeting weekly with their mentee to complete the Individual Learning Plan (ILP), support CSTP growth and provide just-in-time support. As part of the weekly meeting, the mentor completes a meeting summary form that addresses the CTSP and focuses on the candidate and mentor's next steps. Mentors also complete both fall and spring observations of candidates to support candidate growth.

Evidence indicated and interviews with mentors and program coordinators confirmed that mentors are chosen based upon their interest in mentoring and their match with candidate content and grade level. The induction program tries to match candidates and mentors with job

assignments. All new mentors attend mentor orientation, where mentoring skills are discussed and important dates and timelines. The ILP is carefully unpacked so that mentors know how to support their candidate in completing the process. Additionally, all new mentors received the *Art of Coaching* book as a foundational part of their mentoring program. All mentors engage in monthly training, including book study, discussions of best practices around mentoring, and how to best provide both “just in time” support. Mentors complete their growth and reflection plan. They submit this Mentor Individual Learning Plan three times a year and receive feedback from either the induction director or program coordinators. Mentors choose appropriate professional development to support growth in their mentoring practice.

As evidenced by survey completions, the induction program consistently elicits feedback from stakeholder groups. The program coordinators verified that candidate and mentor feedback from monthly meetings is reviewed by the director and coordinators and used to shape future training. This data and mid-year and end-of-year survey data are used to make improvements to the program as a whole. Additionally, site administrators reported completing a survey providing their input into the program regarding candidate needs. The district leadership and steering committee confirmed their review of mid-year and end-of-year survey responses and their subsequent feedback to improve the program.

The program director explained that the CCUSD/BHUSD Induction program has made a few modifications over the last two years, including implementing the mentor Individual Learning Plan. Mentors assess themselves on a self-selected mentoring standard three times a year and receive feedback from the program regarding their growth around their chosen standard. Additionally, the program now surveys site administrators as part of their stakeholder groups. They have also implemented various Covid-19 delivery modifications, i.e., all meetings are on zoom, mentor observations of candidates teaching is virtual. The program has focused on ways to best support candidates in this current teaching environment. In an example provided by program leadership. In previous years, classroom management was a focus of candidate training. Based on candidate needs and feedback, training on engagement in an online forum is the focus. Mentors and candidates now coordinate book study, which mentors expressed was beneficial to their mentoring practice and their candidates' growth and development.

Course of Study (Curriculum and Field Experience)

A review of program documentation confirmed that the CCUSD/BHUSD Induction program is a two-year program with an Early Completion Option available. Over two years program candidates complete three inquiry cycles based on the California Standards for the Teaching Profession (CSTP) while Early Completion Option candidates complete two inquiry cycles in one year. Candidates confirmed that these focused inquiries are based on the ILP and are chosen by the candidate.

Candidates verified that they begin the year using a transition plan from their preliminary program to reflect on their current strengths and growth areas, before creating and implementing their inquiry cycle. The candidate then sets a goal for their inquiry cycle. The mentor and candidate meet with the site administrator for input on the goal. Candidates select the intended measurable outcomes, determine progress points, and identify the most

appropriate data for indicating progress. Once a candidate has completed the planning, they engage in the Inquiry Action Cycle. Candidates upload evidence of action related to their inquiries to the program's database.

The unpacking and successful completion of the ILP are reviewed throughout the year by mentors and program coordinators. Additionally, the program staff confirmed they review candidate ILP to provide feedback and support. Mentors are also trained in the ILP process and how to use it to improve professional practice. Candidates highlighted how supportive their mentors were in using the ILP and how the induction coordinators were always available to provide clarification and support as the candidate completes their plan.

A calendar of induction activities showed candidates are provided with a variety of professional learning opportunities. In addition to weekly meetings with their mentor, they attend monthly meetings with the induction coordinators to engage in conversation around candidate-selected topics. Candidates are also provided a full release day to observe exemplary teachers. Many candidates mentioned that this was a valuable part of the induction process. They talked about how this observation opportunity allowed them to see great teaching in action. Seeing more experienced teachers running into similar problems eased their worries.

Assessment of Candidates

The program coordinators explained that candidates are formally assessed for competency at the end of each year and informally assessed frequently throughout the year. They receive feedback from the program leaders to ensure that they are on track to complete on time. If candidates are making inadequate progress, the induction coordinators provide targeted interventions.

A review of candidate work confirmed that at the end of their second year of induction, candidates prepare a presentation of their learnings and reflect on their growth on the CSTP for a panel consisting of their mentor, site administrator, program staff, and other district leaders. Program leaders verified they recommend only candidates who have successfully finished all program requirements. The credential analyst explained that he completes the process by formally recommending the candidate for a clear credential.

Findings on Standards

After review of all available information, including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the Culver City Unified School District Teacher Induction Program.

INSTITUTION SUMMARY

Evidence indicated and interviews confirmed that the Culver City-Beverly Hills Induction Consortium supports new teachers through systematic coaching and personalized learning integrated with school and district goals. The program is focused on ensuring the professional success and retention of promising new teachers, improving student performance through

enhanced training, reducing professional isolation, and establishing a system of inquiry and growth based on the California Standards for the Teaching Profession.

The program accomplishes its goals through intentional collaboration and communication with all stakeholders. The induction coordinators and district director work with an induction steering committee to govern the program. They are knowledgeable of program activities and use various assessment tools to inform program decisions. The unit works closely with the program leaders to ensure professional learning opportunities are available for candidates and responsive to their needs. Candidates stated that they value the choices they have in goal setting and the options provided to collaborate. As one candidate shared, "the first year was difficult. I needed someone I could trust who was not judgmental. I appreciated all the suggestions, tools, and the feedback that is helping me be a better teacher."

Interviews with candidates demonstrated that they view the induction program as relevant and supportive of their daily instruction. As a candidate shared, "there is sometimes a disconnect between my planning and reality. My mentor helps me reflect and find a way to bridge this disconnect. She helps guide me to the next steps."

Across all stakeholder interviews, there was an overwhelming appreciation for the individualized attention, responsiveness, and dedication to educational excellence on the part of the program leaders. Under their direction, the priority is to provide the resources, support, and training so that all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response 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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision, and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Culver City Unified School District (CCUSD) is partnered with Beverly Hill Unified (BHUSD) to offer a coherent and cohesive induction program to TK-12th grade teachers. The CCUSD/BHUSD Induction Program provides a structure that ensures educators continually grow in the knowledge and skills necessary to implement California's adopted state standards and curricular frameworks. A research-based vision that ties the teacher's efficacy to student success guides the program's efforts. Documents and interviews confirm that the consortium has a clearly stated vision that is understood and supported within the educational unit: *"...support and retain our novice teachers and develop them into reflective and effective educators who meet the needs of all learners through a rigorous cycle of job-embedded, sustained mentoring, professional development, and inquiry around individualized goals."*

The program operates within the Educational Services Department of the CCUSD. Due to budget constraints, the induction coordinator position, previously based out of the district office, was reconfigured in June 2020 to two co-coordinators who also teach full-time operating on a stipend for the additional work beyond the school day. The coordinators, lead mentor, and Director of Secondary Teaching and Learning currently share responsibility for the program and work collaboratively to prepare mentors and deliver professional development. The Superintendent and Assistant Superintendent of Educational Services are the program unit leads. Interviews with the Superintendent, Assistant Superintendent, and Director confirm that the induction coordinators are active members of the educational unit and are supported and valued.

The small size of the program allows for frequent informal and formal collaboration. By clearly identifying stakeholders throughout the organization and defining their roles, the program ensures that all parties are engaged in continuous improvement. The induction steering committee meets annually to review the program evaluation data and provide input that ensures well-reasoned and meaningful program changes occur. The program remains current and provides leadership through networking with cluster colleagues, neighboring induction programs, and like-cohorts in the accreditation cycle.

The program has a protocol for hiring qualified mentors and professional learning presenters. Site administrators work with program leaders to ensure that only the most qualified and skilled teachers serve the new candidates. Candidates interviewed commented that the "program leaders listen to and value our feedback and want to make the program effective for us." The candidate's journey is well delineated through a handbook, online resources, and support from mentors and program leaders. Site administrators value the ILP because "it helps the new teachers focus on a goal and delve into an inquiry that will improve instruction."

Progress is carefully reviewed and monitored for completion by the induction coordinators. The program has an established process for informing and supporting new teachers as they move towards their California Clear Teaching Credential. Once credential candidates have

completed induction, they meet with the credential analyst, who ensures that a completed recommendation for a clear credential is successfully processed through the Commission. All evidence indicates that the CCUSD/BHUSD Consortium provides the institutional infrastructure and resources to support a robust and efficacious teacher induction program.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

A review of program documentation confirmed that the CCUSD-/BHUSD Induction program has a transparent system of candidate recruitment and support for candidates working in one of the two districts. Candidates attend initial orientation meetings and are assigned a qualified mentor within the first 30 days of employment. Orientation meeting materials confirmed that candidates are presented with initial information and an induction handbook outlining program requirements and expectations. The program handbook identifies induction personnel who are accessible to both candidates and mentors as needed. Candidates shared in interviews their entrance into the program was organized, and they met their mentors right away. Candidates confirmed in interviews that their mentor was there from the beginning, even helping to set up classrooms.

Throughout the induction process, induction staff reported that they regularly check the progress of induction candidates by reviewing mentor/candidate weekly logs, inquiry work, and documentation of growth in the California Standards for the Teaching Profession. Candidates

and mentors receive regular feedback at checkpoints during the program. A process is in place for contacting and working with candidates who are not progressing, but program leaders shared that process is not often needed because of the consistent weekly work of the mentor with the candidate.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The CCUSD/BHUSD Induction Consortium mentor rosters exemplify that they employ experienced and knowledgeable mentors to provide mentoring and support to candidates. An application process is used to ensure mentors are qualified for the position. The program keeps data on mentor qualifications, experience, and credentials. Mentors are assigned to candidates with matching credentials. In interviews, program leaders shared that they have worked over the last few years to improve the matches to ensure a better experience for induction candidates. Training materials highlight that new mentors are trained in their role before being assigned to mentor an induction candidate. Throughout the school year, scheduled times are provided for mentors to meet with their colleagues and program leaders. Mentors set goals on a Mentor Individual Learning Plan, and both self-monitor their progress and receive feedback from program leadership. During interviews, mentors emphasized the importance of receiving feedback on their Mentor ILP to improve their practice.

The induction program outlines the program expectations to candidates through orientation presentations, the induction handbook, and the induction website. Candidates develop an Individual Learning Plan (ILP) based on a transition plan from the preliminary program and input from the site administrator. Mentors work with candidates on their ILP throughout the program. Tracking documents show that work is checked for completion and quality at checkpoints during the school year.

Candidates are teaching full-time in district classrooms, which provides ongoing fieldwork and clinical practice. Candidates teach in diverse settings using adopted content standards and frameworks while working with a wide range of students. Candidates experience cycles of inquiry which are outlined in their ILP. During cycles of inquiry, candidates work with their mentors to improve teaching practice based on the California Standards for the Teaching Profession. Candidates shared in interviews that the inquiry process helped them dig deeper into areas to help students achieve at the highest levels possible. Site administrators indicated that the inquiry process helped candidates consider the needs of every student and how remarkable that the candidate thinks about the students on an IEP and how to meet their needs indicating that first year candidates wouldn't have done that without the induction program.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The CCUSD/BHUSD Induction Consortium uses a systematic approach to data collection and analysis. Included in the system documentation is a timeline for data collection that includes who is responsible for collecting and analyzing the data. The program collects data from various sources, including, but not limited to, ILP review, professional development evaluations, internal surveys, state surveys, and mentor/candidate log reviews. Interviews with a variety of stakeholders confirmed the data is analyzed by the program leadership and the steering committee to make modifications to improve the candidate experience and overall outcomes of the program.

Professional development providers shared that they review evaluations immediately after the participants leave a training and discuss what should stay the same and what should change for future sessions. Candidates shared that they have many opportunities to provide feedback to the program through evaluations, surveys, conversations, and their ILPs. Second year candidates shared they saw improvements between year one and year two based on their input to the program. “Last year, the professional development didn’t seem as focused as this year. We told them that we needed a focus area for each session to know if it applied to us, and now we have that.”

The steering committee explained they meet annually at the end of the year to review summative data and make recommendations for modifications. The steering committee shared that they use a stoplight model. Red is what needs to stop or be completely changed, yellow is where they need to make improvements, and green is what is going well and needs to continue. They indicated that they look at how candidates are developing through induction.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

Checkpoints and feedback throughout the CCUSD/BHUSD Induction program ensure that candidates are fully qualified to serve as professional school personnel and meet the competency requirements of the standards. At the conclusion of the program, candidates present a culminating presentation to a panel that demonstrates the individual’s growth in the CSTP and learning throughout the program. Completers shared that while it is a bit nerve-racking to present in front of a group that includes multiple administrators, it is rewarding to share the growth they have made over the course of their induction experience.

The unit, program personnel, and the steering committee review formal and informal feedback from stakeholders, annual retention data, and observational data to demonstrate a positive impact on candidate learning and competence. Data demonstrates both growth in candidate learning as well as the learning in the classroom by students.