

**Recommendations by the Accreditation Team and Report of Findings of the Initial Institutional Approval Provisional Site Visit for Professional Preparation Programs at**

**Burton School District  
Professional Services Division  
October 2021**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Burton 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 Program	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  
Initial Institutional Approval Provisional Site Visit Team Report**

**Institution: Burton School District**

**Dates of Visit: October 11-13, 2021**

**Accreditation Team Recommendation: 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, professional development personnel, candidates, completers, collaborative partners, 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 for this institution have been determined to be aligned.

Program Standards

All of the Program Standards for the Teacher Induction program have been met.

Common Standards

All of the Common Standards have been met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction credential program were met and that all Common Standards were met, the team recommends Accreditation.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements

Teacher Induction

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Burton School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- In granting Burton School District full approval, the institution will be assigned to an accreditation cohort and will participate in all accreditation activities in accordance with the timelines of their assigned cohort, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

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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:**

Conni Campbell  
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**Programs Reviewers:**

Denise Duewell  
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**Common Standards:**

Cathaleen Hampton  
New Haven Unified School District

**Staff to the Visit:**

Gay Roby  
Commission on Teacher Credentialing

### **Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Candidate Timelines & Program Requirements  
Candidate Advisement Materials  
Accreditation Website  
Candidate Files  
Assessment Materials  
Candidate Handbooks  
Survey Results  
Precondition Responses  
Accreditation Data Dashboard

### Interviews Conducted

Stakeholders	TOTAL
Candidates	11
Completers	12
Employers (Site Administrators)	8
Institutional Administration	4
Program Coordinators	2
Professional Development Personnel	5
Mentors	9
Credential Analyst	1
Advisory Committee (Leadership Team) Members	11
Collaborative Partners	6
<b>TOTAL</b>	<b>68</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

Burton School District, located in Porterville, California, has long been a participating district in the Tulare County Office of Education’s Teacher Induction Program but were granted provisional approval by the Commission in 2018 to run a teacher induction program of their own. Considered a rural district, the Burton School District is a K-12 district, with a strong charter school system that is treated as part of the district. The district has four elementary schools and one middle school, while the charter school has two K-5 schools, one 6-8 school and one 9-12 comprehensive high school. Burton’s schools offer dual immersion, international baccalaureate, and early college programs, with the college program allowing students to earn an AA degree while earning their high school diploma. They are a Showcase District for the Capturing Kids’ Hearts SEL program, an Apple Distinguished District, and a One to World Technology Program which provides every Tk-12 student with a computer. The district serves approximately 4,770 students, with 85% of the student population being identified as economically disadvantaged.

### Education Unit

The Teacher Induction program is housed within the Human Resources Department. The Human Resource director serves as the teacher induction director while the Human Resources Coordinator serves as the program’s day-to-day coordinator. The program, in its fourth year of implementation, has served an average of 40 candidates in its first three years, with enrollment smaller in 2021-22. They employ 21 mentors (full-time and part-time), many of whom serve as both a district-selected site mentor as well as a Teacher Induction program (TIP) induction mentor, and five professional development personnel. The program collaborates internally throughout the district via its Advisory Committee (Leadership Team) while it maintains external collaborative partnerships with local colleges and universities, county offices, and nearby teacher induction programs.

**Table 1: Program Review Status**

<b>TEACHER INDUCTION PROGRAM</b>	<b>Number of Program Completers</b>	<b>Number of Candidates Enrolled</b>
2018-2019	NA	11
2019-2020	16	26
2020-2021	24	33
2021-2022	TBD	29

**The Visit**

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

**Provisional Site Visit in Stage V of Initial Institutional Approval**

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. Because this PSV is based on a routine sixth year accreditation site visit, the team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved programs, in this case Teacher Induction, has only operated for a short time; Burton School District is implementing their fourth year of the program in 2021-22.

**PRECONDITION FINDINGS**

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

**PROGRAM REPORTS**

## Teacher Induction Program

### Program Design

The Burton School District's Teacher Induction Program (BSD TIP) is a two-year job-embedded program that provides a pathway for preliminary credentialed teachers to their clear credential. Program leadership confirmed that the program is offered to all new teachers with general education multiple or single subject credentials, as well as to those new teachers who have education specialist credentials. One special education candidate, who participated in another program last year, expressed her appreciation in having a local district program this year, one that is done with teachers she sees every day and with whom she has so much in common. She found it to be so much more meaningful, experiencing a deeper dive and providing an honest evaluation of how she is doing as a teacher.

The program is based in the Human Resources Department (HR) with the Director of HR serving as the program director and the HR Coordinator having the direct responsibility for the planning, organizing, and reporting of needs and interests of the program. Interviews with district leadership highlighted that the program director informs the superintendent, the executive director of HR, and the chief business officer regarding all aspects of the program while the program coordinator works directly with the Teacher Induction Program. Program responsibilities include working with TIP mentors to maintain accountability for the program standards, and assisting candidates in authentically connecting classroom pedagogy with job-embedded application through their induction experiences. Document reviews confirmed that the program coordinator also assesses candidate progress and ensures the process for recommendation of the clear teaching credential. Every interviewed stakeholder group expressed their appreciation for the professionalism, guidance, and accessibility of the program leadership, indicating they were the foundation of the program that made it successful for all.

Interviews with all stakeholders highlighted that communication is a hallmark for the BSD TIP. Communication within the program takes place in a variety of ways. The program director and coordinator meet frequently regarding the progress of the program and to plan for upcoming activities. The program director communicates weekly with the superintendent and district cabinet members regarding program progress and updates. The program coordinator regularly communicates with TIP mentors and candidates through email, Zoom meetings, *Canvas*, phone calls, and offers a virtual "open door" opportunity once per week. In addition, she updates information on the TIP website and *Canvas™* for candidates and TIP mentors to access. BSD TIP has also established a program advisory committee that includes representatives from each school site, current program TIP mentors, IHE, and district administrators whose role is to provide input on various processes of the program, and to guide program implementation. The district level curriculum coordinator described his role on the committee as a bridge between Education Services and the mentors who support the candidates.

The TIP advisory committee, meets as part of the bi-monthly mentor meetings. The advisory committee members, mentors, and candidates all confirmed that they can also email or call the coordinator or director at any time to share their suggestions. The TIP program additionally meets with the Ed Services and Student Services teams once a month to communicate program progress, get feedback on the program implementation, discuss potential program improvements, and any needed support from the Ed Services and Student services teams. The TIP program also presents to the school board at least once a year to provide program updates and receive feedback.

According to program documents, including progress monitoring charts, all BSD TIP candidates are matched with a TIP mentor within the first 30 days of school, ideally at the candidate's site. A review of mentor documents on *Canvas™* confirmed mentors collaborate with the candidate weekly and are available for both "just in time" support and longer analysis of teaching practice to help candidates develop enduring professional skills. A program completer commented that the support and coaching provided by their mentor would be long-lasting, stating, "I'll continue to have change ideas in the future."

The Burton School District employs, assigns, and retains highly qualified personnel who provide professional development and mentoring for program candidates. Professional development providers (PDP) ensure candidates receive both general district-wide professional development and professional development tailored to meet the individual needs of the candidate. In interviews, a professional development provider mentioned working specifically with a candidate and mentor on academic discourse as this was part of the candidate's ILP. Another PDP also stated, "Mentors will reach out for PD [for their candidates]; it is very individualized, as it should be." In addition to the PDP, interviews indicated that mentors also provide professional development at the TIP meetings.

TIP mentors are hired from throughout the district through an annual recruitment. Prior to the start of the school year, the program director sends out a TIP mentor job advertisement to all teachers in the district stating the job requirements and the deadline for application. The director and coordinator confirmed they review all applications and send out notifications to those selected as TIP mentors.

Mentor interviews confirmed that TIP mentors training is introduced via a six-day Jim Knight training on instructional coaching and questioning. Mentors then continue honing those skills at mentor meetings three times per year. Biannual TIP mentor evaluation surveys are collected and use to aid in meeting the needs of the TIP mentors. For example, one mentor mentioned that she brought forward the idea of holding a refresher training on driver diagrams, and that was implemented by the program. The program coordinator noted that she meets individually with TIP mentors as needed to clarify program information, provide ideas for mentoring, or to address any other specific needs.



A review of the Accreditation Data System (ADS) website and program documents verified that BSD TIP continuously evaluates its program through both formal data-gathering surveys and informal feedback at any time. TIP mentors and candidates complete two program feedback surveys per year. Program completers are also followed to determine teacher retention information. Site administrators reported that they give feedback through end of year surveys and at one-on-one meetings, throughout the year with program leadership. Program documentation shows that survey data is analyzed by the program coordinator who then shares data results with the program director and executive director of HR, as well as the advisory committee. The surveys and feedback are used to assess the program's effectiveness in general operations, effectiveness and impact of the program, and the TIP Mentor-candidate relationship.

### Course of Study

According to program documents and candidate evidence files, within the first 45 days of the candidates program enrollment, candidates and mentors utilize Individual Development Plans (IDP), Teacher Performance Assessment results, and job embedded experiences to determine each candidate's professional growth goals for the initial ILP inquiry cycle. Using this information, the candidates and TIP mentor duo also use the Continuum of Teaching Practice to determine the candidate's current level of development in their chosen CSTP, which becomes a baseline for their ILP professional growth goal.

Candidates, with guidance from their mentor, complete three Individual Learning Plans (ILP) per year which include an inquiry cycle. Each ILP contains the same components and supports the candidate's continued growth in the CSTP(s) of their choice. The ILP is based on the improvement science principles of small changes over time and can be adjusted as needed. In interviews, candidates described setting their own goals, learning to collect good data, and being able to align their ILP goal with their work on the Teacher Performance Assessment (CalTPA) as applicable. To this end, one candidate said that with his mentor's assistance, he was able to align his ILP with CalTPA Cycle 2: "They go hand-in-hand!"

Additionally, candidates and TIP mentors meet with site administrators for their input on site and district initiatives. One principal shared that she asks her candidates, "How does your goal connect to the vision we have for our students?" These conversations enable the candidate and principal to have open communication and helps guide informal observation. Another principal said, "My main role is as a support provider to help develop the teacher's skills."

As evidenced by program documents, each ILP cycle has multiple planned opportunities to reflect on progress. First, candidates reflect on their current practice and developmental level in their chosen CSTP at the beginning of the cycle. Candidates then reflect on their implementation plan and document evidence of their growth at the end of the cycle. They also reevaluate their developmental level in their chosen CSTP and reflect on their progress and growth.

Candidates reported that they may select professional learning opportunities outside of designated district training, such as observing another teacher, if they collaborate with their TIP mentor to determine the benefits to their ILP process. The multiple professional learning opportunities allow TIP candidates to individualize their professional growth and support their progress to achieving their ILP goals. If the need for outside professional development is indicated in a candidate's ILP, the program coordinator facilitates candidate access to those resources. In an interview, an Education Specialist Year 2 candidate expressed appreciation for being encouraged to choose professional development that was tailored to her caseload.

#### Candidate Competence (Assessment of Candidates)

BSD TIP assesses candidate competence toward mastery of the CSTP through the Continuum of Teaching Practice. Throughout three ILP inquiry cycles, the candidates measure baseline competency on their chosen CSTP. The candidate and mentor then collaboratively track and measure the progress on the selected CSTP while engaging in inquiry cycles. By measuring the candidate's developmental level on the CSTP at the beginning and end of each cycle, the candidate, mentor, and TIP program leadership have a consistent assessment of the candidate's growth on the CSTP over the duration of the program.

In order to be recommended for the California Clear Credential(s) the candidate must complete three ILP cycles per year, weekly logs to document time with their mentor, and have demonstrated growth on the CSTP. Program documents support that the program coordinator verifies candidate competency and completion of program requirements prior to recommending for the Clear Credential. A district confidential secretary acts as the credential analyst, filing clear credential recommendations upon completion of the program.

#### Findings on Standards:

After review of the institutional report, supporting documentation, outcomes data including survey results, completion of interviews with district leaders, the program coordinator and director, candidates, mentors, completers, and credential analyst, the team determined that all program standards for the teacher induction program were met.

## INSTITUTION SUMMARY

In its fourth year of implementation, the Burton School District implements a robust, program of professional development that is well integrated into the district's infrastructure. Communication and collaboration are strongholds throughout the entire district and can be used to describe the teacher induction program as well. Program leadership, mentors, and professional development personnel are well qualified for their positions and committed to the mission and vision of the Induction program which is rooted in research-based practice. When asked how a teacher induction program fits into the larger vision and goals of the district, the superintendent responded "it's a perfect fit. We want *all* of our learners to excel, the student learner and the adult learner."

The program director and coordinator create the face and the main supports of the program's structure. They are both accessible and involved, going to visit school sites and candidates as well as answering emails in a prompt timeframe, regardless of the time of day. Together, the mentors and the district's professional development team provide "just in time" and long-range professional development as identified by the candidates themselves. The program's advisory committee, acting as a leadership team provides input, feedback, and advice on the operations of the program. All district personnel who support the teacher induction program adheres to thoughtful and well-designed processes that provide for the success of their candidates through advising and mentoring.

The unit has a thorough and thoughtful assessment system that ensures continuous improvement and provides for systematic reflection of the candidate, based on data. Interviews and direct evidence provided during the site visit affirm the success of Induction candidates in both induction activities (ILP completion) and in the performance of their job responsibilities. A strong focus on and commitment to supporting new teachers to make a positive effect as educators was clearly communicated throughout program stakeholder interviews, which has fostered a crucial impact on the students' learning, candidate classroom practice, and the wider educational community.

**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>Inconsistently</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>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</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**

As evidenced by interviews with district and program leadership, the Burton School District Teacher Induction Program (TIP) prepares educators on a solid foundation of sound research and educational theory that is also embedded throughout the district. Interviews with every stakeholder group confirmed that the TIP leadership, TIP mentors, and instructional personnel provide supervision of induction candidates within a supportive, purposeful, and collegial community. The program has an active Advisory Committee which acts as the program’s leadership team, composed primarily of district representatives, TIP mentors, teacher’s union representative and one member from the IHE community (who provides the bridge from preservice to induction). Collaborative partners confirmed that TIP program leadership also participates in a county-wide Leadership Team Forum attended quarterly/semi-annually by local K-12 districts and IHE partners. The superintendent, Human Resources division and Business Services division confirmed that they provide leadership and appropriate financial and human resources for professional development and robust program support. The unit hires and retains faculty who represent and support diversity, and additional recruitment efforts are being explored, although additional growth in this area would benefit the program and the district.

The TIP program is staffed with a human resources administrator who serves as the program director, a full-time coordinator and qualified induction mentors for field-based support and supervision. Interviews with the district’s professional development personnel highlighted that the program’s mentors and candidates all engage in research-based professional development aligned with California content standards and effective professional practices to serve all students. A review of candidate files on the district’s *Canvas* platform confirmed that each recommendation for a credential is organized, analyzed, and reviewed appropriately.

<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>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	<b>Inconsistently</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**

A variety of stakeholder interviews confirmed that BSD’s Teacher Induction Program (TIP) enrolls all teachers employed by the Burton School District who meet program eligibility criteria. Interviews with both the director of Human Resources and program leadership confirmed the district has multiple measures in place to correctly identify eligible TIP candidates; while candidates reported they are informed at contract signing about participation in TIP. BSD has participated in recruitment efforts to hire a diverse, highly qualified staff in pockets throughout the unit; however, the review team could not find a systemic, coordinated approach the district uses in hiring diverse faculty.

TIP provides support, advice, and assistance to support candidates’ successful entry into the profession beginning with a six-day new teacher training through Educational Services. This training is provided to all newly hired teachers including those enrolled in the induction program as verified through interviews with the Professional Development Leaders. A review of documents confirmed BSD provides information to candidates and potential candidates about induction participation through the BSD TIP Website and the TIP Handbook. TIP Mentors interviews described their support of assigned candidates on a weekly basis, which is also documented in the Mentor Log.

The TIP Mentor serves as the primary support for all candidate needs, questions, and guidance. A candidate reported that their mentor is always available whenever they need her, no matter the time of day. A program completer shared they were successful in TIP

because of their mentor being at their beck and call. Multiple candidates shared they also may contact the program leaders (the Human Resources Coordinator or Director) for additional support and guidance in order to meet the Teacher Induction Program requirements. Candidates noted the program leadership are both patient and approachable.

Interviews with candidates and mentors affirmed that the program consistently defines performance expectations and provides resources and support for meeting them. Candidates shared how much they appreciated that all the meetings, requirements, and assignments are available on the district’s online platform, *Canvas*. The program coordinator and the program’s mentors confirmed they regularly monitor candidates’ progress in meeting competency and performance expectations, using multiple data sources including Levels of Practice, mentor logs, and timely completion of required documentation related to their ILP inquiry cycles. Program leadership uses a Levels of Practice rubric to assess and document growth on the CSTP as verified by interviews with the HR Coordinator. A candidate expressed appreciation for the honest feedback provided by the district program personnel. Interviews and a review of documents confirmed there is a clearly defined process in place to identify and support candidates who need additional assistance to meet competencies. Candidates who require additional support are identified by the program coordinator through regular monitoring of the ILP process. Feedback to candidates regarding improvement on the ILP is provided via *Canvas*, while mentors report additional support they are providing on their mentoring logs. Candidates reported in interviews that they can also initiate additional support if there is an area where they desire more support. One candidate shared how their TIP mentor connected them to other personnel in the district to support them in a specific area of need. Candidates and completers agreed during interviews they feel well supported in their induction program. One commented that her mentor has taught them a lot and made them a better teacher.

<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>

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

A review of advising documents, candidate handbooks, and multiple interviews depict a planned sequence and system of professional learning, with implementation of teaching strategies and reflection on practice for beginning teacher growth and development. Interviews with site administrators, program staff, mentors, and candidates all confirmed the program is designed to systematically coordinate professional goals, based on the CSTP, with classroom-based field experiences that address appropriate instruction and curriculum standards for the range of students they serve.

Interviews with candidates and completers confirmed that professional development and program materials emphasize the program’s research-based themes, preparing candidates to implement quality practices focusing on relationship-based instruction and the needs of each and every student. Candidates confirmed they implement learned practices with mentorship and coaching in the field and appreciate the opportunity to practice competencies with formative feedback to revise teaching goals on their ILP for continual growth. Multiple interviews confirmed these cycles of inquiry, experienced over the course of the 2-year



program, allow candidates to learn, practice, and demonstrate competencies required of the clear credential.

ADS data confirmed that Burton schools reflect the diversity of California’s students. Candidates report the opportunity to work with the range of student diversities identified in the program standards, and that site mentors are equipped to support this work. Review of documentation and interviews with program personnel confirmed that the program uses standardized criteria to select site-based supervisors, and selection includes clearly stated expectations for experience with classroom diversity, knowledge of California’s adopted content standards and frameworks, and acquisition of a Clear credential. Monthly meetings/workshops are held to provide training and feedback for all mentors supporting current candidates, and the program effectively implements an evaluation process of each candidate’s accreditation experiences.

<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>Inconsistently</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**

BSD TIP’s continuous improvement efforts include an ongoing collection and study of data gathered from various stakeholder groups, as verified during interviews with multiple stakeholder groups. These multiple measures are used to assess and provide specific data on the effectiveness of the program, course of study, support services provided and on candidate competence. Data sources include interviews with site administrators, surveys by candidates and mentors twice a year, verbal feedback during district wide management meetings, discussion and feedback at TIP Advisory Committee meetings, and feedback from

the school board during their annual program presentation. However, the review team could not find evidence of the program currently using program completer data from the ADS in their study of data.

A review of program documents and interviews indicate regular examination and analysis of the feedback led to intentional modifications to program components. Program completers, mentors, and site administrators all provided examples of a program change that was made based on their feedback. For example, a mentor shared that after a conversation with program leadership about a suggestion on her candidate’s ILP, a change was implemented for the entire program, which surprised her greatly. It is worthwhile to note that a program completer expressed how valuable it was to know their opinion mattered and site administrators shared they see changes implemented every year and the program keeps getting better. Candidates felt they had multiple opportunities to provide feedback to program leadership, not only through surveys, but in their ongoing conversations with both program leadership and their mentor.

All stakeholder groups commented during interviews on how open and receptive program leadership is to any feedback and in addition, how they actively seek out feedback on a regular basis in informal ways from all groups. A site administrator expressed that the program leadership has fostered a culture of open communication and inclusion. Interviews with candidates, program completers, mentors, site administrators and program leadership verify that data-driven decisions provide systematic improvements to the program over time, continually making a stronger program.

<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 BSD TIP utilizes multiple, field-based measures that allow candidates to demonstrate their preparedness to educate and support all students in meeting California state standards. Interviews with program leadership introduced the review team to the phrase “each and every

student” when speaking about which students they intend to impact, and the same term was used during interviews by both candidates and completers when referring to “all students”. The inquiry cycles developed in the ILP is the assessment that indicates if candidates are meeting the Commission adopted competency requirements as specified in the program standards. Candidate ILP are systematically reviewed and evaluated, and candidates reported they have the opportunity to revise and resubmit the ILP as a result of formative feedback. A candidate indicated the program is meaningful and allows them to do a deep dive and improve their teaching. A program completer shared that the ILP process and feedback helped to develop their self- reflection. Site administrators consistently reported that the TIP program is having a positive impact on the candidate’s learning and effectiveness in the classroom. Both candidates and program completers shared their appreciation to develop and demonstrate practices that have a positive impact on their learning, and as a result, they see their positive impact on students.