

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Escondido Union High School District

Professional Services Division

March 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Escondido Union High 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 with a 7th Year Report** 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 Program	6	5	1	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: Escondido Union High School District (EUHSD)

Dates of Visit: January 31st to February 2nd, 2022

Accreditation Team Recommendation: Accreditation with 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
This is the first Accreditation report for the Escondido Union High School District since reactivating their Teacher Induction Program in 2016.	Not applicable

Rationale:

The unanimous recommendation of **Accreditation with a 7th Year Report** 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, collaborators, 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

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

Program Standards

All Program Standards for the Escondido Union High School District’s Teacher Induction Program were determined to be **met**, with the exception of Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System which is **Met with Concerns**.

Common Standards

All Common Standards for Escondido Union High School District were determined to be **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction Program were met with the exception of Program Standard 3, which was Met with Concerns, and that all Common Standards were met, the team recommends *Accreditation with a 7th year report*, to address the issues identified by the team.

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 Program

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Escondido Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Escondido Union High 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

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Common Standards:

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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Assessment Materials
Candidate Handbooks
Common Standards Addendum
Common Standards Submission

Precondition Responses
Program Outline and Course of Study
Program Review Addendum
Program Review Submission
Survey Results
Teacher Candidate Files

Interviews Conducted

Stakeholders	TOTAL
Candidates	10
Completers	9
Employers	3
Institutional Administration	4
Program Coordinators	2
Professional Development Personnel	5
Mentors	2
Credential Analyst	1
Advisory Board Members	5
Community Partners	8
IHE Collaborators	1
TOTAL	50

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

Escondido Union High School District (EUHSD) is located in the city of Escondido, in the northern region of San Diego County along the 15 freeway north and south, with the community growing to the east. At the last census of 2020, the district had 9,353 enrolled students and employed 402 teachers. The district has 5 public high school schools: Del Lago Academy—Campus of Applied Science, Escondido High, Orange Glen High, San Pasqual High, and Valley High, which is a continuation high school. The district also sponsors two charter schools serving an additional 2,061 students.

Student demographics within EUHSD were reported in 2020 as, 75.8% Hispanic, 16% white, 2.7% Asian, 2% Filipino, 1.9% African American, 0.4% American Indian, 0.2% Pacific Islander, and 0.7% Two or More Races. The district was established in 1894 at which time they employed one teacher and held classes on a campus willed to them by a benefactor. The student profile for the district is 75% socioeconomically disadvantaged students, with 18% English Language learners and students with disabilities, 14.5%

In their public material, the district characterizes themselves by stating, “With a long tradition of excellence, our focus will always be on the success of our students. Through the hard work of our dedicated administrators, teachers, staff, parents, and alumni, EUHSD is committed to extending this tradition well into the future.”

Education Unit

The teacher induction program is housed in Human Resources (HR) Department of EUHSD. The Director of Human Resources serves as the program director while two fulltime released teachers run the day-to-day operations as well as mentor all the program’s candidates. Serving 5 public high schools, the program has 34 candidates in the program for the 2021-22 school year. In the 2020-21 school year, the district recommended 10 individuals for the clear teaching credential.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction Program (TIP)	10	34

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. All other aspects of the site visit followed the protocols established by the Committee on Accreditation.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction Program

Program Design

As evidenced by the EUHSD organizational chart and confirmed by a variety of interviews, the district's teacher induction program is housed in the Human Resources Department. Two full-time released mentors, one of whom serves as the program coordinator, report to the Director of Human Resources, who serves as the Teacher Induction program director. The director shares program features, activities, and concerns with the Assistant Superintendent of HR, who is responsible to share needed information with the Superintendent. In 2016, they named their program RISE (Reflective Induction for Secondary Educators) which interview results showed is well-known and highly regarded throughout the district.

EUHSD is a relatively small district, with a rich history of frequent and informal communication (face-to-face meetings, drop-in visits, virtual meetings, email, phone calls, and text messages) Site administrators highlighted that with the mentors' frequent visits to the school campuses they felt they could meet with them for impromptu visits to communicate any needs they had concerning candidates at their site. The RISE program utilizes the Canvas Learning Management system to house communication material for candidates and One Note Class Notebook for candidate evidence of competency. The program calendar and multiple interviews confirmed that the program formally communicates program requirements to induction candidates via biannual program-wide meetings. In addition to in-person meetings candidates have access to their assigned mentor via electronic communication such as email, texting, virtual meetings, and phone calls.

Candidates receive support from a wide variety of district personnel. Individual mentor time is augmented through site content specialist mentors, as well as site and district professional development. Throughout the interviews, stakeholders spoke regarding the many activities of the mentors, which helped the review team verify that the program requirements are currently being met but highlighted the fact that many program requirements are completed through informal and unscheduled methods. Establishing systematic and documented methods of program monitoring and completion would make the alignment to program and common standards requirements easier for reviewers to verify and monitor.

District leadership explained that EUHSD has always utilized a classroom release model for its mentors and employ mentors according to the number of candidates in the program. Currently, the program employs two mentors who are Teachers on Special Assignment (TOSA), released full-time or part-time from the classroom, depending on candidate numbers. This year, RISE began the year with one full-time mentor who also serves as the program coordinator and one part-time mentor, but due to high program numbers moved to two, full-release mentors at the semester break in December. The program coordinator, the

full-release mentor, and the program director form a leadership team-RISE team- for the program, meeting on a monthly basis to discuss program needs; the program coordinator and program mentor meet on a weekly basis but focus more on mentoring skills than program implementation. Program records illustrate that candidates are assigned a mentor within 30 days of starting the program, with the number of candidates assigned to each mentor reflective of their other duties to the program. Candidates holding an Education Specialist credential are paired with one of the full-time released mentors, as well as a program specialist at their school holding an Education Specialist credential who provides Special Education content support. Additionally, the RISE mentors work with content specialists TOSA to provide extra support to all candidates.

District flyers for the mentor position openings show that RISE mentors are required to hold a clear teaching credential and demonstrate excellence in teaching as well as teaching for at least three years. The selection process is conducted by a panel of interviewers, with representatives from various stakeholder groups, including a school site administrator, a teachers' union representative, administrators from Education Services and Human Resources, and a teacher induction mentor. Both mentors described receiving on-the-job training by accompanying the veteran mentor on candidate visits. Additionally, more formal training is provided through participation at multiple-day trainings offered by the San Diego County Office of Education, their RISE Professional Learning Community, biweekly team meetings, book studies, and state and national conferences. Interviews confirmed that the mentors are evaluated by the Director of Human Resources.

The program is supported by a teacher induction panel, composed of three teacher members (selected by the teachers' union), and two administrators (chosen by the district). Panel members provide input on candidate requirements and participation expectations. The panel meets three times a year to discuss candidate progress as well as current and upcoming activities. While their primary purpose is the decision-making body in the case of a candidate complaint, panel members shared that they recently recommended changes in required candidate work as well.

Candidate feedback is encouraged and solicited frequently through a variety of ways. Candidates provide feedback via an evaluation at the close of each RISE monthly meeting regarding the effectiveness, usefulness, and application of the session contents. Candidates also complete a program survey each fall and spring. School site administrator and community partner feedback is collected informally for the purpose of program improvement. The RISE mentors noted that they meet formally with school site administrators at least once a school year to discuss ways that the RISE team can support the school. Additional informal meetings occur throughout the year on an as-needed basis.

The RISE team reviews candidate survey results from monthly meetings, in addition to the fall, mid-year, and spring surveys. From these results professional development opportunities are scheduled based upon identified candidate need. A review of program documentation highlighted recent changes in the program design. The initial observation was modified so that

the mentor-coordinator now plays an active part in lesson planning as candidates needed support with writing content objectives, language objectives, and connecting the activities and assessment strategies to the stated objectives.

Course of Study (Curriculum and Field Experience)

Candidate work is based upon the California Standards for the Teaching Profession (CSTP). A review of the Individual Learning Plan (ILP) template shows teachers create two to three goals based upon self-selected CSTP. A progression of action steps and a chronicling of the anticipated outcomes are noted, along with a rationale explaining how the goal will impact student achievement.

A review of the candidate work files confirmed that candidates self-assess regarding their developmental levels of practice (using the Continuum of Teaching Practice tool) at four points during their program participation—before implementation of their ILP action steps and at the end of the inquiry in each induction year. Reflection is also evident in the ILP as candidates engage in different activities then write about the results, indicating how the activity impacted their growth as an educator. Three pieces of evidence that demonstrate growth towards the goal and an explanation of the evidence is required of the candidate and were reviewed by the site visit team.

The ILP is developed using information on candidates' current level of practice. The Individual Development Plan (IDP) provides a summary of the candidate's work during their preliminary teaching credential program while results of the mentor's initial observation of the candidate provides current classroom practice evidence. Finally, candidates are encouraged to use data from their goals and objectives meeting with their site evaluator prior in the creation of the ILP. Candidates are guided by their mentor in choosing goals that support both their induction work and the evaluation of their job performance, a natural connection for candidates.

In reviewing candidate work files and interviewing candidates and completers, the site visit team found that candidates are required to complete a significant number of individual work assignments by completing stand-alone forms that live outside of the ILP instead of completing a course of study designed to provide each candidate with a mentoring-focused program tailored to his or her unique needs as required by the Commission-adopted program standards.

The program provides professional development through monthly RISE meetings, covering both procedural issues and professional development topics; candidates may choose to attend any or all sessions. Each meeting has a significant professional learning component (for example, current gang activity in the city of Escondido, parent communication, or strategies for teaching emerging multilingual students). The meeting locations rotate through the district's schools to introduce candidates to all district settings and feature a variety of school experts (technology TOSA, Special Education TOSA, school principals) who are also available as resources to support candidates' ILP goals. A review of the district calendar also confirmed many offerings of after-school TOSA workshops that address topics like classroom management, restorative practices, and teaching strategies are available to candidates. Also, EUHSD Educational Services

department workshops and professional development opportunities offered by the San Diego County Office of Education are available to candidates.

Assessment of Candidates

As evidenced by candidate files located in the Canvas Learning Management Systems, candidates gather a multitude of evidence regarding their teaching practice throughout their participation in the induction program. They are observed multiple times, provide required program evidence, complete an annual ILP, participate in district-designed cycles of inquiry and engage in reflective conversations. Evidence is reviewed by program leadership to ensure meeting the required standards for professional educators. The program handbook states that candidates have the opportunity to resubmit evidence if it does not meet the standards for professional educators. Candidates must complete all the cycles of inquiry and self-assessments, as well as have a robust ILP that is completed over two years in order to complete the RISE program.

Many district personnel interviewed mentioned the end-of-program colloquium that was held prior to the COVID-19 pandemic, expressing an appreciation of hearing from completing candidates regarding their growth in the program. District personnel had the opportunity to interact with each presenting candidate and gain an understanding of candidate skill levels and the EUHSD program. It was the hope of many interviewees that this practice would be resumed in the near future.

When candidates approach completion of the RISE program, they submit a form to the Director of Human Resources which reminds candidates to have an updated account registered with the CTC. Past history has been that the director files the recommendation to the CTC but new personnel this year may change that paradigm. If requested, a completion letter for year 2 candidates is created for the candidate stating they have completed the ESUHD teacher induction program. A first-year completion letter is created for all year 1 candidates who complete the first year.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, professional development personnel, employers, and district administrators, the team determined that all program standards are met for the Teacher Induction Program except for the following:

Standard Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System Met with Concerns.

While the ILP is individualized for each candidate, they are also required to complete a significant number of assignments in addition to the ILP, with limited individualization for each candidate. An employer may require a wide range of activities or assignments for its new employees but candidates in a Teacher Induction Program cannot be required to complete standardized assignments as part of the induction program.

INSTITUTION SUMMARY

The EUHSD Teacher Induction Program, known as RISE, has a vision to develop candidates as “empowered teachers thriving in a professional community as lifelong reflective practitioners, to improve student learning, and end the cycle of inequity.” This vision strongly connects to ESUHSD’s focus on promoting an equity-based learning program for all its students. All 34 candidates in this year’s program are individually supported by a full-time released district mentor. Evidence reviewed and interviews conducted confirmed that additional district-wide support for candidate professional development includes site-based Professional Learning Communities (PLC), site-based, content-based TOSA (who provide individual support as well as after-school workshops), and Ed Services professional development opportunities.

Candidates develop their ILP after being observed by their mentor and completing a reflection on that lesson, as well as completing an initial “cycle of inquiry” that analyzes their students, school, and community. Candidate work files confirmed that once the ILP is set, candidates engage in ILP completion, cycles of inquiry, reflection, and specific professional development to meet their identified professional goals. The program coordinator monitors and reviews candidates’ submitted work and verifies that candidates are moving forward in professional growth while completing the program’s requirements.

Candidates have scheduled meetings with their mentors and or content specialists throughout the year, with the focus being on an average of 4 hours per month, but not necessarily one hour per week. These partnership meeting support both the specific components of their Individual Learning Plan and address candidate “just in time” issues.

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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.	Inconsistently
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

Interviews with the program leadership (director, coordinator, and mentor) of the EUHSD Teacher Induction Program highlight the value placed on ensuring candidates are well qualified, effective, and involved in a habit of reflection that leads to growth in their teaching practice. The site visit team verified a consistency of vision expressed by district employees, from the superintendent, through the human resources leadership, credential analyst, site administrators, Teachers on Special Assignment, mentors to candidates, that the Teacher Induction Program improves student learning by supporting the development of an inspired, dedicated, and highly qualified teaching force.

The two mentors responsible for the day-to-day program implementation have participated in a variety of trainings—a three day training on induction through the San Diego County Office of Education, Coaching for Equity book study of Elena Aguilar’s “The Art of Coaching,” New Teacher Center Symposiums, and the annual CTC Induction Conference, along with collaboration with colleagues to improve their mentoring practice. EUHSD collaborates with colleagues through monthly meetings of the Teacher Induction Program Leaders (TIPL), informal collaboration with California State University San Marcos faculty, and bi-annual regional meetings of Regional Directors through the San Diego Office of Education, all designed to support the improvement of induction experiences for candidates in the region. Site administrators confirmed that they have the opportunity to meet with the mentors frequently to share any questions and/or concerns as the mentors are “on campus” multiple times each month.

Documentation confirmed that EUHSD is committed to hiring highly qualified teachers for all positions from a diverse applicant pool. Completers and candidates shared that additional resources are provided to them upon employment to further their skills in working with a diverse student population. Interviews verified that credentialing personnel monitor and confirm the credential status of all certificated employees in the district, collaborating and sharing credential status information with the EUHSD Teacher Induction Program regularly.

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

The RISE Program enrolls candidates who are required to complete induction to clear their California preliminary teaching credential. RISE is housed in the district’s Human Resources department where eligible candidates are identified by the credential analyst and are referred to the RISE program leadership for follow-through. The credential analyst maintains records for interns and in-house candidates as well, which allows the program to identify when candidates also are eligible for induction. Through both interviews and document review, the site visit team confirmed that the district’s education unit recruits and hires a diverse teaching force. Upon hire, and joining the RISE program, the induction candidates are offered individual support, professional development, and advice and assistance in clearing their credential by a variety of district personnel; key among the supports are the two RISE program mentors.

Candidates are provided with appropriate, comprehensive information on how to enter, participate in, and complete the Induction program, as evidenced through stakeholder interviews and documentation review of their website and handbook. An orientation is held each fall where program requirements are reviewed, candidates meet their mentor, and opportunities are provided for questions to be asked and answered. Induction program completion requirements, as well as a clearly defined process to support candidates who need additional assistance to meet competencies, are also outlined in the RISE teacher induction handbook which is posted on the program website.

The two full-release mentors meet with candidates multiple times each month, both individually and in-after school professional development meetings. Mentors guide, support, and monitor the candidates in gathering evidence that demonstrate their progress toward meeting competencies and completion of the program, as evidenced through a review of written documents and interviews with candidates, mentors and site administrators. Other program supports, such as principals, content specialists, and TOSA ensure the candidate finds support for their individual needs. While program leadership expressed their belief that candidates met with their mentors on an average of one hour per week, the team was unable to locate monitoring tools that verified specific hours spent by mentors with each candidate, or of professional development hours in which a candidate engages—tools which would strengthen the district’s accountability to preconditions and program standards.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 Individual Learning Plan (ILP) and professional development offerings are used to support candidates’ ongoing professional growth, as verified by a variety of stakeholder interviews. In setting goals, candidates are encouraged by their mentors to revisit their Individual Development Plan (IDP), available from their preliminary teacher educator preparation experience, and build their next steps for professional development using that plan. Site administrators confirmed they are included in the development of an ILP through work with the program mentors. ILP goals are aligned with the California Standards for the Teaching

Profession, which are also used to define the candidate’s district goals, thereby embedding the program into district protocols instead of layering work upon each other.

Both program evidence and interviews with candidates and completers highlighted the variety of ways the induction process supports candidates’ growth in their defined goals, including observations of colleagues and being observed themselves. Throughout the induction years, it is clear that district personnel regard the ILP as solely designed for candidate growth and development and not for evaluative purposes. The ILP and the inquiry process are delineated through candidates’ “roadmaps” of their two-year induction journey, where candidates document their engagement in focused research, implement new strategies, and reflect on the effectiveness of their practice. Candidates’ reflection is evidenced throughout the candidate’s ILP.

A review of program evidence confirmed that the induction program offers additional professional development through voluntary monthly RISE meetings that focus on a variety of topics—improving classroom lessons, intervention ideas from the anti-gang task-force, universal support for all EUHSD students, keys to communication that supports students with exceptional needs, and SDAIE strategies. Candidates indicated that they benefited from attendance at these meetings as the topics were timely, and each meeting was held at a different high school site, allowing the candidates to gain a perspective on the district as a whole. One candidate illustrated how well attended the RISE meetings were attended by noting he had met every candidate in his site visit interview at the RISE meetings. District leadership, candidates, and completers discussed additional benefits received from personalized, individualized help from site-based Teachers on Special Assignment who are available for individual consultation.

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
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.	Inconsistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Document review and multiple interviews confirmed that the EUHSD RISE Program’s mentor-coordinators regularly collect and analyze feedback data through candidate surveys administered in fall, mid-year, and spring to assess candidate progress and the ongoing effectiveness of the program. Although completer numbers are too low for the program to receive ADS data annually, they implement a locally designed spring survey for all candidates, which is then disaggregated by participant year. Survey results for the most recent two years confirmed that Year 2 participants felt the program had a positive impact on their professional practice and highly valued the support provided by the mentors and the district’s professional development.

Data from all surveys are reviewed by the mentors during their weekly professional development meetings and key findings are discussed with the program director at their monthly meeting with him. Documented changes have been made to program protocols and documents based upon candidate feedback. Interviews with candidates and completers confirmed that the program provides them with multiple opportunities for feedback on their experiences within the induction program.

Both the mentors and the site administrators verified that the mentors visit the district’s campuses each month where they have the opportunity to informally “check in” with site administrators; it is during these campus visits that site administrators can provide anecdotal feedback on program effectiveness and candidate needs and progress. The program mentors collaborate with other education entities on a regular basis. The mentors attend monthly county and bi-annual regional meetings with other induction program leaders and local IHE representatives. Interviews confirmed that these meetings provide for program leaders’ professional development, peer coaching, and reflection on practice. The mentors reflected on the impact of these collegial groups, but a formal documentation of that data or subsequent program changes, was not found.

The RISE Advisory Board, comprised of union representative teachers (3) and district administrators (2) reported reviewing survey results and providing recent feedback to the RISE program on program effectiveness as part of their governance responsibilities.

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

Common Standard 5: Program Impact	Team Finding
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.

EUHSD Rise Induction candidates gather classroom-based evidence to demonstrate they have acquired the necessary knowledge and skills to educate and effectively support all students in meeting state content standards through “Plan, Teach, Reflect and Apply” cycles of inquiry. They document their growth in the California Standards for the Teaching Profession (CSTP), as evidenced through a review of their candidate work files and mark this growth on the Continuum of Teaching Practice tool biannually. Interviews with candidates, completers, site administrators, and program leadership verified the alignment of RISE program work with the district’s teacher evaluation protocols; by preparing their RISE paperwork, candidates were better prepared for evaluation sessions with their site administrator, although the two processes are kept independent. Locally designed candidate surveys also confirmed that candidates believe their participation in the program improved their classroom practice, as evidenced by their CSTP self-assessments.

The program mentors, candidates, completers, site administrators, and district administrators all attested to the positive impact of the program on candidate learning, growth, and professional practice across all CSTP. One completer commented, in looking back on her experience in the RISE program, that being part of RISE made a very positive impact on her ability to teach, sharing that she learned so much about using data to plan instruction that she had not learned in her preliminary program. Another completer remarked on how quickly they found out that there is a big difference between student teaching and teaching full-time as the teacher of record, expressing gratitude that their mentor was always there for support.

Program documents and interviews with site administrators and program leadership illustrate how some RISE program completers have assumed leadership roles, serving as PLC leads and/or department chairs; several have served as cooperating teachers/master teachers for a candidate earning a preliminary credential. High retention rates of program completers demonstrate the impact this program has throughout the district.