

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

**Professional Services Division  
May 2018**

**Overview of this Report**

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

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

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>X</b>		
2) Candidate Recruitment and Support	<b>X</b>		
3) Course of Study, Fieldwork and Clinical Practice	<b>X</b>		
4) Continuous Improvement	<b>X</b>		
5) Program Impact	<b>X</b>		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction Program	<b>6</b>	<b>6</b>		

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:** Santa Ana Unified School District

**Dates of Visit:** April 16-18, 2018

**2017-18 Accreditation**

**Team Recommendation:** Accreditation

<b>Previous History of Accreditation Status</b>
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<i>Although Santa Ana Unified School District has operated a Commission approved educator preparation program since 2004, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i>
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**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 providers, candidates, completers, and local school personnel. The team felt that it 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:

Program Standards

All program standards were **Met** for the teacher induction program.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

Having all program standards and all common standards met, it is the site review team's recommendation for **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

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Santa Ana Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Santa Ana Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### Accreditation Team

**Team Lead:**

**Aleeta Powers**

Los Angeles Unified School District

**Common Standards:**

**Debbi Parker**

Tulare City School District

**Programs Cluster:**

**Stella Duarte Padron**

Selma Unified School District

**Staff to the Visit:**

**Gay Roby**

Commission on Teacher Credentialing

## Documents Reviewed

Administrator Feedback on PT Work	Partnership Learning Coaches Feedback
Administrator Training Materials	PD Conference Materials
Advisory Board Materials	Program Assessment document
Canvas (Learning Management System)	Program Assessment Feedback
Cited Research (e.g. Lipton/Wellman)	Program Leadership Feedback
Collaboration Meeting Materials	Record Keeping documents
Common Standards Review Feedback	Sample Email Communications
Common Standards Review submission	Sample Individual Learning Plans
Data Analysis of Surveys and Evaluations	SAUSD Site Visit Website
Data Dialogue Inquiry Cycle Materials	Substitute Request Calendar (Observations)
Data Dialogue Reflections	Surveys and Evaluations of PD Sessions
Requests for Special Assistance	TIPS Blog
Mentor Logs	TIPS Handbook
Mentor Observation documents	TIPS Candidate Program Flow Map
Newsletters	

## Interviews Conducted

Stakeholders	TOTAL
Candidates	17
Completers	9
Site Administrators	10
Institutional Administration	9
Program Leadership	2
Professional Development Personnel	9
Mentors	27
Credential Analysts and Staff	2
Advisory Board Members	8
IHE Partners	3
Support Staff	1
<b>TOTAL</b>	<b>97</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

Santa Ana Unified School District (SAUSD) is the 7th largest school district in California, and the largest in Orange County. This is compactly spread over 24 square miles with a total of 62 schools and 2,761 certificated staff who provide educational programs for 56,000 students (2015-2016 CBEDS data). Approximately 60% of SAUSD students are English Learners. Spanish, Vietnamese and Khmer are the most common languages spoken at home. Approximately 91% of SAUSD students participate in free or reduced meal programs. Approximately 93% of their 2017 graduates are currently attending college.

### Education Unit

SAUSD Teacher Induction is housed within the Educational Services Division, as a part of the Teaching and Learning Department. Program oversight is provided directly by the Assistant Superintendent of Teaching and Learning who reports to the Deputy Superintendent of Educational Services. The SAUSD Teacher Induction program serves SAUSD employees and local Charter and Non-Public Schools. The Teacher Induction program is called SAUSD's Training,

Induction and Professional Support (TIPS) and is designed to support beginning teachers who have finished their credentialing program and have applied for, or currently hold, a preliminary Multiple Subject, Education Specialist, or Single Subject Credential. A staff of three including a Program Director, Program Specialist, and Department Specialist, is dedicated to providing a quality induction experience for teachers who hold these preliminary credentials and are working toward clearing these credentials. The current enrollment for 2017-18 is 107 candidates, supported by 75 mentors; last year SAUSD had 66 candidates complete the program who were then recommended for the clear teaching credential.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2016-17)</b>	<b>Number of Candidates Enrolled (2017-18)</b>
Teacher Induction Program	66	107

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## Program Reports Teacher Induction Program

### Program Design

The Santa Ana Unified School District (SAUSD) Training, Induction, and Professional Support program is known throughout the district as TIPS, a successful rebranding of the previous BTSA program. The district piloted the new Teacher Induction program standards in 2016-17 and has now fully bridged to a new system where mentoring is the key structure, professional development is self-selected by the candidate, and a system of formative assessment is a thing of the past, changes that have been embraced by SAUSD stakeholders. As one second-year candidate put it, “BTSA was when the program took bits out of you; TIPS is where they give new teachers ideas on how to succeed.”

In 2017, SAUSD was in its second year offering a pathway to clear the preliminary credentials of Education Specialist candidates, joining teachers who hold a Preliminary Multiple Subject and/or Single Subject Credential. The credential analysts confirmed that teachers who hold a Preliminary Credential are initially identified by them upon hiring, then admitted to the induction program once their credential has been verified. District administrators discussed how the program is an integral part of the district’s professional development for all its teachers, ensuring that teachers remain in the district while perfecting their craft.

The highly regarded induction staff, which includes a program director, a program specialist, and a department specialist, is dedicated to providing an induction experience that meets beginning teachers at their level of expertise and offers them a myriad of ways to continuing learning and perfecting their craft. These three SAUSD employees have developed a program structure that employs an online learning management system within the (*Canvas*) platform that both monitors progress towards completion and encourages professional dialogue amongst the teachers, the mentors, and program leadership. Both candidates and mentors shared that leadership personnel were consistent in their monitoring of candidates and quick to provide feedback, support, and/or resources in response to their identified needs. The induction staff also host Advisory Board meetings three times a year, where colleagues from within the district and within the county discuss matriculation, program effectiveness, and mutual support.

Interviews with both mentors and candidates explained how SAUSD has developed a program that offers a job-embedded teacher preparation experience, through knowledgeable and experienced mentors who provide just-in-time support and guidance through a professional inquiry cycle around a classroom problem of practice, collaboratively developed on candidates’ Individual Learning Plans. Evidence of mentor and candidate meetings are documented in the electronic mentor meeting logs, observation notes/feedback, and site visit feedback from induction leadership personnel.

To further support candidates and strengthen the assessment process TIPS assigns each induction candidate a second district employee who reviews their work--a partnership learning

coach. These coaches provide online feedback during the development of the candidate's Individual Learning Plan (ILP), recommend additional resources, and provide an objective perspective during the biannual reviews of completed ILP and inquiry cycles (called Data Dialogue sessions). During Data Dialogue sessions, candidates, mentors, and partnership learning coaches meet in triads where they examine data sets and evidence gathered by the candidate, celebrate professional growth achieved through the inquiry and look at next steps towards program completion. Candidates indicated that the Data Dialogue sessions provided positive criticism and guidance. One candidate stated, "You don't feel like you are doing something wrong; you leave the session receiving a lot of positive reinforcement."

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

Interviews with candidates and mentors confirm that the Induction program is based on formative assessment processes that are aligned to the California Standards of the Teaching Profession (CSTP). The TIPS formative assessment activities ask candidates to engage in two cycles of inquiry per school year. Both completers and candidates stated that the cycles of inquiry allowed them to investigate a problem of practice specific and relevant to their own classrooms. The learning process of developing an action plan (in collaboration with the program leadership and their mentors), applying a new teaching practice, and reflecting on both its effectiveness and impact on student and professional learning was a valuable learning experience to the candidates and completers interviewed. The blending of face-to-face mentoring support, online feedback from program staff and partnership learning coaches, and targeted professional development allows for a particularly timely and responsive system that leads to candidate growth and competency.

The main delivery structure for the SAUSD induction program contents is the weekly meetings between candidates and their mentors, where candidates receive just-in-time support and engage in professional dialogue regarding their inquiries. Program completers and current candidates stated that their mentors played a key role in supporting them in developing and completing their ILP by providing both constructive criticism and positive emotional support. Candidates further described that their mentors and the support they provided as career-changing.

In addition to the weekly support, candidates attend a series of program events with their mentors, such as a program overview, an introduction to the district, and opportunities to collaborate with other teachers in parent and alumni discussion panels. They also attend collaboration meetings that are held twice during each inquiry, where teachers and mentors collaborate and problem-solve. Depending on when the meeting occurs in the inquiry process, the collaboration may be to select an intervention, examine student work, or share classroom successes. Interviews with candidates and mentors confirm that TIPS leadership are equally adept at providing requested guidance, just-in-time support, and/or formative feedback.

Professional development for candidates is a joint effort between the induction program, site administrators, and district personnel. Candidates self-select professional development that is specifically crafted in response to ILP goals, as collected by the program leadership. Mentors, with support from program staff, help the candidates identify specific activities that will help them meet their specific goals. District personnel from other departments and administrators shared how responsive the induction program is to helping new teachers get information and support related to key district initiatives as well. Candidate professional learning opportunities include collaboration meetings, district initiatives support, subject specific organization conferences, online resources and much more. The many offerings provide candidates the opportunity to collaborate, learn, and reflect on their practice within the context of the inquiry cycle.

SAUSD's TIPS also hosts two professional development conferences a year. At these conferences, teachers and mentors select from a menu of professional development sessions specifically based on teachers' inquiry and CSTP focal points. Interviews with professional development providers confirmed that sessions are developed and planned with new teachers and mentor needs in mind. Professional development providers are provided with specific training on how to access and preview each candidate's ILP in order to identify individualized areas of need. These providers are also given access to survey results on the sessions they lead, encouraging them to make changes and adjustments to presentations as a result of participant feedback. Candidates provided several examples of changes that had occurred as a result of feedback they had given, validating their input into this dynamic program.

As a final activity for each year in TIPS, candidates attend a showcase event where they present and highlight a piece of student work as evidence of their professional growth as it relates to the CSTP. Review of documents and interviews with candidates confirm that they are asked to prepare a short presentation that allows them to share their proudest moment in teaching and learning for the year.

### **Assessment of Candidates**

The TIPS leadership team uses a Learning Management System, *Canvas*, to monitor all aspects of the induction program and collect evidence of progress towards completion. More than just a monitoring system, the stakeholder groups in the district employ *Canvas* as a communication system and pathway to ongoing professional dialogue. Candidates post to their *Canvas* page, mentors, partnership learning coaches, and even program leaders comment, question, and engage candidates in deeper conversations about their goals and professional learning. Additionally, *Canvas* allows the program specialist to monitor deadlines, mentor comments, and ILP revisions, which enhances the district's tightly woven system of support, accountability, and professional learning. TIPS Leadership and mentors review and provide formative feedback to the candidates on their ILP throughout the year at the various completion checkpoints, as verified by a review of documentation and interviews with TIPS Leadership.

The evidence of competency is built upon the California Standards for the Teaching Profession (CSTP). Evidence of teacher practice within specific CSTP is collected and examined throughout the school year as it appears in candidates' Individual Learning Plans (ILP), the Continuum of Teacher Practice (CTP) summary, data dialogue sessions and the end-of-year showcase. Interviews with site administrators further described how induction helped to build teacher competency. They stated, "professional development provided by the district - inquiry, analyzing data, support through mentor, observations of other teachers, connection to site and district goals, understanding community and needs of our students" were outcomes of participation in the induction program.

Either the program director or the program specialist verify program completion and make the credential recommendation for SAUSD candidates. Only participants who complete all program requirements and demonstrate growth are recommended for the clear credential.

### **Findings on Standards**

After review of the institution's reports, supporting documentation, the completion of interviews with candidates, completers, mentors, professional development providers, employers, and institutional administrators, the team determined that all program standards are **Met** for the teacher induction program.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> <li>● 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</li> </ul>	X		
<ul style="list-style-type: none"> <li>● The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	X		
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	X		
<ul style="list-style-type: none"> <li>● 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</li> </ul>	X		

<p>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.</p>			
<ul style="list-style-type: none"> <li>• The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	<p><b>X</b></p>		
<p><b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b></p>	<p><b>Met</b></p>		
<p><b>Additional information applicable to the standard decision</b></p> <p>SAUSD uses a multifaceted approach to induction, engaging all areas of the district. The superintendent indicated this to be a very valuable program, stating that a district can invest in supporting and developing teachers when they are new or spend even more dollars later in remediation. She further indicated that dollars spent on induction are a way to support the neediest students in the district. Advisory board members stated how apparent it is that the district is fully committed to a quality program.</p> <p>The induction program implements a formative assessment process through active candidate and mentor partnerships. Candidates were amazed how close the matches are, even for difficult assignments. Together, the candidate and mentor develop personalized ILP goals based on self-assessment, with input from the candidate’s site administrator. The extensive use of online resources facilitates program completion and supports communication amongst all stakeholder who are actively involved in the organization, coordination, and decision making, as indicated in interviews. Interviewees confirmed how the self-selected goals on candidates’ ILPs guide the design of district-wide professional development offered and commented on the wide array of selection available for candidates as well.</p> <p>Program staff confirmed that sufficient resources and support are allocated for the effective operation of the program, realizing how fortunate they are to work in a district that values supporting teachers. All stakeholder groups interviewed expressed confidence in and appreciation of the program leadership, attributing much of the program’s success to their dedication and skills. Both the program director and the program specialist are skilled and proactive in their support, seemingly always available, and receptive to ideas on improving the induction experience.</p>			

<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b>X</b>		
<ul style="list-style-type: none"> <li>• The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>MET</b>		

**Additional information applicable to the standard decision**

The induction program accepts all eligible district employees, with Human Resources personnel confirming they actively recruit candidates from diverse backgrounds and high need areas. Initial candidate advisement begins at recruitment fairs, and continues through contract signing, and orientation. Program deadlines are published in the program handbook and several candidates mentioned that the program specialist consistently sends reminders as well. Every stakeholder group mentioned the exemplary communication between the program and stakeholder groups. Resounding praise for the effectiveness of the induction program staff in communication, responsiveness and support came through in every group interviewed. Candidate participation throughout the program is monitored for progress toward program completion, with consistent feedback evident in the online submissions. The systematic feedback provided through the online ILP submission process is a model of collaboration with program staff, mentors, and partnership learning coaches that candidates describe as ‘constructive and accessible.’ Candidates and completers reported that they were well informed about program requirements and evidence needed. A clear process is in place that provides structure while allowing maximum flexibility for candidates to focus on their own specific needs. One candidate mentioned that even in such a specific assignment as moderate/severe autism inclusion the program expectations are clear but are all about helping her become a better teacher in that setting. Others echoed the sentiment. When concerns arise regarding candidate performance, progress, or results there are clear processes in place to provide additional support. Additionally, adjusted plans for completion are available for participants with special circumstances.

**Common Standard 3: Fieldwork and Clinical Practice**

Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
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	X		
· Through site-based work and clinical experiences, programs offered by the unit provide candidates with	X		

opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.			
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· 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.	X		
<b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Met</b>		

**Additional information applicable to the standard decision**

The induction program is designed around the CSTP, employing an ILP that engages candidates in cycles of inquiry focusing on a self-selected problem of practice. Candidates describe the ILP process as a “systematic way to allow me to reflect on my teacher practice, while encouraging me to seek further research and evidence based practices.” The ILP next steps identify student needs and candidates provide evidence of meeting diverse needs during Data Dialogue sessions. Mentors are assigned according to candidate needs, school-site and credentials held. Mentors work alongside of candidates providing just in time support through weekly meetings, as well as long-range guidance during the inquiry process. Mentors described their support of candidates as “a person to go to when they need help, explanation, resources, and emotional support; someone who helps candidates become reflective practitioners.” In addition to the 1:1 mentors, district-level partnership learning coaches are selected to provide rubric-based feedback throughout the inquiry process and can also provide support in areas of expertise. All mentors receive initial training in the program design, cognitive coaching, and adult learning theory, with continuing learning opportunities during monthly meetings and the professional development conferences. Professional development providers corroborated that they engage in training and collaboration with the larger educational community to ensure they are highly qualified to lead the biannual professional development conferences provided for mentors and candidates. Candidate competency is determined based on the ILP, the CTP, Data Dialogue artifacts, and the showcase event. Candidate work is submitted and monitored through the *Canvas* platform with regular feedback provided through program staff, as verified by a review of *Canvas* documents.

**Common Standard 4: Continuous Improvement**

Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program complete data.	X		
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	X		

<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>		
<p><b>Additional information applicable to the standard decision</b></p> <p>The Induction Program has a multi-year continuous improvement and assessment cycle that uses multiple data sources to reflect on program effectiveness and improve services provided. Data sources are varied and completed by numerous stakeholder groups. Program leaders review the data at weekly department meetings and share data with stakeholders in their program newsletter three times per year. Program leaders state that they often provide “just in time support” based on specific candidate/mentor feedback. This was confirmed in interviews where stakeholders stated the program leaders are “extremely responsive to all feedback given, both formal and informal and really listen to our needs and act on them.” The Advisory Board, who meets three times per year, plays an integral role in the analysis of the data, providing feedback from a diverse group of stakeholders including cabinet members. Advisory members stated that the program director and program specialist “engage with all of us and are very responsive to the candidates and participating teachers, constantly making adjustments to the program based on feedback.” One example shared by the advisory and confirmed by coaches and mentors was the elimination of points on the rubric, which felt evaluative. The advisory worked together to change the focus to feedback around strengths and areas of growth, eliminating the points. Program completer data is analyzed and used by the program to assess candidates’ perception of their preparation for professional practice. Program completers stated that the “best part of the program was the mentors and the opportunity to observe the mentor and other colleagues” while noting the relevance of the professional development offered.</p>			
<b>Common Standard 5: Program Impact</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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.	X		
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	X		
<b>Finding on Common Standard 5: Program Impact</b>	<b>Met</b>		

### **Additional information applicable to the standard decision**

The Induction Program ensures its candidates are prepared to educate and effectively support all students in meeting state-adopted academic standards through their completion of an articulated individualized learning process. The program design, including the inquiry process, well-trained mentors, and professional learning opportunities, helps candidates develop and demonstrate knowledge and skills to support the full range of learners as evidenced in ILP documentation and confirmed in interviews. The program evaluates its impact on candidate learning and competence in teaching and learning through performance indicators that include evidence from personalized professional development, impact of professional development on mentoring and learning-focused conversations, data dialogues in which candidates reflect on their professional practice, support for teachers in understanding diverse student populations, and collaboration through a professional learning community. Through the inquiry process, candidates gather information on whether students met their measurable goals, providing data that indicates that teachers are having a positive impact on student learning. In addition to these indicators, candidates' Continuum of Teaching Practice summaries demonstrate professional growth. Survey data provides evidence that the program has a positive impact on candidate competence and on teaching and learning of students. Candidates described the impact of their Induction as "a vehicle for systematic reflection, collecting and reflecting on data, a process for learning and applying, and constantly learning from what I am doing." Administrators expressed that they felt they were partners with the induction program and that the program supported both site and district initiatives, helping teachers to integrate into the educational community of SAUSD.

### **INSTITUTION SUMMARY**

The SAUSD TIPS program has fully immersed themselves in the heart and spirit of the new induction standards. They have developed a program that all stakeholders indicated was highly responsive and relevant to the needs of the individual candidates and the institution in which they are employed. The program has made great strides in meeting the new standards through the fluid use of technology blended with face-to-face mentoring and individualized professional development that enhances both program administration and the participant experience. The integration of the inquiry and the ILP in a seamless process is supported by high quality mentoring for all their induction candidates as characterized by strong collaboration structures between the program staff, the candidates, the mentors and the administrators. Through *Canvas*, the program specialist has designed a system for evidence collection, collegial dialogue and accountability measures. The three-member program leadership team provides oversight and quality control. One interviewee described this team as "so supportive, so on it."

Candidates are supported by a 1:1 mentor who meets with them weekly and a partnership learning coach who provides input on specific documents and at specified meetings. Mentors are trained before and during their mentor experience, continually strengthening their mentoring skills. Candidate competence is measured through mentor observation, documentation of candidate work, and professional dialogue on candidate learning. A principal indicated that the

induction program helps equalize practice among new and experienced teachers. Another noted that with induction, all parts move in the same direction--to aid the classroom practice of the candidates.

Program staff shared their philosophy that induction is not just inducting new teachers into the program, but also inducting them into the SAUSD family. One of the assistant superintendents stated that induction is the way that new teachers experience SAUSD.