

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

Irvine Unified School District

Professional Services Division

June 2022

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0
Clear Administrative Services	5	5	0	0

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

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

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

Institution: Irvine Unified School District

Dates of Visit: May 2-4, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
August 2014	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 program administrators, instructional personnel, candidates, completers, community 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

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

Program Standards

All Program Standards for the Irvine Unified School District's Teacher Induction Program and the Clear Administrative Services credential program were determined to be met.

Common Standards

All Common Standards for Irvine Unified School District were determined to be met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction and Clear Administrative Services credential programs 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
Clear Administrative Services

In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.
- Irvine Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Irvine 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:

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Assessment Materials
Candidate Advisement Materials
Candidate Work Files
CASC Individual Induction Plan (IIP)
CASC Pacing & Review Guide
CASC Pre- and Post- Surveys
CASC Reflective Conversation Guide
CASC Triad Documents
Common Standards Addendum
Common Standards Submission
CPSEL Evidence Collection
Google Classrooms
Individual Learning Plan Part 1& 2

Induction Program Summary
IUSD Induction Grievance Process
IUSD Organizational Chart
Mentor Accountability Sheet
Overview of CLA
Precondition Responses
Preconditions Addendum
Program Review Addendum
Program Review Submission
Survey Results
TIP - Mid-Year Survey
TIP - Spring Induction Update
TIP - Spring Reflection
TIP - Triad I & II
TIP Mentor Agreement

Interviews Conducted

Stakeholders	TOTAL
Candidates	68
Completers	21
Employers	16
Institutional Administration	8
Program Leadership Team	3
Professional Learning Facilitators	15
Coaches	12
Mentors	18
Community Partners	3
IHE Partners	2
Credential Analysts and Staff	3
Advisory Board Members	13
Support Staff	2
TOTAL	184

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

Irvine Unified School District (IUSD) is located in central Orange County, California, serving students throughout the city of Irvine, one of California’s first “planned communities.” Established on June 6, 1972, IUSD serves approximately 36,000 TK-12 students at 43 schools: twenty-five elementary schools, one early childhood learning center, four K-8 schools, six middle schools, five comprehensive high schools, one alternative high school and two virtual academies. According to US News Education, the district’s minority enrollment is 70% with 12.8% of students being economically disadvantaged. The student body at the schools served by Irvine Unified School District includes 50.9% Asian or Asian/Pacific Islander, 26.2% White, 11.4% Hispanic/Latino, 6.7% Other, 1.9% Black, 0.2% American Indian or Alaska Native, and 0.2% Pacific Islander.

Currently in its 50th year, the district is “Celebrating the US in IUSD” by recognizing the evolution of the district and honoring the many people who contribute to the district’s success. The district’s core objective is providing the highest quality education experience they can envision, achieved by the support, differentiation, and customizing of their services to meet the

needs of all students. With this focus on equity for all students, the district embraces their core values of integrity, collaboration, learning, empowerment, and trustworthiness throughout its programs and personnel.

Education Unit

Irvine Unified School District sponsors induction programs for both new teachers and new administrators. The programs are housed within the district’s human resources division under the supervision of the assistant superintendent. Daily leadership for the programs has been augmented this year with the hiring of the newly established director of human resources and induction. The director works with the induction coordinator who has provided program leadership since the teacher induction program began in 2005. With the addition of a director of induction, the induction coordinator is now employed as a 50% assistant principal at an elementary school and 50% program administrator.

Since its inception in 2005, the teacher induction program (TIP) has served over 1,500 teachers solely from within the school district. Approved in 2015, the clear administrative services credential (CASC) program has served 140 candidates from three local school districts. Initially, CASC supported both the IUSD and Ocean View School District new administrators (2015-2020) then expanded in 2017 to include candidates from nearby Santa Ana Unified School District. Currently, Santa Ana Unified School District (SAUSD) and IUSD run parallel programs which offer unique contextual components but work closely together to ensure alignment to the program standards. SAUSD is in the process of gaining approval to sponsor their own administrative services induction program.

Teacher induction program mentors are full-time classroom and retired teachers while administrative services induction coaches are full-time veteran administrators of their school districts; each receive a stipend for their services. Professional development is provided by specialists throughout the districts, through an optional menu for candidates to self-select growth areas. The teacher induction program traditionally enrolls approximately 150 candidates annually while the administrative services induction program has 20-30 candidates, with the preponderance from the Santa Ana Unified School District.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction Program	60	181
Clear Administrative Services Credential	19	36

The Visit

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

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

As outlined in Irvine Unified School District's (IUSD) organizational charts, the teacher induction program (TIP) is under the supervision of the assistant superintendent of human resources and led by the director of human resources and induction, the induction coordinator, and the induction administrative assistant. These employees coordinate the activities of all the lead mentors, mentors, professional development facilitators, and candidates in the teacher induction program.

IUSD's teacher induction program has developed strong internal partnerships with the teachers of Irvine Unified School District and external partnerships with nearby teacher induction programs and institutions of higher education. Through an administrative structure of shared decision-making between the IUSD leadership team and the advisory council, all qualified candidates within the teacher induction program have access to a clear credential program. Interviews with multiple constituents confirmed a process of identifying eligible candidates for enrollment and timely initiation of the enrollment process.

The district recently expanded the program's leadership with the establishment of a director of human resources and induction who now shares the day-to-day administration of the program with the program coordinator who wrote the initial program in 2005. Together, they provide day-to-day coordination and leadership within the program, organizing and communicating such things as training schedules, professional development materials, document collection, and ongoing trainer evaluations. Every constituent group expressed their appreciation for the program leadership, noting how seamlessly the team operated. Interviews confirmed that program leadership and administrative program support are responsive to questions and provide ongoing clear communication to support a cohesive structure of support for candidates and mentors. Both mentors and coaches reported on the seamless continuity of services with any question or concern addressed immediately by program leadership.

Program personnel reported that IUSD has “layered leadership” which provides a wealth of support for induction candidates, with mentors, lead mentors, professional development facilitators, program leaders and district administrators available to provide guidance to new teachers. All advisory council members confirmed they are district administrators with policy decision-making powers, bringing a wealth of experience and expertise to the council. Lead mentors shepherd a cohort of mentors and are an essential component of training sessions, triads, planning, and communication with the candidates and mentors—described as “amazing” people by more than one mentor. Professional development facilitators work as a team to design and deliver strategic content at regularly scheduled mini conferences, where candidates and mentors self-select professional learning relevant to their goals and growth. During interviews, candidates confirmed how valuable the mini conferences have been in supporting growth in their teaching practice.

The design of the Irvine Unified School District’s teacher induction program builds on the skills and knowledge acquired in the preliminary program and takes into account individual teacher needs, while providing just in time, individualized support. Candidates’ work portfolios demonstrate that a candidate’s induction experience is guided by their Individual Learning Plan (ILP) consisting of three cycles of goal setting, action research, and reflection related to the California Standards for the Teaching Profession (CSTP). Candidates develop and complete an ILP during each year of their participation in the program. Mentors confirmed they meet with their candidates regularly to discuss their progress as they work towards mastery of the standards and their professional growth, chronicling their support via accountability sheets. In addition, candidates request feedback from their administrator regarding their ILP, and discuss the feedback with their mentor to determine if their goal is appropriate and aligned with the needs of their students. Site administrators reported being able to support the alignment of ILP goals with site teamwork and offer strategic resources to support candidate growth when reviewing the ILP.

Interviews with sites administrators and program leadership, as well as the mentor agreement outlining qualifications for the role, verify that mentors are selected using qualifications from the program standards and trained in the role through a series of ongoing workshops with program staff during the school year. Candidates are paired with an experienced and knowledgeable mentor, and matched by grade and content whenever possible. Mentors commented on their appreciation for the additional support and coaching that is provided by lead mentors, who meet regularly with a cohort of mentors to build mentor skills and ensure candidates are receiving appropriate individualized support.

Induction leadership collects mentor data monthly to guide program planning and provide ongoing support and resources. Lead mentors are available for their cohort of mentors, which consists of 8-10 candidates and mentors. Interviews confirmed that data from surveys and program feedback are reviewed, and improvements are discussed within both the induction leadership team, which includes the program coordinator and lead mentors, and the induction advisory council.

The advisory council consists of college and university representatives from the University of Massachusetts Global and UC Irvine, the Santa Ana Unified School District's administrative services program induction director, Irvine's site administrators (elementary, middle school, high school principals, and district administrators (special education, educational services, human resources, language development, visual and performing arts, as well as members of the induction leadership team). The advisory council regularly reviews program data and discusses current trends in order to recommend program updates that best serve candidate and mentor needs. College and university collaborators within the advisory council also operate as part of a regional group, the Orange County Induction Network, in which program leadership works in tandem to most effectively bridge a candidate's preliminary preparation experience into induction.

Course of Study (Curriculum and Field Experience)

The TIP program uses a graphic design to illustrate how IUSD uses the induction learning cycle to guide teachers in their growth as professionals, which focuses on meeting the learning needs of all students and promoting reflective practitioners. Candidates engage in an ongoing learning process that follows the IUSD learning cycle, with its components of elicit, interpret, act, evaluate, and clarify. Candidates explained that with the assistance of their mentor, they identify areas of strength and growth, develop and complete an ILP for their research and professional development that is focused on the CSTP and the teacher induction program standards, and reflect upon what they learned.

The ILP is divided into two parts, both of which address the CSTP and provide the road map for a candidate's Induction work during their time in the program, along with guidance for the mentor in providing support. Within the ILP, professional learning and support opportunities are identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry. Candidates confirmed they are encouraged to identify a current challenge within their classroom to focus on during the year. Midway through the year, candidates reflect on the current teaching target (goal) and decide, with their mentor's guidance, if they should continue to focus on the original teaching target or create a new one. In the "Elicit" sections of the ILP, administrators are invited to provide feedback by commenting on the teaching target via Google Docs to encourage candidates to choose appropriate goals to work on in their classrooms. Both mentors and candidates expressed appreciation for the program's organization and value to everyday classroom practice, commenting that induction is not added work, but valued work.

Mentors also guide candidates in selecting relevant professional development that aligns to their ILP goals. The IUSD collaboration meetings, self-selected professional development opportunities, mini conferences, and triads provide program participants with abundant opportunities to collaborate, learn, and reflect on their teaching practice within the context of the inquiry process. Completers stated how valuable the professional learning was in supporting growth in the CSTP while their mentor and lead mentor offered ongoing guidance and "just-in-time" support.

Assessment of Candidates

Three formal check-ins, designed to document evidence of growth in the CSTP, occur each year of a candidate's induction enrollment. The first two check-ins are triad meetings, facilitated by the lead mentor and attended by the candidate and their mentor. A checklist document guides the triad meeting process, ensuring the candidate is on track with induction requirements and allowing the lead mentor to offer the mentor strategic support. Mentor interviews confirmed that the lead mentors provide ongoing guidance and support to meet candidate needs toward growth in the CSTP.

Triad #1 focuses on the development of candidate goals grounded in the CSTP. The lead mentor guides the candidate and mentor to define specific strategies for change, potential evidence to show growth in these goals, and determine a professional development plan to support success. The mentor also shares their mentor plan, which includes a description of how the mentor plans to support the candidate as they work on their ILP and professional growth.

Triad #2 includes reviews of the evidence collected that demonstrates growth towards mastery of the CSTP. It also includes a discussion of whether or not the candidate would like to continue with their current ILP goal or if they would like to focus on a new area of potential learning and professional growth. The mentor again shares their mentor plan, which includes a description of how the mentor plans to support and help the candidate as they continue to work on their ILP. Candidates and completers commented on the timely and helpful support they received from their mentors, mitigating problems and ensuring candidate growth.

The assessment of candidates concludes with the spring reflection in their second year of participation. The spring reflection requires the mentor to reflect on information documented during regular meetings with the candidate as evidence of the candidate's growth in all six domains of the CSTP and submit the reflections to the lead mentor for review. The lead mentor then confirms that adequate evidence has been documented and verifies all requirements are complete. Once the lead mentor completes this process, program leadership double checks evidence and required documentation prior to inviting the candidate to complete a form initiating the clear credential application process through the human resources department.

The completion of requirements is monitored throughout the year by the administrative assistant to ensure success for candidates, who describe the spreadsheet accessible in Google Classroom as "beyond valuable" in checking their work. The administrative assistant keeps a close eye on sessions and deadlines, reaching out individually to candidates and mentors to follow up on necessary missing components. This level of individual support requires an attention to detail and ongoing flexibility to meet candidate needs. If there is a larger issue, the formal induction grievance process is available to candidates and mentors.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with constituents such as candidates, completers, mentors, employers, community partners, and professional

development presenters, the team determined that all program standards are met for the Teacher Induction Program.

Clear Administrative Services Credential Program

Program Design

Irvine Unified School District's (IUSD) Clear Administrative Services credential (CASC) program provides opportunities for candidates to experience a deeper application of the strategies and skills emphasized in their preliminary administrator preparation program experience. The CASC induction program is part of a carefully planned district continuum that acknowledges administrators' university experience while providing opportunities for administrators to grow and demonstrate application of learning as identified in the California Professional Standards for Educational Leaders (CPSEL). There are two pathways within the IUSD-sponsored CASC program, one located in Santa Ana Unified School District and the other within IUSD.

Since 2017, IUSD has included candidates from the Santa Ana Unified School District (SAUSD). The Santa Ana pathway is led by SAUSD personnel but offers the program to their new administrators under the umbrella of IUSD. Because they collaborate weekly, the programs ensure strong alignment to program standards while allowing local contextual components. For example, the SAUSD's eligibility requirements and pay structures for their coaches differs from what IUSD uses; additionally, in preparation for the development of their initial Individual Induction Plan (IIP), SAUSD holds a candidate-coach session where contextual elements of candidates' job assignments are discussed, while IUSD asks for candidate-coach duos to record those responses as an additional piece of evidence for IIP development.

IUSD provides an in-house, free, CASC program to eligible IUSD candidates that is supported by the entire district personnel – from the superintendent to administrative assistants. Recognizing the potential of continuous improvement, the school district embraces a district-wide network of professional learning, culminating in their continuous learning academy (CLA) that equips both aspiring and current administrators to lead today's schools." As reported in interviews with district leadership, this professional learning "provides a common language used throughout the district and unites all administrators serving Irvine's school children." Santa Ana Unified School District provides their own locally-led program with leadership from the district's professional learning department.

The IUSD CASC pathway is directed by a three-person induction leadership team who meets twice a week to discuss program needs. The assistant superintendent of human resources provides oversight to the program, while the day-to-day direction is provided by a director and coordinator of induction, organizing and communicating all aspects of the program for its constituents. Other district leaders support the program through the CLA; during interviews, two executive directors shared that they meet with the program leadership regularly to review the program and address any issues that have occurred. They reported that they are often asked to present at CLA and are very involved in the CASC program. The Santa Ana USD CASC

pathway is led by the Director of Professional Learning and Teacher Induction and her support staff who provide their own series of professional development offerings.

Additional program-wide support is provided to both pathways through the advisory council who regularly review feedback data from constituents and recommend program changes for improvement. The advisory council includes district administrators from both Irvine and Santa Ana USD who hold policy decision-making powers, as well as partners from the larger educational community of K-12 programs and institutes of higher education. Interviews with the council members found a strong understanding of the induction programs, highlighting their ability to make informed recommendations. As one council member stated, "It's a real discussion of what's going on."

Candidates are paired with experienced and knowledgeable coaches who are either current or retired administrators from their district, be it IUSD or SAUSD. The program has a formal application process for the CASC induction coach position. All IUSD coaches must complete a cycle of the CLA before being assigned to work with a candidate, while SAUSD coaches receive training from the National Center for Education and the Economy's National Institute for School Leadership (NISL) Program. Candidates are matched to their coaches by similar job description and responsibilities whenever possible, but coach interviews also highlight the successes coaches have experienced with candidates who hold different positions than their own. Candidate and coach pairs complete induction activities together, meeting for a minimum of 40 hours annually. Candidates select elements of the CPSEL to specifically focus upon as their growth goals, documenting their activities in their IIP. CASC coaches use the pacing and review guide to track when there is sufficient and strong evidence of required CPSEL proficiency. During an interview with CASC candidates, they reported that all the materials they needed to be successful are provided through the Google Classroom platform and with their coach. They also stated that they felt very supported going through this program. As one candidate stated, "The coaching conversations between my coach and I definitely helped build my IIP. We could talk about my concerns and worries."

Coaches work with their candidates in a variety of ways, including individual meetings, monthly meetings, and professional development sessions. All instructions and materials are available in Google Classroom and coaches, as well as the CASC program leadership, are available via phone, text, in-person, or email to answer questions in a timely manner. A review of the Google classroom confirmed it provides specific class resources for ongoing coaching support.

The CPSEL are also featured at the CASC monthly leadership meetings offered to all coaches and candidates through Irvine's CLA and Santa Ana's Professional Learning sessions. Led by current staff members, these sessions provide knowledge, individual practice, coach-specific support, and consistent district language that new administrators need to be successful in their positions. Confirmed in the CASC guide, candidates are asked to choose 20 hours of professional development time through Irvine's CLA offerings or Santa Ana's Professional Learning sessions. One of the facilitators stated that these professional development offerings tend to be a springboard for conversation and reflection, helping CASC participants to craft and assess goals,

and target growth toward the CPSEL. Another said that the sessions help the candidate and coach apply what is being done during induction directly into their role at the school site.

Induction leadership collects coach and candidate data monthly to guide planning and provide ongoing support and resources. Data from surveys and program feedback are reviewed and improvements are discussed with both the induction leadership team and with the induction advisory council. Data is collected after all monthly meetings for both program effectiveness and targeted training quality. Additionally, program leadership from both IUSD or SAUSD meet individually with each CASC coach in a triad meeting annually to determine if the coach's needs are being met and if CASC candidates are meeting program requirements. Post-training surveys are reviewed by the professional development facilitators directly after the training. In an interview, one of the facilitators said that it is imperative that they review the data no later than "48 hours after the training" to best prepare for upcoming sessions. It is evident both in interviews with district leadership and with CASC completers that the collected feedback is read and used. In an interview with the coaches, it was reported that monthly surveys are really valuable so "we can give immediate feedback on the speaker, how the session was connected to the CPSEL." Another reported, "during the triads we are encouraged to have dialog about what is working and what isn't working."

When asked how the program uses feedback to make changes, the program leadership reported that it is most often used to link and connect the work to the CPSEL elements. As an example, IUSD professional development facilitators stated that CLA sessions now include administrator presenters telling their own leadership stories, "and that came about from feedback." CASC coaches mentioned that the program used to be very task-oriented with some of the evidence pieces being quite "nebulous" but now, there is deliberate intention in the development and flow of the monthly meetings to provide candidates with knowledge and skills for their day-to-day responsibilities.

Course of Study (Curriculum and Field Experience)

An administrative services candidate's induction experience is guided by their IIP, an individualized document that identifies their blueprint plans for induction participation. The IIP is completed annually and consists of three cycles of goal setting, action research, and reflection related to candidate-selected CPSEL. Candidate surveys completed before the development and then after the completion of the IIP provide relevant information regarding CPSEL proficiencies, helping to focus the goal-setting process of the IIP. During interviews, CASC candidates reflected on how streamlined the goal writing process is during the development of their IIP. They mentioned that the district ensures that the goals reflect the candidate's current work and is not "another layer" added to their current workload.

The CASC candidate has the ability to alter their IIP goal at any time, to ensure that it is current to their job responsibilities. Candidates complete a self-reflection at the beginning and end of the year regarding their effectiveness with regard to the CPSEL. Throughout the year, the candidate, with the help of their coach, collects evidence regarding their growth in the CPSEL. The program incorporates discussion of the CPSEL in every meeting and every document within

the program. Program leadership periodically reviews the candidate's work in regards to their goal and progress at both the CASC Triad 1 and Triad 2 benchmark meetings, where the program leadership meets with the employing administrator and coach to discuss the progress of the candidate as described in the IIP.

IUSD uses the recursive induction learning cycle of elicit, interpret, act, evaluate, and clarify to guide administrators in their growth as professionals, which focuses on meeting the learning needs of all students and staff, and promotes reflective practitioners. All induction activities are categorized by the learning cycle components. The formative assessment process uses multiple measures to engage the candidate in gathering evidence about their own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals. Completer interviews expressed an appreciation for the coaches' role throughout their participation, stating that their "coach's expertise was invaluable."

In their individual conversation with candidates, the CASC coach uses questions from the reflective conversation guide to discuss the CPSEL and the new administrator's progress towards efficiency. The induction coordinator shared that one of the few differences between the IUSD and the SAUSD programs is in their use of the reflective conversation guide as the Irvine program has candidates write their reflections for their portfolios while the SAUSD program uses the guide to discuss the CPSEL with the whole group at their monthly meetings.

IUSD provides an abundance of avenues for CASC candidates to hone their craft. Professional coaching hours and professional development opportunities are recorded in a log maintained by the administrative assistant to ensure each candidate receives the support they need and fulfills program requirements.

Assessment of Candidates

The CASC program coaches are asked to summatively assess each candidate's levels of practice for completion of the program after formatively supporting the candidate throughout the program. Coaches meet regularly with their candidates throughout their enrollment to provide one-on-one personal coaching and discuss candidate progress as they work towards mastery of the standards and continue their professional growth. The coach's initial assessment informs the creation of the IIP. CASC coaches guide their candidates through use of the pacing guide, a document that narrates the specific requirements and deadlines for meeting competency and completion of the program. During an interview with CASC completers, one stated, "There were plenty of opportunities to review the CPSEL and how to assess them in relation to our daily work. The pacing and reflection guides helped to keep dialogue open." Relevant professional development that aligns to their IIP goals is identified by the coach and candidate pair and applied to the candidate's current job responsibilities. Then, during the second annual triad meeting, the coach and program leadership together use all this information to help determine if the candidate's level of practice reflects one who has earned the clear administrative services credential.

Prior to the candidate's recommendation for the clear administrative services credential, the program determines that each candidate has reached a level of competence meriting possession of that credential by having the CASC coach, and the CASC leadership team review the documentation. Interviews with the credential analysts confirmed that the Irvine administrative assistant makes credential recommendations for all candidates, whether from the Irvine or Santa Ana School district. The administrative assistant follows up with each candidate, to ensure that fees are paid and the issuance of the credential occurs.

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, coaches, employers, partners, and professional development presenters, the team determined that all program standards are met for the Clear Administrative Services Credentialing program.

INSTITUTION SUMMARY

Irvine Unified School District’s (IUSD) induction programs focus on supporting candidates and their unique needs in a very individualized manner that they refer to as layered leadership but is also an interwoven, multi-faceted network that offers peer, mentor/coach, and professional learning for all its employees. The program administration and staff work to ensure that every candidate is seen and heard in their two years of induction by helping them connect with their “why.” Evidence indicated and interviews confirmed that the IUSD induction programs support new general education teachers, new education specialist teachers, and novice administrators through systematic coaching and personalized learning within their local context. The Teacher Induction Program (TIP) mentors consist of full-time classroom teachers, teachers on special assignment, or retired teachers while the Clear Administrative Services Credential (CASC) program coaches are either active or retired administrators from within their district, be it Irvine or Santa Ana Unified School District.

Due to the high number of teacher candidates, the TIP program employs a cohort-type system with 12 groups of mentors, supported by a single lead mentor. Both the mentors and the candidates expressed appreciation for this structure as individualization, professional learning, and accessibility is increased by having mentors and lead mentors.

Every administrator employed by the IUSD participates in their Continuous Leadership Academy (CLA), which provides both support and professional development while Santa Ana administrators receive their professional development through the National Center for Education and the Economy’s National Institute for School Leadership (NISL) Program. Each educator, be it administrator, candidate, coach mentor, or lead mentor is recognized for their expertise and shares that expertise with their education colleagues.

Across all constituent interviews, there was appreciation for the individualized attention, responsiveness, and dedication to educational excellence on the part of the program leaders and district leadership. Under their direction, the priority is to provide the resources, support, and training so that all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice not only in their induction years, but throughout their career in education.

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>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision, and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Program documentation confirmed that Irvine Unified School District's (IUSD) Teacher Induction (TIP) and Clear Administrative Services Credential (CASC) programs prepare educators by implementing an inquiry driven mentoring program wherein candidates develop a personalized goal drawn from the candidate's context and areas of growth. The programs are supported by district leadership and are seen by the superintendent as integral to the success of IUSD. District leaders explained that educator effectiveness funds are dedicated to the IUSD induction programs to promote stability and sustainability.

Program staff and relevant constituents are actively involved in the organization, coordination, and decision making, as indicated by interviews of the mentors/coaches, lead mentors, the advisory council and organizational leadership. TIP lead mentors reported consistently offering feedback and seeing proposed changes implemented immediately. In the spirit of continuous improvement, these changes are conceptualized and implemented in a collaborative manner. Changes within CASC are shared with the advisory council and implemented by program staff/leadership.

Interviews with IUSD's leadership confirmed the organizational communication structures which keep all within the district program, including Santa Ana Unified School District's (SAUSD) parallel program informed about TIP and CASC. During his interview, it was evident that the IUSD Superintendent is committed to the programs' guidelines, support, and accomplishments. He commented that the induction programs carry on "IUSD's culture of reflection and continuous improvement."

The program communicates with participants via email reminders, office hours, the IUSD Induction website, and multiple in-person opportunities throughout the year, including but not limited to: TIP triad meetings of teacher candidates, mentors and lead mentors, CASC triad meetings of admin candidates, coaches and program leadership, mini-conferences, CLA sessions, monthly program meetings and weekly interactions with their mentors/coaches. The IUSD TIP and CASC induction programs' design puts candidate needs at the center and focuses on the development of candidate practice as it relates to teaching, leading, and learning. Many candidates and completers commented that induction work did not feel like a burden, but rather an extension of their daily work that helped them become better teachers or administrators.

Recruitment and faculty development support hiring and retention of faculty who represent diversity, as evidenced by documentation and interviews. Most of the lead mentors, mentors, and coaches reported they were TIP and/or CASC candidates in the past, which the induction coordinator stated was one of the goals of the program—"to give back." Their enthusiasm and support of the programs were palpable. Interviews with site administrators indicated that program coordinators, mentors, and coaches effectively support candidates' abilities to assess and implement research-based strategies. The program systematically ensures recommended candidates have met all requirements by having a system of checks and balances to verify completion that tracks each candidate's progress. During interviews, several groups of constituents expressed the sentiment that the TIP and CASC programs are partially responsible

for the amazing retention rates in IUSD. One second year teacher said, “There is no way I could have made it through this turbulent time without my mentor and this program.”

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

A review of program documentation verifies that the Irvine Unified School District’s (IUSD) induction programs provide thorough ‘onboarding’ support, advice, and assistance to their stakeholders, out of district partners, mentors, and candidates to promote successful entry to and retention in the profession. The advisory council and partnering institutions of higher education commented that they work together to ensure that the transition from preliminary programs to induction is smooth. This has allowed the candidates to assimilate their induction experience to their local context and district culture and climate. Additionally, the Orange County Induction Network of which IUSD is a part, is composed of institutes of higher education and other area induction programs meet on a monthly basis to collaborate and advise/assist one another in their work.

IUSD’s TIP and CASC programs use multiple measures to monitor candidate progress in meeting program requirements. The evidence that is collected guides advice and assistance efforts by the programs so that there is a coherent system of support. Feedback from mentor, coach, candidate, and administrator interviews triangulated the programs’ approach to assisting candidates in their growth and success. Evidence shows that the programs collect data monthly to ensure their support offers opportunities for candidate performance expectations to be met. Items such as survey data, activity logs, marking of the CSTP and CPSEL, and electronic document files are housed in the district’s Google Classroom. This data is

then analyzed by the advisory council and program leadership, and recommendations and decisions are made for program improvement.

At the time of hire, candidates take part in a program orientation where they receive an overview of the “what, why, and how” of induction. Mentors and coaches meet with their candidates weekly to support, advise, and provide feedback within the candidates’ growth goals, inquiry cycles, and overall development as an educational professional. A review of the IUSD induction website highlights information and resources that guide candidates throughout their induction experience. In interviews, candidates, mentors, and coaches expressed their realization that they couldn’t have made it through their first years of administration or teaching without the induction program. They see the coaches, mentors, and lead mentors as resources which are accessible, practical, and valuable.

The IUSD credential staff maintains a database to track candidates’ individual progress and timely requirements. A review of the database shows that it includes information regarding eligibility, program requirements, and a completion record. The administrative assistant reported that she updates the database throughout the year, so records are accurately kept. Database information also highlights candidates who may be in need of additional advice and assistance which allows program leadership to provide follow up assistance. The database also supports program leadership in sending emails and resources for candidates who have additional requirements beyond induction on their preliminary credential.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

IUSD’s teacher and administrator induction programs are job-embedded, individualized goal-driven programs that allow candidates to choose their area for growth through the use of an Individual Learning Plan (ILP) or Individual Induction Plan (IIP), apply the tenants of continuous improvement in order to learn, practice, and demonstrate competencies required to clear their credential. Appropriately matched mentors and coaches, monthly support meetings, Continuous Leadership Academy (specific to Irvine USD) or National Institute for School Leadership (specific to Santa Ana USD) offerings, and self-selected TIP mini-conference sessions support induction candidates. Candidates shared during interviews that the professional development sessions offered are “very relevant. There are so many things offered. There are so many options spread out over these sessions. So much variety and so much to learn!” Mentors and coaches are selected, trained, and evaluated based on evidence of their knowledge and implementation of best practices, ability to develop and maintain relationships, and their overall teaching/leadership effectiveness. New mentors and coaches are transitioned into their role through an onboarding process that includes an orientation and a shadowing of an experienced mentor. District leadership indicated that mentors and coaches have a significant responsibility and said, “Our greatest asset is the mentors and coaches who help the candidates meet the requirements and exceed them. They help candidates assimilate all the best things. It is true coaching, true mentoring, based on the individualized needs of the candidates.”

The diverse needs of the students within the districts require teaching and learning about culturally responsive approaches and differentiation. Interviews affirmed program experiences related to mentoring, observations, training, and examination of research-based strategies aligned to the content standards, framework, English learners, special populations, and classroom management. TIP candidates shared that some of their TIP seminar options focus on these areas. CASC candidates referenced their participation in the rigorous Continuous

Leadership Academy and National Institute for School Leadership sessions that embody these same topics and more. Candidates are assessed against professional standards (CSTP or CPSEL), continuum-based criteria, and the mentors’/coaches’ feedback received on candidate growth. Candidates indicated that the use of the ILP/IIP, formative assessments, and collected data guide their continuous reflection and examination of their approaches to teaching and leading, components that are supported by a well-trained mentor or coach.

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 completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The Irvine Unified School District’s induction programs’ approach to continuous improvement includes ongoing collection and study of data from all constituents. These multiple measures, including but not limited to, in-person visits with site administrators, constituents’ participation in the advisory council, lead mentor and coaching meetings, and end-of-year program evaluations, are used to assess and provide specific data on the effectiveness of the programs, course of study, job-embedded application, and candidate competence. Identification of program effectiveness includes formal surveys administered to candidates, mentors, and coaches, informal feedback from all constituents, candidate ILP/IIP growth, and Google file artifacts. Interviews indicated how regular examination and analysis of collected data has informed and supported many improvements to both programs’ components. TIP candidates shared that personal feedback they offered about the abundance of elementary professional development after the first mini conference resulted in an influx of additional options at the next conference. One stated, “I felt heard” by program leadership. A CASC candidate reported that her feedback during the pandemic was a feeling of loneliness and wondering if they could meet in larger groups instead of only with their coaches. This resulted in a complete program overhaul, instituting cohorts that meet regularly to support each other’s growth. The advisory

council members, mentors, and coaches shared that survey and professional development evaluation data is reviewed immediately. The leadership team routinely studies the collected data and adjusts the program as needed. Interviews with candidates, mentors, coaches, and leadership verified that data-driven decisions provided systematic improvements to the program. Candidates cited multiple specific examples of how they felt they were heard and that their feedback was valued and acted upon in a timely manner. An advisory board member shared that IUSD’s programs are “very educator focused as their decisions are all focused around what educators need. They are very adaptable and make changes based on feedback from the participants.”

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The induction programs sponsored by the Irvine Unified School District ensure that candidates are prepared to apply the knowledge and skills to support all students in meeting the TK-12 state adopted academic standards through their successful completion of individualized growth activities within a carefully articulated, collaborative mentoring/coaching system. The teacher induction program is designed to support trained mentors and professional learning experiences through a structured cohort meeting paradigm while the administrator induction program relies on district-wide professional development provided to administrators. Mentors and coaches then apply their knowledge and skills in supporting candidates as they develop and demonstrate effective competencies to support the full range of learners. District mentors, coaches, and site administrators report that the high level of teacher and administrator retention affirmed the impact the induction experience has on helping candidates meet program and professional standards. Both current candidates and program completers cited examples of ways in which program experiences, particularly support from their mentors and coaches, helped them grow in their ability to serve as professional school personnel. One TIP candidate explained, “They are looking for evidence of growth and not evidence of perfection. The program coordinator always says it’s okay if you didn’t meet the standard today because we’re looking for ways to help you meet it tomorrow.”

Interviews with program leadership, advisory board members, mentors, coaches, and

candidates, and an examination of evidence, including ILP/IIP and other assessment data, affirmed that a wide variety of assessments are used to provide feedback to the program on its effectiveness. Interviews provided many testimonials that having an in-house program resulted in both relevancy and high levels of satisfaction for all constituents. Mentors and coaches mentioned that they had gone through the induction process as new teachers and/or as new administrators and are now giving back to the educational community—a goal of the programs, according to the program coordinator. Program leadership expressed that the IUSD programs are “a legacy” within the district. Looking to the future, they see IUSD induction programs, “continuing to provide support for our new teachers and principals. In five years, the new teachers today should be our mentors and our new administrators should be our coaches!”