

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Placentia Yorba Linda Unified School District**

**Professional Services Division  
May 2023**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Placentia Yorba Linda 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>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction	6	6	0	0

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

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

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

**Institution:** Placentia Yorba Linda Unified School District

**Dates of Visit:** March 6-8, 2023

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">Placentia Yorba Linda USD Report April 2015</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards were **Met**.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

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

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

## Teacher Induction

In addition, staff recommends that:

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

William Hans Kaufhold  
Riverside Unified School District

### Programs Reviewers:

Ashley Tarquin  
Encinitas Union School District

### Common Standards:

Jessica Kachaenchai  
Chaffey Joint Union High School District

### Staff to the Visit:

Karen Sacramento  
Commission on Teacher Credentialing

## Documents Reviewed

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Website  
Faculty Vitae  
Mentor Accountability Log  
CSTP Reflection Document  
Professional Development Agendas  
Program Website  
Google Classroom for Induction Candidates  
Individual Learning Plans

Advisory Committee Agendas  
Mentor Training Resources and materials  
Candidate Pacing Guide  
CTC Completer Data  
Assessment Cycle Schedule and Data (19-20, 20-21, 21-22)  
Candidate File  
Assessment Materials  
Candidate Handbooks  
Budget Reports  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
TPA Results and Analysis

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	68
Completers	26
Site Administrators	12
District Administrators	4
Program Coordinator	1
Program Consultants	3
Mentors	30
Curriculum TOSAs	8
Credential Analysts and Staff	2
Advisory Board Members	11
Fiscal Staff	2
<b>TOTAL</b>	<b>169</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**

The Placentia-Yorba Linda Unified School District is located in northeast Orange County, California. The district serves the cities of Placentia and Yorba Linda, as well as portions of Anaheim, Brea, Fullerton and rapidly developing county territory that reaches the Riverside County line. The Placentia-Yorba Linda Unified School District obtained its name after the 1989 merger between the school districts serving the established community of Placentia and the growing area of Yorba Linda. Student enrollment for the 2022-2023 school year is roughly 23,300. The district's 34 school sites include 20 elementary schools, 5 middle schools, 1 K-8 school, 4 comprehensive high schools, 1 special education school, 1 continuation high school, 1 TK-12 home school, and 1 K-12 online school.

## **Education Unit**

Placentia-Yorba Linda Unified School District's Teacher Induction Program is a two-year, mentor-based, inquiry-driven program that serves PYLUSD employees and a local non-public school. The PYLUSD Induction Program is designed to support new teachers who have finished their credentialing program and have applied for or currently hold a Preliminary Multiple Subject, Education Specialist, or Single Subject Credential. Any PYLUSD teacher who holds a Preliminary Credential is eligible for and admitted to the program. The purpose of Teacher Induction is to induct new teachers (candidates) into the teaching profession by ensuring their understanding of the California Standards for the Teaching Profession (CSTPs) along with the opportunity for a deeper application of the strategies and skills emphasized in the teacher preparation experience. With a knowledgeable and experienced mentor, candidates receive just-in-time support and guidance through the inquiry process. The candidate's professional growth goal is the catalyst for an individualized inquiry. Throughout the year, Advice, Assistance, and Collaboration (AAC) meetings are offered providing candidates and mentors self-selected professional development experiences and opportunities to collaborate, learn, and reflect on their practice within the context of the inquiry cycle. AAC meetings, self-selected professional development opportunities, and portfolio reviews provide candidates with opportunities to collaborate, learn, and reflect on their instructional practice within the context of the inquiry cycle.

**Table 1: Program Completers and Candidate Enrolled**

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Teacher Induction	28	86

**The Visit**

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

The Placentia Yorba Linda Unified School District (PYLUSD) Teacher Induction Program is under the Educational Services Department with oversight from the Director of Student Achievement and Success. Daily operation of the program is the responsibility of the Induction Program Coordinator. The coordinator's duties include day-to-day implementation of the program, overseeing program personnel, developing professional learning opportunities, coordinating support for 86 current candidates, and also overseeing the 45 current mentors. The PYLUSD program began a partnership with Friends Christian School in 2020 and has five candidates participating in induction this year. A mentor from the private school confirmed that the program coordinator “meets with our admin team and leadership team and is in constant communication with them and asking for feedback. It has been great partnering with her and the district.” A majority of the mentors are full time classroom teachers and Teachers on Special Assignment (TOSAs).

Interviews confirmed that all constituent groups highly value the members of the leadership team. Teacher candidates, mentors, and district administrators all highlighted the availability, positive communication and responsiveness of the program leadership team both for program input and guidance. Year two candidates verified that, “the program coordinator is absolutely amazing about communication. I can reach out to her whenever I need.” Another added, “The coordinator is always very quick in returning emails, addressing questions, purchasing units, and the whole program has been very beneficial.”

The interviews and review of documents confirmed that the program communicates with constituent groups through multiple means and that communication is strong. The advisory committee meets two times a year and is made up of current mentors and candidates, former candidates, administrators, a member from a local IHE, and district personnel. An advisory committee member confirmed that throughout the year, “We have been able to make astounding shifts based on the data we have received. We have looked at challenges with timing and made adjustments to drive change and make the program stronger.”

The program leadership team meets informally daily and the induction coordinator meets weekly with her direct supervisor, the Director of Student Achievement and Success, to keep her apprised of the program needs. A program director confirmed that the coordinator “builds an online community with tips and practical strategies and has a great skill for managing up and making sure principals know the array of support available for candidates.” All interviewees elaborated on the efficiency of the program as well as the use of Google Classroom to share resources amongst all education professionals involved in the program. In addition, reviewers confirmed that information about the program is readily available on the district website and in the program handbook.

The program coordinator interacts weekly with the mentors as they complete a mentor accountability log each week detailing current mentoring needs. In addition, the program coordinator provides email correspondence with candidates and mentors bi-weekly if not more frequently to share information and reminders. During interviews, a candidate verified strong collaboration and communication within the program stating: “My mentor shares mentees and is amazing and constantly checking in and having other mentees at my site, we check in too, having a community of other new teachers has been a great thing for just in time support and then we can send a message to our mentor or program coordinator and they are there to help.” Program leadership works with the credential analyst, also part of the advisory committee, to confirm program completion and recommend teachers for a clear credential.

PYUSD’s Teacher Induction Program is a two-year, mentor-based, inquiry-driven program. Mentors provide an average of one hour of weekly support to candidates. TOSAs mentioned the many benefits of mentoring in their role as they typically provide more than the average of an hour a week of support specific to their individual candidate’s needs. To meet immediate needs, ‘just in time’ support is provided by the mentor, assessor, and induction coordinator. Mentors facilitate triad meetings with candidates and site administrators at the beginning of each Individual Learning Plan (ILP) to assist candidates as they get feedback on goals and develop a supportive, professional relationship with their site administrator(s).

Program documentation and interviews with mentors and candidates verified that the program seeks to credential match and also consider content/grade, school, personality and availability. A candidate confirmed, “My mentor was also a middle school teacher, so it’s been super helpful to get her perspective; she’s such a wealth of knowledge.” During interviews, TOSAs who provide professional development and serve as mentors, consistently mentioned the dedication and commitment the program has to providing candidates with an outstanding mentor match.

An administrator confirmed their collaborative role, stating, “We discuss and provide recommendations. Mentorship is key to providing support to our teachers. Triad meetings are important. We are encouraged to meet with them throughout the year.”

The mentoring system provides support to induction candidates as they complete two inquiry cycles each year using an ILP. Each inquiry cycle is guided by the candidate’s individualized question, situation, or problem of practice. Candidates develop an action plan with a mentor and program leadership support, apply new instructional practice(s), and reflect on the effectiveness and impact on student growth and professional learning. As verified by a site administrator, “both are in year two and to see the difference between last year, the trust that has been built, the reflection has really made a difference.”

The program utilizes a checks and balances system through the use of assessors, mentors who review the ILPs of other mentors’ candidates. Candidates use a verification form to check their work, and mentors and assessors use the form to give feedback and determine growth. In addition, mentors observe candidates twice each year. A program completer shared, “It was very useful when my mentor would observe me. To have that second set of eyes helped me fine-tune things.”

Mentors are experienced teachers that are highly recommended, recruited, and interviewed for the position. They complete a mentor application which outlines criteria for mentor selection, qualifications and responsibilities for those seeking to become mentors. New mentors confirmed that they receive an eight hour training at the onset of the year and ongoing training throughout the year. In addition, the program coordinator provides regular check-ins and makes time to meet individually. The mentor agreement delineates the number of coaching hours provided to each candidate, including just in time support and training expectations. Each year, mentors receive four in-person trainings led by specialists and/or the program coordinator. Mentors complete weekly accountability logs that collect information on what candidates are working on and provide information to the coordinator on additional support needed. During interviews it was evident that the mentors valued the weekly log. A mentor highlighted that “through feedback provided on the mentor log, the induction coordinator provides resources.”

Mentors engage in practices to identify and reflect on current coaching levels for each element using a Continuum of Mentoring Practice at the onset and end of the year. Mentors confirmed that they select two standards to focus on throughout each inquiry. A mentor reported, “The mentor continuum is the reason that I mentor...if I am a better mentor I am a better teacher, and the continuum allows us the opportunity to reevaluate every year and helps look at practice.”

Both documentation and interviews verified that the PYLUSD Induction Program utilizes Google Classroom and the induction website to inform and prepare both mentors and teachers. The program coordinator provides the majority of training to the mentors. Trainings include



program components, cognitive coaching strategies, adult learning theory, and California Standards for the Teaching Professions (CSTP). The induction calendar clearly defines activities and completion check points. During interviews, mentors boasted of the program structure for training and support through Google Classroom. A mentor stated that, “the meetings are professional and full of useful and impactful information.”

The program assesses the quality of induction services through a variety of constituent input. Interviews verified that the program coordinator works closely with all constituents to ensure teacher success. Mentors complete weekly accountability logs that are reviewed by the program coordinator to ensure mentors are providing support to their candidates and to monitor additional support needed to ensure effective mentoring relationships. Professional development offerings have evaluations to assess training effectiveness, assess future needs, and prepare future offerings. Candidates complete a blind end-of-year survey to provide feedback on mentor, administrator and program coordinator effectiveness and support and on program impact. Candidates receive feedback on their ILP from mentors, assessors, and the program coordinator. Local survey data is used to determine the candidates' need for support/training and interviews confirm the program is incredibly responsive to the training requests of candidates and mentors each year.

The program assesses the quality of induction services through a variety of feedback forms. Directors, administrators, mentors, candidates, and credential analysts all confirmed that the program coordinator works closely with all constituents to ensure teacher success and that she is always available, supportive and open to communication. Mentors complete weekly accountability logs and mentors confirmed that the program coordinator “does an excellent job of facilitating feedback that is genuinely constructive.”

Evidence of competency, grounded in the language of the CSTP, is collected and examined throughout the school year as it appears in the ILP, the Continuum of Teaching Practice document, portfolio review conversations, and the Induction Showcase. At the end of each inquiry cycle, candidates meet with their assessor to discuss and analyze findings from their inquiries. The assessor adds a third perspective and both the assessor and mentor provide feedback to the candidate. The culminating event is the induction showcase where candidates share professional growth as it relates to the CSTPs with fellow candidates, mentors, site and district administrators, and school board members. Candidates receive feedback from their small group. All candidate work is submitted and monitored electronically through Google Classroom. Candidates who complete all program requirements and demonstrate growth are recommended to the CTC for their clear credentials.

The PYLUSD Teacher Induction Program uses many methods to evaluate the quality and effectiveness of the program. The induction program conducts several surveys throughout the year that are completed by candidates, mentors and administrators to provide constituent input. Annual data submissions and analysis, including CTC-sponsored surveys are also completed. Survey data is analyzed by the advisory committee. Combined, this data validates and informs the impact on candidate learning, competence, teaching, and learning.

As confirmed in interviews, the program is well established and “reflective of the needs of people. It is changing and evolving at all times.” Modifications and program improvement is ongoing and continuous. Candidates and mentors have input on the professional learning opportunities as evidenced during interviews. Second year candidates stated, “I put in survey feedback that I would like the trainings to relate more to my classroom and they started having more that fit for TK-lower elementary.” “There are now trainings for IEPs after last year and giving feedback.” When asked about suggestions for ongoing improvement an administrator confirmed that the program “already does that work because it is part of the culture.”

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

The PYLUSD Induction program is a mentor-based, inquiry-driven program that lasts two years. An Early Completer’s Option (ECO) is offered, and three teachers are taking that pathway this year. A review of the PYLUSD program sequence, confirmed during interviews, shows that the candidates’ induction participation begins with a week of welcome which provides an overview of the program and its requirements. An administrator confirmed, “We attend the first orientation meeting and it sets the tone and puts us alongside our teachers and builds the relationship nice and early. We are always asked for our feedback.”

Mentors provide weekly support including just in time support and foster candidate growth and reflection. During interviews a candidate shared, “I had the best mentor who provided the best shoulder to cry on so that was the best just in time support.” In addition to just in time support, the mentor and candidate meetings focus on the development and implementation of the ILP that documents candidates’ professional growth, based on the individual teaching assignment, unique needs, and identified elements of the CSTP.

The Individualized Learning Plan (ILP) is the primary document for induction coursework. Interviews and review of documents confirmed use of the ILP and CSTP Continuum to measure growth in the CSTP. Candidates complete four cycles of inquiry during their two years in the program. For each cycle, candidates work with their mentor to create an inquiry question, complete action research, use formative and summative assessments, and apply their understanding and new practice. During interviews a candidate shared that, “My ILP is focused on something I’m trying to prioritize instead of something being mandated.”

Candidates confirmed that the site administration provided input on ILP goals during triad meetings, which take place two times per year between candidate, mentor, and administrator and provides an opportunity for candidates to share induction goals with administrators. They meet at the ILP midpoint to inform progress in the program and to receive administrative feedback and support for goals. At the end of each inquiry cycle, candidates meet with their assessor to discuss and analyze findings from their inquiries. The assessor adds a third perspective and both the assessor and mentor provide feedback to the candidate.

Advice, Assistance, and Collaboration (AAC) meetings are offered four times per year to provide candidates and mentors self-selected professional development experiences and opportunities to collaborate, learn, and reflect on their practice within the context of the inquiry cycle. Participating in Individualized professional learning opportunities chosen by the candidate

based on their ILP goals enables the candidate to develop a cadre of instructional strategies to teach the required content standards, and apply the teaching standards connected to their ILP and credentialing completion requirements. Several candidates mentioned the Love and Logic training and one confirmed that the “Love and Logic has helped me tremendously to grow as a teacher.” It is evident that the induction work is individualized to meet specific needs of all constituents as referenced by a candidate, “coming up with a goal that is specific to my needs and how my mentor supports me on that...she was able to help me find resources and she even did a demonstration group. She helped me alot.” In addition, candidates have opportunities to observe other teachers as reported by a candidate, “We get to go observe 2 times and your admin or mentor recommends someone so you get to see others and learn strategies.”

A mentor conveyed that “the most important role of a mentor is to help them identify where they are as a teacher and then look at the CSTPs for their journey to better their craft.” A mentor verified the role of the assessor: “We get feedback from each other as mentors which is really helpful. We are all calibrated when going through a review and there is a unity and we all know what we are looking at together which is such a strength of the program.” A mentor reported, “The schedule allows a candidate to redo something that does not live up to the standards and what the ILP is asking-they can go back and make it better.”

#### Assessment of Candidates

The program design features both guidance and support for candidates with the goal of demonstration of growth and competence in the CSTP. Evidence of competency, grounded in the language of the CSTP, is collected and examined throughout the school year as it appears in the ILP, the Continuum of Teaching Practice document, portfolio review conversations, and the Induction Showcase. The multi-year unit assessment cycle schedule specifies the unit assessment activities, when they occur, and who is responsible for collecting, analyzing, and determining modifications. The candidates complete two inquiry cycles per year on an ILP. Candidates work with mentors to develop each inquiry and follow the inquiry cycle. A guide assists candidates with pacing out the inquiry cycle and completing suggested due dates. For each inquiry cycle, mentors and assessors review the inquiry and provide feedback. A candidate shared that the “strength of the mentor’s knowledge on how to handle different types of students with different learning needs” has helped them teach diverse students.

At the end of each ILP an exit interview is conducted with the assessor and the candidate. All candidate work is submitted and monitored electronically through Google Classroom by the mentor, assessor and program coordinator. At year end, candidates have an opportunity to share their progress and the impact of their inquiry with mentors, administrators, and all program constituents at the induction showcase. Candidates who complete all program requirements and demonstrate growth are recommended to the CTC for their clear credentials. It is evident that the advisory council values the induction showcase and a member shared that, “It’s celebratory in nature. Our opportunity to acknowledge our candidates and mentors. All site admin are present as well. Housed in the professional development room and it is packed. Cabinet and superintendent are present and the superintendent hands out certificates to those graduating out of the program. Candidates highlight the projects they’ve been working on.”

As noted in the handbook and confirmed in interviews, program completion is verified for each candidate by the leadership assessment team and the program coordinator who submits their recommendation for the clear credential to the credential analyst who is responsible for submitting the application and recommendation for a clear credential to the California Commission on Teacher Credentialing (CCTC). The credential analyst verified the program impact by stating, “As credential analyst, I see that the induction program really helps with retention. When someone feels valued they want to stay.”

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, mentors, district personnel, administrators, directors and advisory committee, the team determined that all program standards are **MET** for the Placentia Yorba Linda Unified School District (PYLUSD) Teacher Induction Program.

## **INSTITUTION SUMMARY**

The Placentia Yorba Linda School District Induction Program, one of the original BTSA programs within the state for teacher support, overwhelmingly assists novice teachers in creating habits of mind that include a strong focus on reflective practice, student-centered instruction, and increased mastery toward the California Standards for the Teaching Profession. Interviews of all constituency groups confirm that the program provides a highly-individualized, job-embedded experience that meets the diverse needs of all its candidates. This is accomplished through the program leadership consisting of the program coordinator, in close collaboration with the Director of Student Wellness, Access and Academic Success, mentors, and curriculum TOSAs, as well as a highly effective advisory committee. An overall sentiment is “We are always changing and adapting as a program and this is a strong tradition of the program.”

Extensive Interviews confirm that the heart of the program is the support provided not only by program leadership but mentors collaborating effectively with their novice teachers and site administrators. This approach allows candidates to be vulnerable and participate in authentic self-reflection and take intentional risks knowing that they will receive constructive feedback to build their practice and effectiveness. A current mentor noted that “It feels like a village is collectively helping people to be their best self.”

The program utilizes instructional technology to create a platform where the ILP is housed and communication regarding the program can be updated on a timely basis. This is one example of how the program has responded to candidate needs. In interviews with candidates, it was noted that the Induction Coordinator “...looks for themes and is constantly connecting them to supports through the Google Classroom.”

Candidates and site administrators appreciated the opportunity to, when possible, coordinate site and induction goals. This collaboration provided the opportunity for support to be aligned and candidates to receive timely feedback from their mentor throughout the year. It is evident

that the program seamlessly designs opportunities for candidates to receive support and advice in a variety of ways that are embedded in the context of their teaching.

The PYLUSD Induction program is constantly evolving based on seeking continuous feedback from its educational partners and making program modifications. The result is an unanimously supported sentiment that the Induction program allows for candidates’ ongoing growth in a supported environment. This is best encapsulated in the words of an assistant superintendent: “To support kids and ensure they’re successful - what better way to do that than to ensure that their teachers are prepared and mentored? We’re very proud of Induction and the role it plays in our culture.”

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

As evidenced through a thorough review of documents and site interviews with key constituents, the PYLUSD Induction program has the infrastructure in place to operate an effective educator preparation program. The single district program’s research-based vision of teaching and learning fosters coherence among, and is clearly represented in, all educator preparation programs. This vision is supported by the program’s goals to develop teachers in an effort to make it possible for students to receive positive but challenging learning experiences that will enable them to meet and exceed content standards. Documents reviewed and interviews conducted establish that an advisory committee is in place to maintain oversight of the program. Members of the board include representatives from program leadership, district and site administration, current mentors, completer candidates, as well as members from local IHEs. Interviews of members of this committee show that consistent collaboration occurs between the induction program and members of the broader educational community. A strong relationship with local universities including California State University, Fullerton allow program leaders to seamlessly bridge the pre-service experience of their candidates to induction. Furthermore, the advisory committee ensures that the program is provided with sufficient resources for its effective operation. Several examples from members substantiate this claim. For instance, one member interviewed commented, “There is a lot of accountability that goes on and this advisory board is an important component of that: what are we doing well and what do we need to continue to improve?”

Interviews with district and program leadership support the assertion that the district intentionally recruits and retains effective mentors, as well as those who provide professional development, including TOSAs, who represent and support diversity and excellence. It was

noted through interviews that "...[the program] is aware of the strengths of each of the mentors and how to build on their strengths while they are serving, leading and supporting."

The process used to monitor and ultimately recommend candidates for a clear credential is systematic and transparent. Candidates are informed of this process in several ways, including through the orientation meeting and program handbook.

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

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Document review and interviews with program leaders, credential analysts, mentors, site administrators and completers confirmed the PYLUSD Induction program accepts applicants who meet clearly defined criteria. Interviews with the program coordinator and district superintendent provided a description of current efforts to recruit a diverse educator pool and identified specific strategies already in place to continue to hire teachers who reflect the demographics of their student population. One example includes developing and maintaining a strong learning to teach continuum in the relationship with California State University, Fullerton. It was also noted that "We have gone beyond Orange County, into surrounding counties, to cast the net wider and diversify applicants." Interviews with current candidates and recent completers confirm appropriate personnel are available to support each candidate through the two year program and to ensure successful entry into the profession. Interviews and documents reviewed provide specific examples of how program leadership is accessible and consistently seeks feedback to continuously improve the program. Adjustments to the ILP for candidates with additional requirements attached to their credential (mainly TPA and RICA)

and highly individualized professional development aligned to site and ILP goals exemplify this practice.

Interviews with the credential analyst and program director confirm that there are established clear procedures in place to ensure that induction candidates are identified at the point of hire and enrolled in the program. Documents reviewed and interviews confirm that there is a defensible process in place with clear checks and balances that allow for the credential recommendation process to proceed efficiently and accurately. The program provides a detailed handbook that clearly defines expectations, roles and responsibilities. Completers of the program concur: “everything we need to know is presented clearly and easy to follow.”

The PYLUSD Induction program’s leadership, TOSAs, and mentors are committed to providing highly individualized, job-embedded induction experiences designed to meet each candidate where they are. The program design allows for both deep instructional coaching and just in time support. Candidates and completers share examples of how their mentors customize support and listen to them throughout the process. This allows them to feel as if they have a voice in the support they receive and facilitate accurate reflection that result in increased confidence and effectiveness in the classroom. The program’s handbook identifies that a clearly defined process to identify and support candidates who need additional assistance is in place. Interviews with candidates, completers, program mentors, and site administrators provide examples of how the program individualizes support to meet the diverse needs of its candidates. For instance, a completer from the program reflected, “[the program] did a great job of accommodating us during distance learning, understanding our focus was going to be on trying to survive while still upholding the standards. They found ways to give us flexibility and that was appreciated.”

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>



<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

Teacher candidates in the PYLUSD Induction program experience a structured sequence of coursework that is designed to help them reflect and develop their teaching skills for a broad range of educational settings. Candidates complete two ILPs each year and are assessed on the quality and completeness of each ILP by the mentor and an assessor. Candidates are asked to reflect on the current level of development along the CSTP Continuum before and after each ILP. Candidates select a CSTP to focus on in the ILP and conduct a Plan, Teach, Apply, Reflect cycle. They have an ILP mid-Check and a final ILP review for each document. The program utilizes the “Verification Form” to monitor the progress of candidates on their ILP and to provide feedback to candidates from the assessor upon its completion.

In interviews conducted with year one and year two candidates, the most important component of the coursework is the program’s commitment to reflection. The CSTP Continuum is regularly referred to as a valuable reflective resource for teacher candidates to see their own progress and growth. A year one candidate remarked, “The most helpful is the reflection aspect; you wouldn't get this anywhere else. You can really see how you have improved. The guidance of the mentorship is vital in helping that evolution.” Another year two candidate shared, “The time to set aside to reflect on the job with your mentor is so helpful and important. She really helps me to listen and reflect [in my time] with her.”

The teacher candidates interviewed repeatedly affirm that they are being supported by mentors who provide effective and knowledgeable support. An examination of the objective resources, including the Mentoring Qualifications and Roles and Responsibilities, reveals a District-wide effort to ensure that mentors are selected based on strong qualifications and recommendations. There is collaboration between the Educational Services Division and the Human Resources Division to work with principals and site administrators to select individuals who are appropriately suited to support teacher candidates. In interviews with the Assistant Superintendents, they affirmed that mentors “Go through a vetting process. [While the Coordinator] conducts the interviews, HR collaborates with principals to distinguish strong candidates who would serve as strong mentors.” There is a system-wide approach to selecting and training mentors.

Teacher candidates repeatedly affirmed the value and quality of the mentor support they receive, both in interviews and in survey data. In the completer survey, 100% of candidates agreed or strongly agreed that their mentor “is knowledgeable in the California Standards for the Teaching Profession”, is “knowledgeable about Induction documents and activities”, and provided “consistent, active support.”

The mentors hired to support teacher candidates are highly-qualified and provide an appropriate amount of training and guidance to support them in their own professional growth. All mentors attend four in-person mentor trainings, four in-person/online collaborations and regular meetings. Additionally, new mentors have unique time for training with the coordinator to establish a baseline of learning and understanding suited to their unique needs, including an orientation training, summer training, in-between trainings, and mentor mentors. One mentor emphasizes the assistance when she insisted that the “Program has such great supports for instruction and training.” Training is offered to mentors through a variety of sources: in-person and in Zoom meetings occur regularly, as well as one-on-one meetings between the coordinator and mentors when necessary. Google Classroom is referenced regularly in conducted interviews of the TOSAs and mentors as a strong resource where all could go to find past and current training for ongoing reference. Additionally, all mentors are trained in Cognitive Coaching and are guided through multiple opportunities for self-reflection along the Mentor Continuum. In meetings, mentors engage in role playing scenarios to better help them hone their coaching strategies. Using the Continuum, they reflect twice each year on their current status of development and growth over time. They further, then, use the Continuum to set goals and areas of focus for learning throughout the year. One mentor highlights the significance of the Cognitive Coaching component: “[The Coordinator] guides us in how to ask questions and we do role playing games which is really helpful, our mentor meetings are really beneficial.”

Overall, a mentor summarized with, “We have such a menu to choose from in training for mentors and candidates.”

The coordinator and the mentors and assessors engage in an ongoing and systematic practice of evaluating fieldwork and clinical experience. The coordinator is explicit in communicating

timelines and expectations regularly with the candidates. Candidates are observed twice within each year in alignment with their ILP, and they are provided opportunities to visit and observe veteran teachers.

Teacher candidates in the PYLUSD Induction program have the opportunity to participate in educational settings that reflect the range and diversity of California’s student body. The district reflects over 23,000 students across seven demographic student groups. Teacher candidates work in elementary, middle, and secondary settings, and teach in general education settings as well as special education settings. In interviews, candidates remarked that the strength of the mentors’ knowledge in connecting the teacher candidates with feedback on how to handle different types of students with different learning needs is of particular importance. The ILPs further help them address and support students’ unique learning needs. An Education Specialist candidate shared that for “Each ILP, I’ve tried to address a different aspect of SpEd. My ILP has allowed me to hone in on the diverse needs of my students. Having the time set aside to test strategies out on our students and to see what is working. We get to collaborate in these really broad ways.” Another year one candidate shared the following: “My current ILP has to do with engagement, and many of my students are English learners, [the program has] provided a lot of professional development opportunities that will help me specifically understand my students’ needs and what will help them to truly learn.”

The strength of the pairing between mentors who understand the diverse challenges of teaching in the PK-12 setting was another highlight to supporting teachers' opportunities to engage in diverse educational contexts. One year two candidate shared, “I was partnered with a mentor who also taught moderate/severe kindergarten for 10 years, and she knows the curriculum, so when I had questions, she not only knew how to help me but where to direct me.”

Finally, a year two candidate summarized for the group: “Induction has helped me teach diverse students, the induction process of creating a goal and see if we are meeting the goal using data and getting feedback from my mentor has helped me think of different ways to help different kinds of students and design lessons and units that target every student.”

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistently</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>

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

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The program has developed and implemented a comprehensive system of data collection and analysis to facilitate continuous improvement. The coordinator collects data from teacher candidates, mentors, and site administrators three times throughout the year. Additionally, the program collects feedback from participants after professional learning opportunities to gauge the quality and effectiveness of the individual sessions. Weekly mentor logs are collected to ensure that mentors and candidates are completing work along appropriate timelines. And mentors and candidates both expressed a comfort in being able to communicate directly with the coordinator about any issues that candidates might experience or need. These mentor logs are an important component for how the coordinator receives feedback from the mentors about how candidates are doing in an ongoing way. One mentor shared, “There is a section on the mentor accountability log where we can reach out and let the coordinator know about something and she responds within 24 hours and things get cleared up.” The loop of communication is ongoing and a tool for formative feedback that the Coordinator engages in throughout the year.

The surveys collected ask a range of questions regarding the quality of support and if individual needs are being addressed. The surveys distinguish between the various levels supported within the program, as well as the kinds of support offered.

The advisory committee is largely responsible for reviewing the data, advising on recommended changes to the program, analyzing current conditions, and representing the broader district community of educational partners. They look at trends in the data and make any recommendations they believe would better serve teacher candidates. The advisory committee spoke collectively that they have seen significant and tangible improvement occur within the program due to the feedback and recommendations they provide. One member stated, ““Not a rubber stamp. We don’t sit around and pat ourselves on the back. Our feedback is valued and tangible improvements are made. I feel validated and valued as a part of the council.”

In summary, all levels of the institution see the data analysis as a vital component to the strength of the Induction program. One assistant superintendent summarized it as such: “[We are] proud of the data. They consistently examine as the advisory committee to see what the new teacher candidates are telling us and the changes we’ve made in response to what they’ve told us – it behooves us to listen to them and take their guidance... [We are] proud of our capacity to continually improve based upon their feedback.”

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

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard**

The candidates who complete the PYLUSD Induction Program are prepared to serve as professional school personnel, as evidenced by a myriad of individuals on the sites and in the district who spoke to the quality of support and quality of teachers completing the program.

In the administrator survey, 100% of participants agreed that the program had a strong to moderate impact on candidates to develop a repertoire of teaching strategies. Over 90% believed that the program had a strong to moderate impact on using technology as both a teaching and learning tool. And over 80% believed the program had a strong to moderate impact on candidates’ capacity to teach to content standards and more effectively manage the classroom. Within the survey, one administrator did highlight that they hoped the program would “Continue to focus on and embed conversations around strategies to serve diverse student populations, particularly culturally relevant pedagogy and support for English Learners.”

In interviews conducted, one site administrator remarked, “We have had some teachers struggle. A lot of student teachers taught remotely. Reaching out to mentors and [the Coordinator], their response is always so immediate.” Administrators shared that the support in observation and providing resources for the teachers is critical. One site administrator shared, “We see the growth... We know we have given these beginning teachers all that they would need to be successful. I feel very comfortable with what the program delivers. [The coordinator] is great about getting TOSAs that are specialized.”

Year two candidates shared further positive feedback about the impact the program has had on their capacity to be qualified educators. One shared, “I have seen humongous improvement in the behavior of my students through my intentional focus on my ILP. If I hadn’t done my ILP, I don’t know how I would have been able to focus so closely on improving this aspect of my teaching.”

Interviews of individuals who have completed the induction program reveal long-term impact on their teaching practice. One completer remarked, “A lot can be said for developing routines. You start to develop what your day-to-day looks like. Teaching science wasn’t the problem. But what do you do when the kids come in, things you don’t learn too much about when you’re going through your [preparation] program. Thanks to my mentor, and the self-reflection component, you start to formulate what your daily routine looks like and what the daily routine looked like in my classroom, and Induction really helped with that. It’s what I use now in my classroom.”

Finally, a year one candidate further confirmed, “With the chaos of being a new teacher, if it weren’t for the Induction program, I wouldn’t have time to be so reflective. The list [of things I want to improve upon] is huge, but having that time to slowly chip away on what I want to improve upon with a mentor who can really address our needs, that one-on-one conversation really helps with anything we need.”