

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

**Professional Services Division**

**June 2023**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted virtually with **Central 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 with Stipulation** 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>
Clear Teacher Induction Program	6	6	0	0

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

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

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

**Institution:** Central Unified School District

**Dates of Visit:** April 24 - 25, 2023

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#"><u>June 2015</u></a>	<a href="#"><u>Accreditation</u></a>

Rationale

The unanimous recommendation of **Accreditation with Stipulations** 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, completers, 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 General Institutional Preconditions have been determined to be **Met**. Out of the six Teacher Induction Preconditions, one was found to be not in compliance:

Precondition 5: The Individual Learning Plan (ILP) must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Program Standards

All Program Standards are fully **met**.

Common Standards

All Common Standards are fully **met**.

Overall Recommendation

The team completed a thorough review of Central Unified School District’s Teacher Induction Program documents and conducted interviews with candidates, completers, mentors, site administrators, advisory committee members, program personnel, and district leadership.

Based on the findings from this review including the interviews, the team unanimously recommends a decision of **Accreditation with Stipulation**.

The team recommends the following stipulation:

Teacher Induction Precondition 5: That evidence be provided within thirty (30) days that Central Unified School District establishes a plan to ensure that the ILP is used solely for professional growth and development and not for evaluation purposes.

In addition, the team recommends that:

- Central Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Central Unified School District continues 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.

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

Teacher Induction

### Accreditation Team

**Team Lead:**

Gail Calhoun  
San Gabriel USD Teacher Induction

**Common Standards:**

Patrick McKee  
Foothill Consortium, West Covina LEA

**Programs Reviewer:**

Minluvi Ramos  
Compton USD Teacher Induction

**Staff to the Visit:**

Roxann Purdue  
Commission on Teacher Credentialing

### Documents Reviewed

Precondition Responses  
Common Standards Submission  
Program Review Submission

Constituent Meeting Agendas/Minutes  
Common Standards Addendum  
Program Review Addendum

Report of the Site Visit Team to  
Central Unified School District

Item 16  
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Professional Learning Documents  
 Candidate Advisement Materials  
 Accreditation Website  
 Resumes  
 Candidate Files  
 Survey Results  
 Employer MOU  
 Accreditation Data Dashboard  
 Individual Learning Plan  
 Induction Retention Data  
 Advisory Meeting Agendas and Notes

District Website  
 Organizational Charts  
 Mentor Job Postings  
 Description of Recommendation Process  
 Progress Monitoring Documents  
 Mentor Continuum  
 Mentor Training Materials  
 Candidate Handbook  
 Candidate Orientation Presentations  
 Unit Meeting Agendas and Notes  
 Student Demographic Data

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	65
Completers	13
Site Administrators	24
Unit Leaders	4
Program Director	1
Leadership Team	6
Mentors	27
Credential Analysts	1
Advisory Committee Members	9
Professional Development Providers	4
<b>TOTAL</b>	<b>156</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## Background Information

The Central Unified School District Teacher Induction Program serves Multiple and Single Subject Induction candidates across the district. A partnership is in place with the Fresno County Office of Education to support Education Specialists in clearing their credentials.

Central Unified School District is in the heart of the San Joaquin Valley, encompassing 88 square miles. The 24 schools within Central USD comprise both rural and urban schools that support a diverse population of over 15,000 students. Currently, 60.6% of the students are identified as socioeconomically disadvantaged, and 14.9% of the students are identified as English learners. The student population includes 61% Hispanic, 15.5% Asian, and 8.2% African American.

## Education Unit

The Central Unified School District Teacher Induction Program is a standalone program (serves candidates in Central Unified School District only) and as such, the LEA and unit demographics are the same. One director coordinates both program services and training. The program experienced a significant enrollment increase from 23 candidates in 2021-2022 to 72 candidates in 2022-2023. There are 47 mentors currently supporting candidates in the 2022-2023 school year.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Teacher Induction	7	72

## The Visit

The site visit was conducted virtually. The institutional constituencies were interviewed 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 with the exception of the following:

Precondition 5: The Individual Learning Plan (ILP) must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Interviews demonstrated the ILP is implemented for the professional growth and development of the participating teacher; however, site administrators also use the ILP for professional evaluation purposes through the monitoring of the document and the verification of completion signature.

While there was evidence provided by the program director that site administrators were informed of their non-evaluative role in the ILP process, administrators' implementation continue to view the two roles as linked.

## PROGRAM REPORTS

### Central Unified School District Teacher Induction Program

#### Program Design

The Central Unified School District (CUSD) Teacher Induction Program is designed as a two-year, individualized, job-embedded system of mentoring, support, and professional learning which begins in the candidate's first year of teaching. Sustained and intensive mentoring during this two-year program encourages participants to reflect on practice, implement new strategies, and validate their learning as evidence of development and growth over time. The program serves the district's Preliminary Multiple and Single Subject teachers only. (New Education Specialist teachers complete induction through Fresno County Office of Education.)

Interviews with multiple constituents confirm that the program design is based on extensive research and the principles of adult learning theory. The CUSD Teacher Induction Program supports regular coaching within the educator's context by a well-trained mentor through individualized professional learning goals. Candidates develop goals with guidance from their mentor and by using the proficiency indicators that support the recommendation for a clear credential.

The organization chart and interviews confirm that the CUSD Teacher Induction Program is guided by unit leaders who empower the leadership team and program director to oversee program implementation. The Unit Leadership designates funding, identifies, and assigns personnel, and in conjunction with the Leadership Team, reviews data and feedback to conduct on-going revisions to the program. The collaboration and support provided by these groups were clear throughout interviews with all stakeholder groups. According to the Assistant Superintendent of Human Resources, his role is integral in induction recruitment, hiring, and onboarding for the "right people in the right places" and he supports the program director in making sure that the newly hired teachers are matriculating in induction.

As evidenced by candidate, mentor, and site administrator interviews, communication within the program occurs regularly. The Unit Leadership meets biannually to discuss program needs and areas for improvement based on survey data. The Leadership Team meets prior to the start of the school year to plan the Induction Teacher Orientation and the New Teacher Institute. This team also convenes in January and again in May each year to review program survey data, make suggestions for improvement, complete Individual Learning Plan (ILP) reviews, and provide feedback and recommendations for improvement to each candidate.

The ILP serves as a guide for the Central Unified School District Teacher Induction Program. The document includes a Goal Setting section as well as Mid-Year Review and End-of-Year Review sections. The first step in the ILP process involves the identification of a focus topic for each of the two goals. The candidate, in collaboration with the mentor, discusses the candidate's prior experience including their Individual Development Plan from their preliminary program, previous year and current teaching assignments, and professional growth interests. They examine the CSTP to determine which best aligns with their goal topics.

Once drafted, the candidate is encouraged to share the ILP with the program director for feedback. The candidate and mentor then meet with the principal for elementary or department administrator for secondary who provides additional input and support for the ILP. The ILP is submitted to the program director prior to the 60th day of enrollment in the program. The director conducts a final review of the ILP, approves, and places it in a secured file in the program office. A copy of the approved ILP is sent to the candidate and placed in the candidate's Google Drive files. During the interview, mentors stated, "We sit down and develop the ILP goals together, homing in on the candidate's specific goals. The ILP is a living document - contains action goals, real time action research and self-reflection. We give feedback to the candidates. We go with them when they observe veteran teachers, and we debrief."

Candidates are provided with 1 substitute teacher per semester in order to observe colleagues and peers. This is also embedded in their Actions section on their ILP. Candidates have opportunities to analyze student and other outcome data to inform their cycle of planning and instruction. A candidate shared during the interview that she usually analyzes student data with her mentor and during grade level Professional Learning Communities (PLCs).

Some significant program modifications were shared by the Leadership Team during the interviews. Modifications include: conducting the majority of candidate, mentor, and site administrator trainings online in 2020-2021 and 2021-2022 due to COVID while returning to face-to-face training for mentors and site administrators for 2022-2023; making it optional for candidates to integrate TPA, RICA, and CSETs as an Action and Outcome, as applicable, into their ILP goals; moving Candidate lesson observations conducted by mentors to an online format until 2022-2023 due to COVID then returning to face-to-face; expanding how Induction information is shared with Site Administration via the *Friday Flash*; and informing candidates, mentors, and site administrators about support available from the District Instructional Support Coaches who specialize in Elementary General Education, TK-12 STEM, TK-12 Math, TK-12 Technology, English Learners, and Special Education via emails and the *Friday Flash*. The program director stated during the interview, "If you don't make changes, you become stagnant."

The Central Unified Teacher Induction Program uses a variety of assessments to determine program strengths and areas for growth, namely, the Program Completer Survey administered annually by the Commission on Teacher Credentialing; a Mid-Year Survey which is developed locally and aligned to the California Standards for the Teaching Profession (CSTP) administered each winter to candidates and mentors; and the End-of-Year Survey, also developed locally and aligned to the CSTP, administered in late spring to candidates, mentors, and site administrators.

Additional means for stakeholder input include suggestions from the Unit Leadership and Leadership Team. Program modifications are formulated, and plans determined by Unit Leadership and the Leadership Team. Data results and program modifications are shared with mentors and site administrators at the start of the new school year.

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

The ILP serves as a guide for the Central Unified Teacher Induction Program and is used for the professional growth and development of the teacher. The document includes a Goal Setting

section as well as Mid-Year Review and End-of-Year Review sections. The first step is the identification of a focus topic for each of the two goals. The candidate, in collaboration with the mentor, discusses the candidate's prior experience including their Individual Development Plan from their preliminary program, previous year and current teaching assignments, and professional growth interests. They examine the CSTP to determine which best aligns with their goal topics.

Once drafted, the candidate is encouraged to share the ILP with the Program Director for feedback. The candidate and mentor then meet with the principal for elementary or department administrator for secondary who provides additional input and support for the ILP. The ILP is signed by all three parties and submitted to the program director prior to the sixtieth day of enrollment in the program. The director conducts a final review of the ILP, approves, and places it in a secured file in the Induction office. A copy of the approved ILP is sent to the candidate and placed in the candidate's Google Drive file.

Candidates are provided with one substitute teacher per semester to observe colleagues and peers. This is also embedded in their Actions on their ILP. Candidates have opportunities to analyze student and other outcome data to inform their cycle of planning and instruction. A candidate shared during the interview that she usually analyzes student data with her mentor and during grade-level professional learning communities.

#### Assessment of Candidates

The CUSD Induction Program's Verification of Completion process includes a review of documentation, a written appeal process for candidates, and a procedure for repetition of sections of the program, as needed. In mid-term, the candidate and mentor review progress toward meeting ILP goals and complete the Mid-Year Review section by writing evidential statements regarding the actions and outcomes completed thus far and next steps for the year. Feedback about progress and suggested next steps are submitted to the candidate and mentor. The mentor and candidate then convene to discuss the feedback and develop instructional plans for the semester. This might include amending the ILP to meet the candidate's more recent needs. This process is repeated for the End-of-Year review, however prior to submitting the ILP to the Induction Office, the candidate, mentor, and site administrator meet to discuss the progress the candidate made on the ILP and their aspirations for further growth. The program director reviews the ILP and arranges for an Exit Interview with Year 2 and Early Completion Candidates.

During the culmination of the End of Year Review process, an Induction Program Verification of Completion form is completed by the candidate, mentor, and site administrator. If a candidate has not made progress or completed program components, a second meeting with all stakeholders occurs to develop a Program Completion Plan. The candidate is advised that they are not making progress, what is lacking, their right to a written appeal, and what will occur if a third year of induction is needed. A timeline for completion is developed, and extra support is provided, as needed, to assist the candidate in completing the ILP components, demonstrating growth on the CSTPs, and improving practice.

Completion of the ILP is a requirement for a candidate to apply for a clear credential. Upon

successful completion of all program requirements, the candidate is recommended for a clear credential. The program director meets with the candidate during an Exit Interview to share the process for clearing a credential. The director completes a Form-41 document which is submitted along with the candidate's induction transcript to the Credential Coordinator. The Credential Coordinator reviews the documents and then meets with the candidate to walk through the online process of clearing the credential.

### Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the Central Unified School District Teacher Induction Program.

### **INSTITUTION SUMMARY**

The Central Unified School District Teacher Induction program is led by an experienced director who is well supported by the Unit Leadership. The Superintendent and Leadership Team are extremely knowledgeable of the Induction program goals, standards, and their integration into the LEA's blueprint for success.

Teacher Induction strongly aligns to state content standards, the CSTP and to the guiding principles of the unit: communication, achievement, resilience, empathy, and service. The program design is anchored in inclusive principles and intentionally serves to diversify the educator pool in California. Notably, CUSD Teacher Induction program collaborated with culturally responsive community partners in service of demographic groups who have advocated for greater inclusion in the local school system. Many candidates proudly identify themselves as graduates of the district they now serve. Additionally, site-based field work and supervision integrates this commitment to the diversification of the educational community.

Tiered student and teacher support are evident in CUSD. Mentors, candidates, and administrators are clear in their understanding of the many ways in which professional learning strengthens student outcomes and success. Professional development providers demonstrate an active and differentiated partnership with the Induction program.

Candidates value the mentor relationship and the direct impact the Induction program has on their ability to meet student needs. While candidates are aware that they can request mentor reassignment, most volunteer how well they have been matched and how appreciative they are of the regular support received.

**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:	<b><i>No response needed</i></b>
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 constituencies 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>
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

The Unit Leadership of the Central Unified School District is knowledgeable, inclusive, and regularly provides meaningful data analysis to the teacher induction program. There is alignment of the district's vision, and mission with the induction program design. Furthermore, the director oversees the District Title II budget and is a leader in the multilayered systems of district-wide teacher professional development. The program is flexible enough to shift in one year from serving 23 induction teachers to over 70 in the next year. During a time of mentor shortage for many induction programs, Central USD was able to recruit and maintain a total of 42 mentors to support the current rapid rise in their candidate population.

There is a defensible process in place to track the credential recommendation process and key partners understand their responsibilities to this end.

<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

It was clearly evident from documentation and interviews that Central Unified School District induction candidates are recruited and supported to ensure their success. The unit and the induction program have a strong system in place to recruit candidates to diversify their teacher workforce and a robust system of advisement and support once candidates are hired.

The unit has focused on rethinking recruitment and is mindful of the need to be intentional on their recruitment practices. This includes innovative practices such as providing “front door access” for classified staff and substitutes when openings arise. The unit selects staff with intention when participating in recruiting events, ensuring those selected for recruitment represent the diversity of the students they serve. The unit has created pipelines with educator preparation programs both locally and across states to ensure they have the means to diversify their workforce. For example, to increase the number of African American educators within their district, they created a partnership with the Fresno County Office of Education to create a pipeline to develop educators who reflect the diversity of their students. This is a long-range plan that begins in elementary school and continues through high school. For high school students, Central USD has a partnership with Fresno City College, through the development of a dual enrollment course to encourage students to pursue a pathway into education. This course teaches students how to tutor younger students, and district funding is used to compensate students for their work as tutors.

In addition, the program staff and education Unit Leadership leave no stone unturned when seeking potential candidates, evidenced by their active use of advertising on social media platforms and publications targeted to diverse communities. An example of how this translates to their hiring practices is one third of the teachers newly hired by Central Unified over the past two years also identify as Hispanic, which represents the district’s highest demographic of students. Also of particular note, the data in the Commission’s Annual Data System for the past two years shows nearly equal representation by gender. In 2021-2022, 54% of the Year 1 candidates identified as female and 46% identified as male. Similarly, in 2020-2021, 57% of the Year 1 candidates identified as female and 43% identified as male.

Once hired, the program provides the support, advice, and assistance to promote each candidate's successful entry and retention in the profession. This is a robust system of support that begins with onboarding and orientation, and continues through ongoing mentoring, professional development, and feedback. Support is comprehensive, and includes targeted areas such as culturally responsive instruction, roles, and expectations as a teacher, and how to utilize data to differentiate instruction to ensure the success of all learners. Candidates are provided with professional development through their site and the district, and an on-demand platform called Momentum provides hundreds of learning opportunities candidates can access anytime from anywhere. The signature component of their Induction program is the weekly support provided by their mentors. Mentors provide regular feedback to candidates during their weekly meetings and directly within the Individual Learning Plan. Candidate progress is also reviewed regularly by program staff, with a specific midyear review integrated this school year. Should a candidate need additional support, the director works with both the mentor and district leadership to ensure the candidate has everything they need to succeed in the profession including additional resources or extensions if needed.

This all leads to a high retention rate of new teachers in the Central Unified School District. Data tracked from 2018-2022 shows an average retention of 75%-100%, depending upon the cohort, with the most recent two cohorts showing a retention rate of 97% and 100%.

<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>
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 <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of Information Applicable to the Standard**

Central Unified School District has designed and implemented an Induction program that supports each candidate in demonstrating growth within the California Standards for the

Teaching Profession to effectively educate and support the students they serve. Expectations, coherence, and articulation of support were evidenced throughout the unit and program.

Each candidate is assigned a mentor to support them during their Induction experience. Prior to the start of a new school year, the program director directly contacts site administrators about the need for induction mentors and explains mentor responsibilities. She encourages site leaders to reach out to exemplary teachers who meet the program's criteria to apply. Central USD mentor teachers are required to have a clear credential, a minimum of four years of teaching experience, and the ability to support induction teachers in developing and honing their professional practice. The director reviews the mentor applications for alignment to the position's requirements and tracks their qualifications on a spreadsheet. Applicants are then interviewed, where they share their background and experience. This includes sharing how they plan to prioritize their time in working with their candidate, their ability to differentiate instruction, and how they plan to build trusting relationships.

Mentor and induction teacher matches are made based on credentials. Once a new teacher is hired, the Human Resources Coordinator pulls their credential and tracks their credential information on a spreadsheet that is shared with the program's director. This spreadsheet includes all renewal information, including Executive Order requirements. On the spreadsheet, the program director notes the authorized credential of both the candidate and the mentor and includes notations with a rationale if the placement of the mentor is in a different authorization area as the candidate's credential. The program director notifies the mentor and candidate of the pairing.

The course of study is the implementation of an Individual Learning Plan, with an average of one hour a week of support provided by the mentor. This is a structured system of support with flexibility to ensure candidate "just-in-time" needs are met while also ensuring candidates are meeting the educational needs of their students. The program ensures mentors are adequately trained to meet these outcomes. Upon being selected as a mentor, new mentors participate in a two-day new mentor institute. The training includes information on program processes, mentor responsibilities, practical mentoring strategies, research-based strategies on how to best meet the needs of new teachers and adult learners, and observations. Mentors also complete a Mentor Continuum, where they establish goals for themselves as mentors. This is done through the Continuum of Mentoring Practice. Once established as a mentor, ongoing mentor training is provided monthly, which includes information on program processes, culturally responsive teaching, and effective instructional strategies to support learners. Participation is logged by the program on an attendance log, and mentors not in attendance are provided with the materials as well as opportunities to complete the training asynchronously. Initial and on-going training is supported by research, including Laura Lipton's *Mentoring Matters* and Zaretta Hammond's *Culturally Responsive Teaching*.

During their time together, mentors work with candidates on all aspects of the teaching profession, including designing differentiated lessons to support all learners, analyzing student data outcomes, and implementing the unit's Academic Blueprint. Central USD serves a diverse

student population. 60.6% of the students are identified as Socioeconomically Disadvantaged, with 14.9% of the students designated as English Learners. 61% of the students are Hispanic, 15.5% are Asian, and 8.2% are African American. Also, 10% of the students are students with disabilities. This provides candidates with a rich opportunity to engage in dialogue with their mentor on instructional practices to support a diverse learning environment.

When mentors meet with their candidates, they complete activity logs which are submitted to the program director each month. These logs show the topic of the session, duration of the session, and information related to how the mentor has met their goals as a mentor. The director recognizes the mentors progress towards meeting their goals through feedback provided twice a year on the continuum, and mentors reflect on their progress towards their goals on the monthly activity logs.

Should additional candidate support needs be identified, mentors work with site administrators, grade level teams, the director, and instructional coaches to ensure the candidate has everything they need to succeed as a teacher.

<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>
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 constituencies 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**

Central Unified School District has developed and implemented a comprehensive continuous improvement process that identifies program and unit effectiveness and makes appropriate modifications based on findings.

A variety of assessments are disseminated and evaluated by the program, including end of year teacher, mentor, and principal surveys. Three-year trends on survey questions are tracked on a spreadsheet. Candidate survey data related to program effectiveness and support has been generally positive the past three years. Of note, over the past two years the majority of the questions had 90% or higher positive responses.

Survey data is reviewed by program leadership, the advisory committee, site administrators, and the unit. First, the advisory committee, which is made up of constituents from all levels including university partners, reviews data annually. The advisory committee stated data is the “driving force” of these meetings, as they include discussions on both supports the program needs as well as supports the program can provide. Constituents stated the director is open to suggestions and asks the committee for their input at every meeting. They find her to be a “pleasure to work with” and they “feel valued” as members of the advisory committee. At these meetings, there are “lots of opportunities for open dialogue,” as participants discuss any areas of concern or ideas for improvement. Second, data is reviewed with site administrators annually.

The director leads conversations on program strengths and areas for improvement, and as a collective unit they identify gaps to determine additional resources and services needed within the district. Finally, the director reviews data at regular unit meetings and conversations are held with the Assistant Superintendent at a standing meeting every two weeks. During these meetings, the advisory committee sees their roles as “thought partners,” as they examine trends and discuss any adjustments the district needs to make related to those trends, including increases in funding if needed. One example of the program’s development related to these conversations is the inclusion of retired teachers to support the ongoing need for teacher mentors. The director also leads forward in making recommendations on what professional development should be included across the unit, not just within her program. An example of this are the modules developed in their professional learning library, *Momentum*, related to trends observed in needs related to supporting new teachers in developing culturally responsive classrooms.

Based upon the review of data and feedback provided by constituent groups, the program has continually evolved. In response to the increased number of new teachers in meeting the diverse needs of their learners, the director introduced a mentor book study last year related to minimizing bias and implementing culturally responsive pedagogy into the classroom. This connects to the Individual Learning Plan, which has evolved to include opportunities to dive deeper into data analysis to improve student outcomes. The ILP has expanded to include sections for program feedback related to candidate progress on their ILP. A final example of the Unit’s continuous improvement is addressing the need for improving the recruitment of teachers of color and eliminating classroom bias. Central Unified has developed and implemented a CTE Education Pathway for their students, which includes a pipeline for all elementary and middle schools through a partnership with the Fresno County Teacher of Color Alliance for Educational Empowerment, a collaborative program developed by the Fresno

County Superintendent of Schools. Because future educators are current elementary school students, this project begins at that level with intention.

African American students in fifth and sixth grade are strategically placed in AVID classes taught by teachers with specific training in culturally responsive pedagogy. These sites also have a Champion Teacher who meets monthly to discuss instructional strategies to ensure they are meeting learner needs, with the goal that the Champion Teachers are mentoring the newly hired teachers in creating equitable learning environments for all learners. This continues to Middle School and then High School, where students are placed on an education pathway. Through coursework students learn about teaching practices and then can practice their learning by serving as tutors at the elementary level. This is a dual enrollment pathway, where students also receive credit at Fresno City College. The district collaborates with the Black Student Union (BSU) on these initiatives and student leaders at the middle school level are selected by the BSU to participate in a leadership group called *Ugima*. These students are provided with enrichment opportunities where they study African American history and literature and hear from inspirational guest speakers. The district involves the participating students' families through coordinated parent nights. At the completion of this program high school students take the paraprofessional examination which provides them an opportunity to begin an entry level position in the school district while beginning their university program.

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

**Finding on Common Standard 5: Met**

**Summary of Information Applicable to the Standard.**

The greatest observable impact of the Central Unified School District Induction program is its success in recruiting and teachers. District staff stated candidates apply to Central Unified because of the support provided. One mentor noted that although Induction is officially two years, the connections and support systems “last well beyond” this time. Candidates shared the positive impact of the wrap-around of support provided by the district. They identified their mentor, principal, and grade level teams as support agents during their first two years. District leadership shared the impact of the Induction program and supported recruitment efforts as

well. They also shared the positive impact of the induction program observable in the classroom during their walk throughs. New teacher competency is evident through the rigor in instructional practices as well as the alignment of student work to both district and state standards.

Data from the end of year surveys for both mentors and teacher candidates speak clearly to the positive impact the program is making on teacher preparation. On the end of year candidate survey for 2021-2022, 100% of the candidates felt their program adequately prepared them in all six California Standards for the Teaching Profession. On the end of year site administrator survey for 2021-2022, 100% of the administrators felt the candidates made observable growth on their ILP goals, with 100% of the administrators feeling their candidates showed growth in the majority of the CSTP's because of their participation in the program.

The program verifies candidates who have met competency standards through the Individual Learning Plan and records this on the Verification of Completion. The program focuses on equipping mentors with the tools, resources, and skills to effectively serve in their roles, and elements of accountability are infused throughout the program. The unit head stated they expect the director to adhere to CTC standards. There is coherence between the program and the unit, and the unit stated it is important to meet the responsibilities of credentialing.