

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

**Professional Services Division
May 2021**

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	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: Poway Unified School District Teacher Induction Program

Dates of Visit: March 22- 24, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
4/2012	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with district and program administrators, mentors, candidates, completers, site administrators, human resources technicians and governance board members. 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 recommendation of **Accreditation** for the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All Program Standards were found to be **Met**.

Common Standards

All Common Standards were found to be **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**.

In addition, staff recommends that:

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

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:

Kim Uebelhardt,
Ventura County Office of Education

Programs Reviewers:

Leslee Rodriguez
Baldwin Park Unified School District

Common Standards:

Cathy Hampton
New Haven Unified 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
Program Organizational Charts
Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Candidate and Teacher Consultant Logs
IHE Advisory Board Agendas
CSTP Correlation Chart
Teacher Observation, Analysis - Reflection
Updated PUSD Continuum Self-Assessment
of Practice
Revised Collaboration and Reflection Logs
Induction Program Analysis of Assessment
Data and Program Modifications
Site Administrator Mid-Year Surveys
Year One Induction Completion Document

Accreditation Data Dashboard
Candidates Completed ILP Documents
Modified ILP Documents
PUSD Website
Teacher Consultant Application
Teacher Eligibility Document
Orientation PowerPoint
Program Modifications Document
Delivery Models and Pathways Table
Teacher Consultant Job Description
Induction Proficiency Rubric
Timeline of Candidate and Teacher-
Consultant Assignments
PPAP Teacher Consultant MOU
edTPA and CalTPA Resources
Candidate Placements
Poway Continuum of Teaching Standards
Snapshot of MyConnect/Canvas resources
for Choice PD
Sample of available PUSD Virtual PD
Welcome and Orientation PowerPoint
Welcome with Superintendent and District
Leadership
Candidate Mid and End of Year Surveys
Program Completer data

Interviews Conducted

Stakeholders	TOTAL
Candidates	49
Completers	47
Employers	17
Institutional Administration	11
Program Coordinator	1
Mentors	6
Human Resource Technicians	2
Governance Board Members	5
TOTAL	138

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 Poway Unified School District (PUSD) is located in northern San Diego County, California and operates 25 elementary schools (K-5), one elementary and middle school combination (TK-8th), six middle schools (6-8), one continuation high school, five comprehensive high schools (9-12), and one adult school. Twenty-six schools are located in the city of San Diego: twelve schools in the city of Poway. The district serves approximately 36,000 students and is the third largest school district in the county. PUSD is organized into four branches: 1) Business Support Services; 2) Learning Support Services; 3) Technology and Innovation; and 4) Personnel Support Services. Below are some facts about PUSD.

District Snapshot

Established - 1962
Geographical Size - 100 sq. mi.
Number of Students (2019-20) - 36,564
Size in San Diego County - 3rd largest
Size in California - 21st largest
Number of Regular Employees - 4,490
2019-20 General Fund Budget - \$405 million

Students Served

TK-12 - 36,564
Adult Education - 1,012
Career Technical Education - 14,234
Extended Student Services - 4,449
Preschool – 1,100
Languages Spoken - 90

Education Unit

The Poway Teacher Induction program is a component of the Poway Professional Assistance Program (PPAP) under the division of Personnel Support Services. Poway Unified School District offers an accredited Teacher Induction program (General Education and Education Specialist) within the Personnel Support Services division. Poway Unified School District's Commission approved professional preparation program includes teacher induction for both:

- General Education (Multiple and Single Subject)
- Education Specialist

Poway's Induction program is a single district program, approved through the California Commission on Teacher Credentialing (CTC). The program is designed as a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the first year of teaching for eligible candidates holding a preliminary teaching credential.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction	49	93

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. Within this setting, 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 Design

As evidenced by the *Program Summary* and *organizational chart*, Poway Unified School District’s Induction program is under the supervision of the associate superintendent of Personnel Support Services (PSS). The Induction program is a single-district program and is part of a larger teacher professional growth system within the school district known as the Poway Professional Assistance Program (PPAP). PPAP (including Induction) is directly supervised by the program coordinator, who is guided and supervised by the director of human resources and the PPAP governance board. The PPAP governance board includes both administrative and teacher stakeholders. The PPAP utilizes full-time release teachers as mentors known as PPAP teacher consultants.

PPAP has established systems of communication to guide and govern the program, and carryout program procedures. Because Induction program tasks and procedures span between Human Resources (Personnel Support Services) and Learning Support Services, PPAP has both associate superintendents as members of the governance board. The board meets multiple times throughout the year. Other systems of communication that PPAP has in place include: program coordinator and teacher consultants weekly meetings; site administrator communication; and program coordinator participation in regional Induction meetings and institution of higher education advisory boards.

PPAP provides a single-district, two-year job embedded system of mentoring, support and professional learning. Under the direct supervision of the program coordinator, PPAP utilizes full-time release teachers known as teacher consultants as their mentor teachers. Mentors provide 1:1 mentoring focusing on the Individual Learning Plan (ILP) goal and “just in time” support. A site administrator commented in interviews, “Coaches serve as models for inquiry and keep us grounded, they are a wealth of knowledge”. As documented on *PPAP’s Mentor Assignment Table*, mentor/candidate assignments occur within the 30-day timeline. Mentor/candidate interactions are documented on a program *Collaborative and Reflection Log*. Prior to establishing the Individual Learning Plan (ILP) goal, the candidate examines and reflects on their practice utilizing the *Poway Continuum of Teaching Standards* (aligned to the CSTPs) and their *University Individual Development Plan* (IDP). Each year of the program, candidates are observed and provided with feedback from their mentor multiple times throughout the year, and candidates are able to observe an expert colleague. These practices are recorded on the program documents, as well as discussed during the site review interviews. Candidates expressed that mentors assisted them in remaining focused, offered practical guidance as well as assistance on the ILP, and overall felt supported by having a mentor they could call on at any time.

As evidenced by the *Program Summary, Instructional Personnel Table, List of Resumes, and Published Experience and Qualifications Requirements*, PPAP meets the Induction program standards qualifications to become a mentor. PPAP hires full time release teachers as mentors. To become a mentor, the teacher must be observed and interviewed as part of the selection process.

Mentors receive weekly training that covers program collaboration, program operations and mentor professional development. An overview of the weekly meeting topics is documented on the *Coach/Mentor Training Material* table. Mentors also develop a learning goal and action plan based on the Continuum of Mentoring Practice. During the site visit interview, mentors shared they have received relevant professional development over the last year as they have had to navigate remote learning and coaching. Mentors receive ongoing feedback from the Director of Human Resources and the program coordinator.

Mentors work collaboratively to support their assistance to candidates. During weekly meetings, coaching themes are touched on and revisited. As discussed with the program coordinator, moving forward, the program will focus on a more systematic approach to providing ongoing mentor-coaching (skills) training per year, in a sequential manner to support mentors’ different needs and levels of understanding, with the intended outcome of deepening mentors’ understanding and applied knowledge as evidenced in their coaching practice and documents.

PPAP ensures stakeholder input through direct communication and surveys. PPAP conducts both mid-year and end of year surveys from various stakeholders (site administrators, mentors and candidates), as well as receives direct input and feedback through governance board meetings and weekly team meetings. As evidenced by their state and local program evaluation

data, PPAP has summarized the program modifications based on data onto an *Analysis of Assessment Data and Modifications* table.

PPAP has an established system for assessing the quality of services. As described in the *Program Summary* and through interviews with key personnel, various components of the program and assessment data is reviewed and analyzed by the program coordinator and team of mentors on an ongoing basis. Results and recommendations are identified and shared with the Director of Human Resources and the PPAP governance board, who provide additional input and recommendations for continuous program improvement.

As evidenced by the *Program Summary, Accreditation Site Visit Website-Modifications Link, and interviews*, PPAP has systematically documented their modifications based on analysis of their program, feedback and recent circumstances (i.e., distance learning and mentoring, Governor's Executive Order). In 2019-2020, the PPAP team facilitated a "deep dive" to review requirements to streamline the program. A major modification for the program occurred in February 2021 with the revision of the ILP. Current candidates had the option to use the revised ILP during their 2nd ILP Cycle. Candidates stated during interviews that the revised ILP "fits their learning needs better" and will "directly impact" their teaching.

Course of Study (Curriculum and Field Experience)

As evidenced by the February 2021 revision of the *Individual Learning Plan (ILP)*, PPAP has created an Induction program standard aligned document and process. As compared to PPAP's original document and process, that included steps outside of standard language, the February 2021 ILP revision clearly provides a roadmap for the candidate and mentor to collaboratively work together and meet each of the Induction program standard 3 requirements. Candidates participate in 2 cycles of action research per year based on the California Standards for the Teaching Profession (CSTP).

During the interview process, the program coordinator confirmed that the February 2021 ILP revision will be fully implemented in the 2021-2022 school year. They will continue to receive feedback from the revised ILP after using it for Cycle 2 this year and make the needed adjustments to begin 2021-2022.

PPAP adheres to Precondition 4, the ILP must be created within the first 60 days of enrollment. The program coordinator monitors the ILP development date within their learning management system, *My Connect Management System*. To begin the ILP development process, the candidate records and/or links directly on the ILP document the mentor and site administrator input, teaching context information, university Individual Development Plan (IDP) identified areas of focus, and PUSD Continuum Self-Assessment results. This gathered data assists in the development of the ILP SMART goal. Once the SMART goal is established, measurable outcomes are determined, and an action plan is created. The action plan consists of research, implementation, reflection and next steps. Once Cycle 1 concludes, the candidate completes further reflection, and then repeats the process again for Cycle 2.

PPAP provides candidates with a variety of professional development opportunities. Candidates receive a half-day substitute release to observe a colleague and have the opportunity to participate in PPAP offerings, district Teaching Learning Cooperatives (TLC), district professional development opportunities, as well as offerings from the San Diego County Office of Education. In addition to these options, the ILP states under the *Action Plan* section, additional acceptable forms of professional learning. One program completer stated during interviews, “the program has impacted my teaching by showing me the value of collaboration”.

PPAP mentors meet with their candidates for at least one hour per week. A candidate commented during interviews, “my mentor gave me amazing support. I don’t know what I would have done without her.” It is through these meetings that the mentors assist with the ILP process. The mentor provides assistance and guidance to develop the goal and then regularly reviews the ILP throughout the cycles. Once a cycle is completed, the mentor assists the candidate in analyzing their impact and reviews evidence towards their goal. In addition to their direct assistance and guidance on the ILP document, mentors observe their candidates multiple times throughout the year providing feedback. During the site interview process, candidates shared that mentors have provided “practical” and “constructive” feedback assisting them to grow.

Assessment of Candidates

As evidenced by several program documents and processes, candidates have several touch points within the two-year program to receive feedback and status updates towards their completion of the program. Candidates receive ongoing feedback from the program through observations, logs and ILP feedback. Formal mid-year and final portfolio reviews are conducted using the *Induction Proficiency Rubric*. The learning management system, *My Connect*, is used as an electronic portfolio for the program coordinator to monitor progress. An *Induction Completion Form* is utilized to record formal mid-year and final portfolio review findings and inform the candidate of their status.

Once an *Induction Completion Form* has been completed by the mentor, marking all requirements have been met, program administration verifies the candidate has met all requirements and qualifies to be recommended for the clear credential. A human resources technician will then complete the recommendation process with the CTC.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, district leadership, site administrators, human resource technicians, governance board members, and Induction program leadership the team determined that all program standards are **met** for the Teacher Induction program.

INSTITUTION SUMMARY

The Poway Unified School District (PUSD) supports a high-quality teacher induction program that supports and guides new teachers as they enter the profession. A strength of PUSD is the collaborative relationships, between mentors with candidates, mentors with site administrators, site administrators with the program coordinator, and the governing board. These relationships and the intentional collaboration are highly valued by all stakeholders and this is what sets Poway’s Induction program apart. Under the leadership of the Superintendent, it is evident that there is an articulated vision, “To create culture and conditions to empower world-class learners”. The Superintendent iterated this vision in the team welcome. Stating, “This is our North Star, it is what guides the work that we do. Our goal is to empower teachers to empower students.” This culture is cultivated and maintained through an openness to program improvement and growth with the ultimate outcome to impact teacher and student success. As one site administrator stated: “The work between the beginning teacher, teacher consultant, and site administrator are all aligned to district and site initiatives, we are on the same page”.

COMMON STANDARDS FINDINGS

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

The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Poway Unified School District has an articulated vision, “To create culture and conditions to empower world-class learners”. The Superintendent iterated this vision in the team welcome. Stating, “This is our North Star, it is what guides the work that we do. Our goal is to empower teachers to empower students.” A strong leadership team consisting of Associate Superintendent of Personnel Support Services, Director of Human Resources, the PPAP program coordinator, and the six full-time release teacher consultants actively implement this vision in addition to the Poway’s PPAP Governing Board. Interviews validate the long-standing relationship with years of trust-building and collaboration between the district and the PPAP Governing Board contributes to the success of the program. This unique partnership supports the common goal of ensuring that beginning teachers are well prepared with high expectations for teacher support. The concluding comment from the Superintendent honors this collaborative relationship, “PPAP and Induction-we all want what is best for our teachers and for them to be successful for student success.”

The Induction program is designed as a single district, a two-year job-embedded system of mentoring, support, and professional learning and is part of a larger teacher professional growth system which includes Peer Assistance and Review (PAR). Poway’s Induction mentoring model uses full-time release teacher consultants to provide standards-based feedback and reflection. Mentors are selected through an application process that includes, observed teaching, an interview that includes PPAP governance board members, the program coordinator, director of human resources, and selected site administrators. To further support

the districts’ initiatives of equity and inclusion, intentional recruitment efforts are being considered in the application process for mentors and beginning teachers in support of diversity and excellence.

Poway’s Continuum of Teaching standards are aligned with the California Standards for the Teaching Profession, are job-embedded, and are used to provide formative feedback. There is a close relationship between the beginning teacher candidate, mentor, and the site administration. “We narrow the voices and speak the same language when working with our teachers”. Mentors and candidates maintain “Collaboration and Reflection Logs” used to provide both direct and “just in time” support. Candidates, with the support of their mentor, self-assess their practice at the beginning and end of each year of their induction program to measure their growth over time. Several candidates shared the following, “The new ILP seems to match up better with what I’m trying to do - A natural fit”, another commented, “Cycle two is far more relevant to my teaching practice”. Interviews verify the option of choice in their professional development (PD) selection as it relates to their self-chosen ILP goals. Candidates report they are well supported by their mentors, the program coordinator, and colleagues at their sites. Interviews indicate that the program works collaboratively with the PPAP governance board, responsible for overseeing and monitoring the program, to ensure program quality, in meeting the needs of all teacher candidates. Documentation and interviews confirm that the program is well supported by district and site leadership. The program coordinator participates in regional induction director meetings, and evidence reveals the collaboration with institutions of higher education in supporting teacher candidates with the additional clear credential requirements of the Reading Instruction Competence Assessment (RICA) and/or performance assessments of (EdTPA or CalTPA). Candidates utilize the MyConnect/Canvas Learning Management System to document evidence within the ILP, portfolio, and the Poway Continuum of Teaching Standards in correlation with the CSTPs. After the program coordinator and director verify that the candidate has met all program requirements, the human resources technicians submit the credential recommendation to the CTC.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Poway Unified School District has a well-established process for identifying all teacher candidates that are eligible for induction. Human resource technicians analyze each beginning teacher’s credential to determine the individual requirements. Beginning teachers complete an Induction Eligibility form, that notifies the teacher candidate of their responsibility to enroll in an Induction program. The Induction Eligibility form is provided to the PPAP Induction program coordinator who verifies information and confirms eligibility for participation in addition to monitoring the candidate's assignment.

Candidates are eligible based on the following:

- Hold a Preliminary Multiple, Single Subject or Education Specialist Credential
 - Have less than two years of contracted teaching experience
 - Be employed as a full-time contracted teacher of record in PUSD, K-12
 - Teaching in the credentialed area
 - Teaching a minimum of two sections in a curricular area
- Teachers hired after the start of the year or contracted part-time will be considered based on the above criteria and program availability
- Substitute and impact (hourly) teachers are not eligible for Poway's Induction program

Interviews acknowledged that the district is moving forward in a purposeful recruitment process to diversify the educator pool and will be more intentional as they recruit both mentors and new teacher candidates, ultimately, mirroring the students they serve. Onboarding new teacher candidates and new administrators is a collaborative process and reinforces the Poway partnership culture. The value of retaining high-quality teachers was mentioned in several interviews and one that the PPAP program cultivates. During the site administration interviews, it was discovered that half of the site administrators were in the PPAP program as teachers. One site administrator commented, “We grow our own. We build young minds of the future, and support them in going into other leadership roles within our district”. All Induction candidates attend an induction orientation meeting where they receive program information and requirements. They complete a Participating Candidate Agreement for official enrollment. This agreement confirms the candidate understands the expectations and accepts the conditions for participating in the Poway Teacher Induction program.

Interviews affirmed that the induction program coordinator oversees the day-to-day activities of the program. The program coordinator monitors the support provided by the mentors to the candidates. Through the MyConnect system, teacher candidates have access to all program requirements and submit evidence to demonstrate growth on the Poway Continuum of Teaching Standards, correlated to the CSTP’s. Progress is monitored through the system, with multiple opportunities to provide feedback. teacher candidates struggling to meet the program requirements, meet with the program coordinator and their mentor to make a plan for additional assistance. To further support teacher candidates, extensions are granted on a case-by-case basis and there is a clearly defined grievance process for candidates and applicants.

Culminating evidence along with the Induction program portfolio is used by the program to verify completion of program requirements. Teacher candidates who have completed all requirements of the Induction program will be recommended for a clear credential by the human resources technicians.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

PUSD’s Induction program (PPAP) is designed as a single district, two-year job-embedded system of mentoring, support and professional learning. All Induction eligible candidates must attend an orientation meeting where candidates officially enroll by completing the Participating Teacher Agreement. From there, the ILP determines the course of study for the candidate within a planned sequence of experiences. The ILP focuses on a (SMARTe) goal that is individualized to the candidate based on patterns that emerge in the self-assessment of practice, site administrator and mentor input, the university IDP and context of teaching practice as verified in interviews. The action plan in each cycle determines the professional development the candidate engages in. Candidates indicated in interviews that the choice of professional development is “mentor guided, but self selected.” Both current candidates and recent completers identified the observations of other teachers and post observation conversations with mentors as very valuable components to the planned sequence of experiences. Candidates develop a portfolio to demonstrate application of the teaching standards and verification of program completion. An end of year culminating activity wraps up the year. A candidate shared in interviews he was looking forward to the culminating activity because it is an opportunity “to show how much he has grown”.

The induction program monitors the candidate’s growth through a variety of methods including the Induction Proficiency Rubric, Poway Continuum Self-Assessment of Practice, collaborative logs, mentor observations and surveys as evidenced by a review of documents and verified during interviews. There is a system for tracking progress towards completion which is formalized through utilization of the Induction Completion Form.

The induction program utilizes 6 full-time release teachers as mentors known as PPAP teacher consultants. The mentors provide all support to induction candidates under the PPAP program coordinator. As evidenced by Documentation of Candidate Placements, mentors serve a variety of candidates on their caseload including a mix of multiple and single subject candidates. There

are 2 mentors who serve Education Specialist credential candidates. If mentors are outside of the credential area of a candidate, the mentor or program coordinator organizes additional support such as with a content matched teacher. As discussed with the program coordinator, the program will develop a more transparent and formalized process of additional support clearly communicated to candidates. Mentors are chosen based on an established set of criteria which includes an application, interview, and video of teaching. The interview panel makes the final selection of mentors. New mentors receive initial training by the program coordinator and attend a 4-day county based training. Mentors are orientated to their role through the weekly meetings in a coaching-of-coaches model. Mentors are evaluated by utilizing a Continuum of Mentoring Practice and establishing individual professional growth goals. Interviews verify a formal evaluation is completed by the director of human resources utilizing a video coaching session. The mentors indicated they receive ongoing feedback and coaching by the program coordinator. Candidates and administrators provide evaluative input for mentors through mid and end of year surveys to program leadership.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

PUSD’s Induction program’s approach to continuous improvement includes an ongoing collection and study of data from all stakeholder groups as verified during interviews. These multiple measures are used to assess and provide specific data on the effectiveness of the program, course of study, support services provided and candidate competence. Data sources include program surveys administered to candidate and site administrators, the program completer survey, a mid-year and final review of the portfolio, and PPAP governance board input. The Induction program obtains input from a variety of stakeholders including the

governing board, site and district administration, mentors and candidates through regular PPAP governance board meetings, which also includes opportunities for input from the director of human resources. Additionally, site and district administrators provide feedback through ongoing conversations with mentors and the program coordinator. Mentors also provide input during their weekly team meetings. Candidates have opportunities to provide input through conversations with mentors and program surveys. Additionally, candidates also complete a completer survey once recommended for the clear credential.

Interviews verify the program assessment data is analyzed by the program coordinator and mentors, and recommendations for improvement are identified during weekly team meetings and communication with the director of human resources throughout the year. Results and recommendations for improvements are shared with the PPAP governance board who provide input on additional recommendations for program adjustments or improvement. Interviews with the PPAP governance board members confirm they regularly look at the data and provide input into changes to improve the Induction program’s effectiveness. PPAP governance board members commented “it is a continuous improvement process to make it better for everybody”. The program developed an Induction Program Analysis of Assessment Data and Program Modifications document which clearly outlined the utilization of data to determine modifications to the program over the past 3 years.

With the goal to continue to strengthen and streamline the program, significant changes were made to the ILP in the 2020-21 year with guidance from the PPAP governance board. This modification is already making an impact on candidate’s experiences in the program while more aligning to standards. One candidate expressed she is “appreciative of the change because it is more inclusive.”

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The PUSD Induction Program (PPAP) ensures candidates meet the Commission adopted competency requirements as specified by the program. Each candidate is required to provide evidence of the knowledge and skills necessary to effectively teach all students through the ILP process. An example of one tool used is the PUSD Continuum Self-Assessment of Practice which is a component of the ILP. The program monitors candidates throughout the year using a rubric to assess candidate's progress towards completion. Interviews affirmed the program supports candidates in knowing and utilizing the state adopted content standards in their classroom through the ILP process. A candidate shared he focused on writing standards in his ILP and then moved to math in his second year to "analyze his teaching" in another content area.

Poway's Induction program has a positive impact on teaching and learning in schools that serve California's students as evidenced in multiple measures used by the program to ensure this positive impact. For example, every year, teachers who complete the Poway Induction program take a CTC program completer survey. In 2019-2020, an average of 67.4% of candidates indicated the program was "Very Effective" at helping the candidate develop the skills, habits, or tools needed to grow their teaching practice. A program completer stated that participating in the program "helped them develop the habit of reflection" which she applies after each lesson. Another completer indicated the program taught her "the value of collaboration". District leadership noted the induction program has provided a district wide systemic structure of support by "forging connections among site administrators, teachers, and consultants to problem solve student needs."

There is evidence the intensive, individualized support and mentoring offered to candidates through the induction program has a direct impact on their continuation in the teaching profession. After 5 years, 77% of the teachers supported through the program are still employed in Poway Unified School District. Additionally, one completer indicated that it was his mentor that "saved him from quitting teaching."