

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Institution	Anaheim Union High School District
Date of Review	April 26, 2019

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original Common Standards document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website in preparation for the 2019-20 Site Visit.

Standards Found to be Preliminarily Aligned	
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General Comments: *Organization of the website its evidence was such that reviewers were unable to find elements of the common standards.*

Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support Educator Preparation	1. create and articulate a <i>research-based vision</i> of teaching and learning 2. collaborate with colleagues in P-12 settings, college and university units and members	1. incorporate research-based vision 2. agendas and minutes for Advisory Board and Leadership Team meetings; identify IHE participants	1. AUHSD's Evidence-based vision 2.
Standard 2: Candidate	1. provides the <i>support</i>, advice, and assistance to promote their successful entry	1. Please clarify how new hires are made aware of	At the point of hire, new teachers are asked to fill out a Program Placement

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Recruitment and Support	2. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	the induction program and include a list of personnel positions assigned to supporting, advising, and placing candidates 2. Please clarify the process used prior to the appeal process	Form which provides the district with the information as to whether or not the teacher is a Candidate for Induction. Along with notifying the Induction Candidate, HR notifies the Induction Coordinator who begins the process of assigning a Mentor to that Candidate. The Induction program is housed in the Educational Services Division under the supervision of the Assistant Superintendent of Education Services and the Director of Innovative Programs and Cambridge Virtual Academy, along with the support of the Induction Leadership Team made up of the EL Curriculum Specialist, a part time Induction Consultant, the District Librarian, and a part time secretary. 2. A Candidate is identified as needing special assistance in several ways. Mentors request special help by emailing a member of the Leadership Team and asking for it. Routine observations of Candidates' portfolios by the Leadership Team recognizes the needs of the Candidates and recommendations are made to address these needs. Additional time, depending on special circumstance, is given to those Candidates requiring it. Recommendations are routinely addressed at Induction meetings as
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			well as the examination of portfolios which give indications of additional support needed.
Standard 3: Course of Study, Fieldwork, and Clinical Practice.	1. 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.	1. List of professional development opportunities, agendas, evidence of implementation in the classroom (we think we found this in the PT/MC logs, but is generic, not specific to strategies)	Candidates have opportunities to participate in monthly Reflective Learning Walks PL led by their site's 5C Coach (TOSA), where they visit various classrooms and engage in reflective conversations about their Instructional Practice. Other Professional Learning opportunities include Math and Writing Learning Labs where teachers spend a half day observing an exemplar math or English teacher to discuss and reflect on Math Habits of mind or Literacy strategies. EL Shadow Walks provide teacher Candidates an opportunity to shadow an EL over a two-hour period (using the research based EL Shadow Protocol by Dr. Ivannia Soto), discuss their findings, and learn about EL best practices and strategies. These Shadow Walks are facilitated by their site's 5C Coach. During summer of 2020 an email was sent out by the Assistant Superintendent to teachers regarding a PL opportunity to support Virtual Learning. Teachers attended the AUHSD Virtual Training Day 1 and Day 2 sessions to support their work with distance learning.

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Standard 4: Continuous Improvement	- 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. - The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	- What data do you collect and how is it used for continuous program improvement Graphic depiction of the unit assessment system including the roles of responsibilities of personnel in the unit and programs. -Annotated list of data sources included in the assessment cycle, including those submitted in annual data reporting and those that aren't. (Induction Assessment Cycle Schedule is a partially annotated list of data sources) -Multi- year unit assessment cycle schedule specifying the unit assessment activities; when they occur, and who is responsible for collecting, analyzing, and determining modifications.	1 Data is collected through periodic <u>surveys to Candidates, Mentors, and Administrators</u> to address both the needs of the stakeholders and the strengths and challenges of the program. The Leadership Team meets on a regular basis to examine <u>the data</u>, and make recommendations based on that data. Data is also collected via individual emails as well as at Induction meetings. 2. The roles of the Induction personnel are as follows: 1.Housed in the Ed Division under the supervision of the Asst. Supt. Of Ed Services who oversees Induction 2. The Director of Innovative Programs and Cambridge Virtual Academy oversees the day to day operations, assists in matching Candidates and Mentors, approves the day to day implementations of the program. 3. The English Learner Curriculum Specialist and the part time Induction Consultant actually implement the day to day procedures. These include the examination of portfolios, input to Candidates, establish agendas, organize, and run Induction meetings, assist with matching Candidates and Mentors, create and collect data from surveys, analyze data collected and plan
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		-Survey Data including CTC sponsored surveys as well as local survey data and/or exit interview data as appropriate (we are unable to find the actual data from candidates, only mentors)	accordingly. The program also has the support of a part time secretary.
Standard 5: Program Impact	1. The <i>institution</i> ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all <i>students</i> in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. 2. The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California's students.	1. Mentor and site administrator input regarding skills and knowledge; evidence of growth on the CSTP	1. Mentors continuously review Candidate's portfolio to ensure that the CSTPs are being addressed as evidenced by <u>the ILP</u>. They review student evidence with their Candidates. Together they determine ways to address the challenges that face the Candidate and reflect on the progress made as a result of their efforts. Site Administrators are included in a triad meeting between Candidate and Mentor to ensure that the CSTPs are being addressed at the start of the ILP. Administrators sign an <u>MOU</u> which clarifies their role in the Induction program and explains their responsibilities.