

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Anaheim Unified School District	Program	TEACHER INDUCTION
Date of Review	October 2018		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). 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 program review document and feedback from the program reviewers. Please do not resubmit your response to the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	
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General Comments:

- Consider updating terminology to reflect 2016 Induction Standards (Participating Teachers > Candidate; Mentor Coaches > Mentors)
- Page 9 of the Induction Handbook references additional requirements for holders of Education Specialist credentials. 2016 Induction Standards now are for “Teacher Induction” with a single set of requirements for all holders of preliminary credentials.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Purpose	Provide clarification/evidence for the following: How does AUHSD’s program build on candidate knowledge and skills gained during the Preliminary Preparation Program?	At the first Candidate/Mentor meeting, the TPAs and TPEs are discussed and Mentors are trained to individualize their support based on the Candidate's needs. This is done through one on one meetings between candidates and their Mentors as is prior experience in the classroom. Mentors additionally do an informal observation of the Candidate’s teaching and meet to discuss the agreed upon strengths and

		challenges of the Candidate. Mentors evaluate growth, using the lens of the CSTPs throughout the process.
Standard 2: Components of the Mentoring Design	Provide clarification/evidence for the following: What is the theoretical/research basis for the mentoring design? How does the Course of Study provide multiple opportunities for the candidate to demonstrate growth on the CSTPs?	AUHSD uses a number of resources to ensure that best practices are utilized when training mentors. These include <i>Being an Effective Mentor</i> by Kathleen Feeney Johnson, <i>Peer Coaching</i> by Pam Robbins, and <i>The 21st Century Mentor's Handbook</i> by Paula Rutherford. Opportunities for candidates to show growth in the CSTPs, are provided over the course of the program. Candidates record their reflections on their teaching and provide student evidence and other data to corroborate their findings on their ILPs and on their Mentor/Candidate logs. Portfolios are examined by Mentors and Induction staff and feedback is given in order to further growth.
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Provide clarification/evidence for the following: How does the ILP Template provide the roadmap for candidates' Induction work during their time in the program along with guidance for the mentor in providing support? (Reviewers were unable to access Candidate Professional Growth Goals/CSTP Elements link in the ILP Template). How does the ILP include planned opportunities for the candidates to reflect on progress and modify the ILP as needed? How does the mentoring process support each candidate's consistent practice of reflection on the effectiveness of instruction,	Candidates and Mentors learn how to develop meaningful essential questions based on the CSTPs by attending Induction meetings held by the Induction staff. Additional information on how to construct a meaningful ILP, along with a sample ILP, can be found in the Induction Handbook, An action plan is conceived and implemented and the analysis of student evidence allows the candidate to reflect on whether the strategies that were used were successful and met the needs of all students. Candidates are instructed to provide evidence of their growth in the CSTPs in the reflections recorded on their ILP. Adjustments to lessons are made whenever necessary to ensure that the needs of all students will be addressed. These adjustments are designed based on evidence collected from their SP Ed and ELL populations which Candidates are following along with Regular Ed students. Throughout the Induction program Candidates are asked to select a Sp ED student and

	analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction?	an EL student to follow when they are planning, designing, and implementing their lessons. Student evidence is examined to determine whether or not efforts were successful.
Standard 4: Qualifications, Selection and Training of Mentors	Provide clarification/evidence for the following: How does the program provide ongoing training and support for mentors that includes the elements referenced in this standard?	Mentor meetings are held both jointly with Induction candidates and also exclusively so that there is ongoing training <u>(agendas)</u> . Feedback is provided by Induction staff via emails and personal one on one interaction to provide additional support. Additional resources for Mentors to access can be found in the <u>Induction Handbook</u> .
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Provide clarification/evidence for the following: How does the program assess candidate progress towards mastery of the CSTPs? (How does the portfolio show the professional growth of the Candidates on the CSTPs?) How does the documentation of candidate progress reflect the learning and professional growth goals indicated within the ILP? What is the procedure for candidates to repeat portions of the program, as needed?	Candidates' portfolios are examined regularly by both Mentors and Induction staff. Feedback is given via emails, meetings, or one on one conversations. Candidates are asked to tie their essential questions to the CSTPs <u>(sample ILP)</u> . At the completion of Candidates' Action Plans, they are asked to address their growth in the CSTPs, citing evidence, in their ILP Reflections. Reflections of growth may also be found recorded on the <u>Candidate/Mentor log</u> . Candidates are also required to post at least <u>two videos</u> of their teaching showing interaction with their students. Student evidence is also posted in the portfolios which again show evidence of Candidate growth as it relates to the CSTPs. Essential questions all center around the CSTPs and are developed based on conversations with Mentors. Candidates focus on all of the CSTPs over the two year Induction program..
Standard 6: Program Responsibilities for Assuring Quality of Program Services	Provide clarification/evidence for the following:	The program assesses the quality of the services provided by the Mentors through <u>Candidate surveys</u> , conversations, and emails. <u>Candidate/Mentor logs</u> are examined to track

	How does the program regularly assess the quality of services provided by mentors to candidates? How do Induction program leaders provide formative feedback to mentors on their work? What procedures are in place for the reassignment of mentors if the pairing of the candidate and mentor is not effective? How does the program provide a coherent system of support through collaboration, communication, and coordination that includes school and district administrators?	the quality and frequency of interactions between Mentors and Candidates. When portfolios are examined by Induction Leadership and/or staff, Mentors always receive a copy of the correspondence. Mentors are emailed or a member of the Leadership Team meets with individual Mentors to provide necessary feedback. Regular Induction Mentor meetings continue to provide training to ensure the quality of services provided. <u>Surveys</u> are taken by both Candidates and Mentors to determine Mentors' strengths and challenges. It is one way to communicate their needs. The Induction staff and Leadership Team tries to embed quality training in their Induction <u>meeting agendas</u>. If a problem arises where it is necessary to reassign a Mentor, there is a <u>form in the Induction Handbook</u> for the Candidate to submit. Candidates can also bring their concerns to any member of the Induction Staff and their request will be considered. At the beginning of the school year, there is a <u>triad meeting</u> between the site administrator, the Candidate, and the Mentor to align site goals with those of Induction. The Induction program includes school and district administrators on its Advisory Board where they are made aware of Induction practices and goals. Administrative Surveys are conducted to be sure that site goals and Induction goals are meeting the needs of all students.
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