

**Recommendations by the Accreditation Team and Report of Findings of the  
Provisional Accreditation Visit for Professional Preparation Programs at**

**Huntington Beach Union High School District**

**Professional Services Division**

**May 2025**

**Overview of this Report**

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

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

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction 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  
Provisional Site Visit Team Report**

**Institution:**                   Huntington Beach Union High School District

**Dates of Visit:**            **March 17-19, 2025**

**Accreditation Team Recommendation: 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 provisional 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 preconditions have been determined to be aligned.

Program Standards

All program standards for the Teacher Induction Program were **met**.

Common Standards

All common standards have been 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 institution's response to the preconditions be accepted.
- Huntington Beach Union High School District be permitted to propose new credential programs for approval by the Committee on Accreditation once the Commission advances the institution from provisional approval to full approval status.
- 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:

Valerie Saylor  
Bakersfield City School District

### Programs Reviewers:

Kim Nguyen  
Milpitas Unified School District

### Common Standards:

Dr. Cristina Stephany Ed.D.  
Palos Verdes Peninsula Unified School  
District

### Staff to the Visit:

Dr. Tim Weekes Ed.D.  
Commission on Teacher Credentialing

## Documents Reviewed

Precondition Responses  
Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Induction Handbook  
Canvas Gradebook (Coaches and  
Candidates)  
Candidate Advisement Materials  
Accreditation Website  
Coach Application  
Candidate Files  
Individual Coach Plan (ICP)  
End of the Year Wrap  
Survey Results

Observation Template  
Accreditation Data Dashboard  
Professional Development Materials  
Coach Training Materials  
Coach Weekly Logs  
Summative Review Presentation Template  
(Slide Deck)  
Advisory Board Meeting Agendas  
Orange County Induction Network (OCIN)  
Agendas  
Individual Learning Plan (ILP)  
Individual Learning Plan (ILP) Rubrics  
Annual Growth Goals of Inquiries  
Digital Reflection  
Accreditation Data Dashboard

### Interviews Conducted

<b>Constituencies</b>	<b>TOTAL</b>
Candidates	20
Completers	14
Coaches	14
Employers/Principals	7
Institutional Admin	3
Program Coordinators	2
Credential Analysts & Staff	3
Advisory Board	9
Collaborative partners	5
Curriculum Facilitators	7
<b>TOTAL</b>	<b>84</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**

Huntington Beach, California is located 35 miles south of Los Angeles and 90 miles north of San Diego. The city is known for surf beaches, such as Huntington City Beach, with its long Huntington Beach Pier and the International Surfing Museum. Additional highlights include Huntington's 356-acre Central Park and the Bolsa Chica Ecological Reserve wetlands and dunes which shelter hundreds of bird species. According to the 2023 US Census Bureau, the city population is approximately 192,130 and has been slowly decreasing since 2016 (200,580). Huntington's population consists primarily of those who identify as White, Hispanic, and Asian.

Huntington Beach Union High School District's (HBUHSD) office is located in the northern part of the city near the border of the city of Westminster. There are nine schools serving approximately 15,000 students enrolled in HBUHSD: six comprehensive high schools (Edison, Fountain Valley, Huntington Beach, Marina, Ocean View, and Westminster), one continuation school (Valley Vista), one alternative school (Coast), and the Huntington Beach Adult School. According to the 2024-25 LCAP survey, student ethnicities were reported to be 32% White, 31% Hispanic, 29% Asian, 5% 2+ races, 2% Other, and 1% Filipino. In addition, 52.2% of students are identified as low-income and 9.8% are English Learners. The HBUHSD offers a wide variety of educational opportunities to its students. Programs include the Academy for the Performing Arts (APA), Advancement Via Individualized Determination (AVID), Center for International Business and Communication Studies (CIBACS), International Baccalaureate (IB), Model United Nations (MUN), and 36 CTE Pathways. HBUHSD has gained notoriety for providing a full spectrum of special programs and alternative settings for students with Individualized Education Plans (IEPs). With programs like the Special Abilities Cluster (SAC), Pathways, and Endeavors, students with special needs have the opportunity to receive instruction in accordance with their individual needs and participate in many of the activities a comprehensive school site has to offer. Through their collaborative relationship with Coastline College, Golden West College, and Orange Coast College, HBUHSD students can earn college credits through Concurrent and Dual Enrollment, for free. Courses are offered during summer, fall, and spring, in-person, and asynchronously online.

## **Education Unit**

Huntington Beach Union High School District is a high school district that matriculates students from four main feeder districts in surrounding areas, as well as several private schools. The HBUHSD Teacher Induction Program began seeking accreditation from the Commission in 2021. Through the collaboration of numerous constituents and the consistent reviewing of data, HBUHSD Induction has grown into a supportive, collaborative, reflective, and innovative new teacher support program.

The Board of Trustees and the Superintendent sit atop the organizational structure and ensure the unit has sufficient levels of oversight and resources needed to sustain the Teacher Induction Program. The Assistant Superintendent of Human Resources, assisted by the Credential Analyst, hires new teachers and coaches and submits recommendations for Clear Credentials once all requirements for the Induction program have been completed. The Executive Director of Curriculum, Instruction and Categorical Programs provides support to the Induction

Coordinator, who is responsible for collecting and sharing data, reviewing and auditing the Individual Learning Plans (ILP) and Individual Coaching Plans (ICP), planning professional development opportunities for candidates, and ensuring that state standards are being met within the program. The HBUHSD Induction program also has an Advisory Board consisting of coaches, administrators, a university representative, and a program completer who is currently employed with HBUHSD. It meets approximately 4 times a year virtually to review data, consider applications from Early Completion Option (ECO) candidates, and troubleshoot any issues/concerns that may arise with the program. Induction Coaches provide feedback on various surveys, support teacher candidates, and attend professional development (PD) throughout the year. The Curriculum Facilitators provide additional support for the teacher candidates and help to plan their professional development.

The HBUHSD Induction program offers all its content, such as orientations and professional development through an in-person delivery model. If someone is unable to attend, a make-up meeting, also held in person, is scheduled with the Induction Coordinator. HBUHSD Induction currently has 18 coaches supporting 22 teacher candidates. Coaches are matched with their candidates during the first 30 days of a teacher candidate enrolling in the program (teachers begin enrolling at the beginning of August and are typically matched by the middle of August). Of the 18 current coaches, only four are not actively teaching in the classroom: one is retired, one is the Educational Technology Coordinator located at the HBUHSD District Office, one is a teacher within the Adult Transition Program (ATP) who travels to many sites within the district, and one is the Induction Coordinator who is also located at the District Office.

**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2022-23)</b>	<b>Number of Candidates Enrolled (2023-24)</b>
<b>Teacher Induction Program</b>	24	17

### **The Visit**

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

## **Provisional Site Visit in Stage V of Initial Institutional Approval**

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. The team makes decisions on all Common and applicable Program Standards as well as an Accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved programs, in this case, Teacher Induction, are in their fourth year of operation .

### **PRECONDITION FINDINGS**

After review of all relevant preconditions for this institution, all have been determined to be met.

### **PROGRAM REPORTS**

#### **Teacher Induction**

##### Program Design

The Huntington Beach Union High School District (HBUHSD) Teacher Induction Program is a component of the district's Educational Services Department. The Executive Director of Curriculum, Instruction and Categorical Programs is responsible for the effective operation and organization of the HBUHSD Teacher Induction Program. Daily operation of the Induction program is the responsibility of the Induction Coordinator who regularly communicates with district administration as well as curriculum facilitators to seek continued program improvement. The Induction Coordinator regularly communicates with the Advisory Board, coaches, and candidates.

Meeting the needs of the program regarding personnel, fiscal resources, as well as overall structure of the program is the responsibility of the Human Resources Department. HBUHSD's Assistant Superintendent of Human Resources plans, organizes, and reports the needs and interests of the program to the HBUHSD's Superintendent. In addition, the Assistant Superintendent of Human Resources is the main point of contact for the Commission and is responsible for providing reports, information, and communications. The Assistant Superintendent makes recommendations for all program completers to the Commission for their appropriate clear credentials.

Interviews and reviews of documents confirmed that the program communicates with constituents through multiple means. The Advisory Board consists of the induction coordinator, principals, assistant principals, the Educational Technology Coordinator, a program completer and a university staff member. The Advisory Board is scheduled to meet four times a year to review data, make informed decisions, refine the program components and develop professional development plans. The induction coordinator also collaborates with principals on professional development content for new teacher candidates when it is held at their school site. The Induction Coordinator meets in person or virtually with district and site administration on an as needed basis as questions or concerns arise. On a monthly basis, the Induction Coordinator sends reminders, resources, or data reports to the coaches via Google Chat Space. Coaches are invited to use this space to ask questions and share resources that they believe would be beneficial to all. During interviews coaches stated that they appreciate this space

where it gives opportunities to address whole group questions and individual needs. This regular communication links to important documents that keep all program participants informed and on track during the inquiry cycle process. In addition, during interviews, induction coaches shared that the Induction Coordinator visits school sites often to check in and follow up on inquiry questions and responds immediately to program questions.

The Canvas Learning Management System offers (Canvas) a hub for candidates and coaches to locate artifacts (e.g., calendars, resources, assignments), give feedback, and determine completion of all program requirements. Canvas offers a one-stop shop with clear expectations and extensive resources. Coaches are in the same Canvas course as candidates so they are able to stay in alignment.

The HBUHSD Induction program matches teacher candidates with coaches within the first 30 days of enrollment and highly prioritizes a match based on credential-type. All Induction coaches are provided with the HBUHSD New Teacher Induction Handbook and Coach Connections Guidebook during orientation. These documents outline the specific roles and responsibilities of a coach. Interviews with the induction coaches confirm that this all occurs at the beginning of the year, during Orientation. Approximately one month into the school year, coaches meet together again for professional learning. During the first meeting, coaches create their Individualized Coaching Plan (ICP) that documents their Coaching Growth Goal for the year. Coaches update, review, provide evidence, and reflect on their ICPs throughout the year, and the Induction Coordinator gives feedback on the coaches' growth via comments in Canvas. Additionally, coaches receive feedback via email from the Induction Coordinator upon completing their notes after observing their candidates. Furthermore, coaches provide peer feedback by observing each other coaching their teacher candidate. As part of their ongoing training, coaches participate in monthly professional development opportunities (i.e., technology workshops hosted by Apple, Reflective Learning Walks training hosted by Leverage Learning), where they collaborate with each other and apply their new knowledge to improve and refine their coaching practices. During interviews, one coach expressed her gratitude towards the induction program and stated how she has enjoyed how the program "offers continuous learning" for her as a coach.

All new coaches must submit an application that includes a letter of recommendation from their site supervisor and a current curriculum vitae. Returning coaches submit an end-of-year reflection that also serves as their official request to continue coaching. The Induction Coordinator, the Executive Director of Curriculum, Instruction and Categorical Programs, and the Assistant Superintendent of Human Resources review these applications.

If all applicants meet the criteria, the process for hiring then prioritizes subject area and site. The induction program also looks at the coaching staff as a whole to ensure that there is diversity among the coaches representative of the student population at the school sites. When necessary, interviews are scheduled if there are numerous potential coaches teaching at the same site and in the same subject area. Interviews and documents confirm this process is occurring.



During the first two weeks of September, new and veteran coaches attend an orientation. This session covers program requirements, reviews the GROW (Goal Checking, Reality Checking, Options, and Way Forward) model of coaching that the program follows, and provides opportunities for coaches to discuss and practice just in time support. The GROW model is a coaching framework that helps coaches set goals, solve problems and improve performance. Co-coaching conversation or *cross-coaching* is a coaching approach that the HBUHSD Induction program implements in order to help coaches grow. With cross-coaching, coaches get the chance to see each other in action, ask questions, provide feedback and grow together. Two coaches model a coaching session that is unrehearsed and covers a personal goal for one of the participants. Upon conclusion, coaches share what they observed, ask questions for clarification, and then get the chance to pair up and practice themselves. Some coaches expressed much appreciation for this activity. One stated how beneficial the process was and how valuable it was to get feedback from fellow colleagues. Another expressed how “effective it is to engage in great conversations between professionals and get feedback right away.”

To determine the program’s impact, surveys are administered throughout the year that allow candidates, coaches, and site administrators to provide and share valuable insights and feedback. Each month coaches, candidates, and site administrators provide feedback on program design and needs through the professional learning surveys. Four times a year, after each inquiry, teacher candidates are given a wellness survey to answer questions regarding their wellness on the post-inquiry surveys. The Induction Coordinator reviews all the surveys and disaggregated data and then it is reviewed at the Advisory Board meetings. In addition, upon completion of each survey, the Induction Coordinator analyzes the data and prepares a report to visualize trends. This data is shared with coaches and administrators at least twice during the school year. At the end of the year, the annual data report is shared with all Induction Program participants.

Program completers are given a survey at one, three, and five years after induction to learn how their preparation has assisted them in their teaching duties and continued development as a professional educator.

In the most recent years, one of the major shifts made in the induction program is the development of the induction coach training. During an interview with the previous induction coordinator, in alignment with the adult learning theory and response to the feedback of the coaches end of the year survey, the induction program now offers two choices in their coach development activities. Induction coaches can have a choice of either listening to podcasts or joining a book club to further their learning. The program leads in the belief of “experience as a student, reflect as a teacher” model.

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

On the program enrollment form, candidates are given the opportunity to state preferences for their coach match. The Induction Coordinator also surveys possible returning coaches at the end of the year to learn their preferences for a candidate match. These requests are taken into

consideration when a pair is selected. The Induction Coordinator prioritizes matches of coaches and candidates with like credentials and also considers subject area and site.

Working collaboratively, the coach and candidate develop goals within the context of the Individual Learning Plan (ILP) within the first 60 days of the candidate's enrollment in the program. At the start of the program, all candidates provide the strengths and recommendation(s) for growth as stipulated in their credential program's Individual Development Plan (IDP). Candidates without an IDP, state their strengths and areas for growth based on feedback from a previous evaluation. One candidate in an interview shared an appreciation and noticed the continuation of how the IDP builds on their ILP. Candidates record these strengths and areas for growth on their ILPs. Site supervisors also help to inform the candidate's goals included in the ILP with the understanding that the ILP may not be used for evaluative purposes.

The ILP is focused on the California Standards for the Teaching Profession (CSTPs) and provides a roadmap for a candidate's four cycles of inquiry. The candidate's specific teaching assignment provides the appropriate context for the development of the overall ILP; however, the candidate and the coach may add additional goals based on the candidate's professional interests. For each of the four inquiry cycles, candidates develop a guiding question that they want to explore. This guiding question must be aligned to one of the six CSTPs and, in most cases, to a California Framework standard.

Following each inquiry's exploration phase, candidates create an action plan, implement the plan, and reflect upon the experience. After each inquiry, candidates complete a progress check reflection about how the recent inquiry cycle impacted progress towards their annual growth goal. Throughout the entire inquiry cycle, coaches advise candidates during weekly meetings by identifying professional learning, resources, and support opportunities to assist the candidate's growth. Candidates submit each inquiry cycle to the Canvas learning management system on a quarterly basis so the Induction Coordinator can review and provide feedback in support of the candidate's progress. Many teacher candidates in an interview expressed positive experiences in developing their ILPs. Some shared in developing the ILP with their coaches, it felt safe to take risks and appreciated being able to reflect and not feel alone in the process. One teacher candidate felt like "the ILP document didn't feel like it was just inputting something to complete the assignment, but it felt like a growth document."

At the end of each year, the coach works with the candidate and other induction colleagues to review the observed and documented evidence of growth and development toward mastery of the CSTPs; the candidate's growth is based on the completion of their four Inquiry cycles and the measurable outcomes of growth goals on the ILP.

Each year, candidates develop their annual goals by assessing themselves on the Continuum of Teaching Practice. This assessment is completed again to check for progress after both the second and fourth inquiries. In each inquiry, candidates explore topics of inquiry based on one of the six CSTPs. Candidates document their evidence of implementation and growth toward their goal through the submission of the Post Inquiry Survey that is submitted through Canvas.

The candidate's coach and the Induction Coordinator provide a peer review via the Canvas rubric for each inquiry submission. The Induction Coordinator provides all candidates, coaches, and administrators with a sheet that logs all annual growth goals and guiding questions for their inquiries. This allows candidates and coaches to collaborate on common goals. These continual checkpoints on the ILP are all examples of how the candidate gauges their growth and allows program staff to note where growth has occurred and areas for needed development.

When coaches and candidates engage in discussion about the development of the ILP, the monthly CSTP focus, or annual growth goal progress, coaches record those discussions on their Weekly Coaches Log. At the end of each month, the Induction Coordinator reviews the weekly logs to ensure that the average of 1 hour per week is spent in discussion. In the 4th quarter, an assignment grade within the Canvas course is adjusted to reflect the total time in hours spent with the candidate.

Candidates can request release time to observe their colleagues and attend professional development workshops to support their inquiry cycles. Additionally, the district provides asynchronous learning modules via the district Canvas course that can be used to help candidates and coaches achieve their goals and complete their inquiry cycles.

Candidates participate in three observation experiences each year. They have a choice of what type of observation is most beneficial to their teaching practice. Options include reflective learning walks across disciplines or within their same subject area, an observation by their coach, or a visit to an outside educational partner that is relevant to their student population. During reflective learning walks, candidates participate in a pre-brief and debrief that allow them to reflect upon the chosen focus area from the 5D+ Teaching Framework, a growth-oriented tool developed through more than 30 years of extensive research, that focuses on knowing the "Name, Face, and Story" of students, the program and aimed at eliminating the opportunity gap. When a coach observes a candidate during their class or, for special education teachers, during a student's IEP meeting, the coach and candidate review the coach's notes from the observation and debrief. With the exception of IEP observations, part of the post-observation conference will include the coach guiding the candidate through a self-assessment by utilizing the 5D+ Teaching Framework Rubric. The coach and candidate upload the observation notes to Canvas, and the Induction Coordinator provides feedback to both program participants on strengths and areas for growth. One teacher candidate expressed that her favorite professional development was doing reflective learning walks. She was able to observe eight to ten classrooms and gained so many ideas to incorporate and implement right away into her own classroom.

HBUHSD offers a wide range of professional learning experiences that relate to the candidate's job duties. Every year, the Induction Coordinator plans a Professional Learning Series related to the CSTPs. Additionally, an HBUHSD Program Specialist invites Special Education teachers to attend monthly meetings that target case management, IEP development, and assessment needs. Special education teachers may also access resources via the program's "SpEd" Canvas course to enhance their learning.

During several professional development opportunities each year, university partners are invited to explain to candidates how their Induction coursework can be counted towards a master's degree or professional pay units.

The Induction Coordinator seeks input and feedback from internal constituents via multiple survey sources. All program participants are also encouraged throughout the year, during each Inquiry, to email, call, or visit the Induction Coordinator to provide verbal input. The Advisory board meets virtually three to four times a year to make informed decisions and program refinements based on review of survey data and current educational trends. Following each inquiry cycle, candidates complete a post-inquiry survey where they rate their level of satisfaction with their coach's effectiveness and support. The program intended to use the end of the year coach data (i.e. met program requirements, received favorable feedback by their candidate, submitted an updated ICP) to determine coach retention, however, this has not yet been systematically implemented.

#### Assessment of Candidates

During orientation, candidates are provided with a course syllabus that explains the purpose of the Induction program and informs them how they will be assessed and evaluated in relation to program competencies. At the end of this meeting, candidates are asked to sign a letter of commitment acknowledging their intent to complete program requirements with the goal of earning a recommendation for a clear credential. Various program documents play an instrumental role in monitoring and supporting candidates regarding their performance toward meeting program requirements. When candidates engage in each of the four inquiries, they complete a progress check reflection. Coaches then provide feedback and support the candidate by identifying professional learning opportunities and resources, and connecting them to faculty to possibly assist the candidate's growth. Once it is submitted at the end of the inquiry cycle, the Induction Coordinator reviews and provides feedback in support of the candidates' progress. Many candidates in interviews expressed that the level of support given by their coaches and program coordinator is extremely helpful and value the opportunities to collaborate with other peers and make personal connections with colleagues. They feel well supported and cared for.

After a close review of a candidate's records, the Induction Coordinator recommends the candidates to the Executive Director of Curriculum, Instruction and Categorical Programs, who recommends them to the Assistant Superintendent of Human Resources, who recommends them to the Commission for a clear credential. The Induction Coordinator sends an informational announcement via Canvas to all program completers to reference the End of Year Wrap-Up Module, which is done to ensure that a clear credential is acquired.

In cases where evidence from the ILP, coach logs, classroom observations, or administrator input flags a candidate for additional support, the Induction Coordinator will follow the candidate retention process. The process is designed to support candidates in improving their competence, with a focus on their commitment and effort. Employment decisions remain separate from the program.

Each candidate creates an end-of-year Digital Reflection that provides an analysis of the observed and documented evidence of growth and development toward mastery of their annual growth goal and CSTP development. These Digital Reflections are uploaded to Canvas and reviewed by their coach and the Induction Coordinator using a common rubric. For Early Completion Option (ECO) candidates, the final product is reviewed by the Induction Coordinator and then by the Advisory Council before an official decision is made about their early completion of Induction. All candidates' Digital Reflections are shared with the Board of Trustees, district and site administration, induction coaches, and fellow candidates as a means to celebrate success and inspire continuous development as educators.

The Induction Coach guides the teacher candidates through the Induction process and assists with submitting the completed ILP. Once all requirements have been met, the Executive Director of Curriculum, Instruction and Categorical Programs submits a completed and signed gradebook audit for Induction to the HBUHSD Human Resources Department that verifies all requirements for a clear credential have been satisfied. The Assistant Superintendent of Human Resources then submits an online recommendation to the Commission for a Clear Credential.

#### Findings on Standards

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

### INSTITUTION SUMMARY

Huntington Beach Union High School District (HBUHSD) Teacher Induction Program is a single district program. District leadership's desire to run an induction program that meets the specific needs of the new teachers in the district led to the creation of the program. A notable strength of the induction program is individualized mentoring and support for teachers based on teaching assignments ranging from automotive technology to theater to science. The Individualized Learning Plan (ILP) which includes cycles of inquiry helps teachers focus on growth in the California Standards for the Teaching Profession (CSTP). Candidates and completers praise the program for being meaningful and relevant and helping them become better and more reflective practitioners. Another notable strength is the communication the program maintains with all constituencies across the district. Daily operation of the program is embedded into the vision and mission of the district and becomes a seamless part of the candidates' teaching experience. The program is well-developed and uses both internal and external networking and ongoing data collection to ensure continuous improvement. As a newer induction program, the systemization of many programmatic requirements has been developed. Program leadership is currently working on systemizing the retention of strong, qualified mentors based on data.

### 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>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</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>Inconsistently</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>Inconsistently</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**

HBUHSD Teacher Induction Program is currently a single district program with a plan to possibly expand to include other local districts in the induction program in the future. HBUHSD Induction Program leadership has an established vision for the program that is articulated to all parties involved in the induction program. Interviews evidenced that all constituents from the Superintendent to the candidates know the vision and purpose of the program. The program is led by the Induction Coordinator who reports to the Executive Director of Curriculum, Instruction and Categorical Programs. The coordinator, induction coaches, curriculum facilitators, and candidates each fulfill their individual roles in the induction program with the full support of the unit. The Induction Coordinator, with input from the Superintendent and the Advisory Board, has the authority and institutional support required to address the needs of the induction program, its candidates, and other constituents.

A structure has been established to ensure various constituents have input into the organization, coordination, and decision-making of the program. The Advisory Board meets quarterly to review data, discuss trends, and provide feedback regarding the induction program. The program Coordinator participates in the Orange County Induction Network (OCIN) to collaborate with other induction programs on best practices.

The HBUHSD Teacher Induction Program is fully funded by the district, covering the costs of program staff, mentor stipends, materials, and professional development for candidates. The district is highly committed to the success of the induction program, with the Superintendent stating, “I’m just so very proud of our program and the way it meets the needs of our new teachers. New teachers with support show us that anything is possible for our students.”

Coaches are selected through a process that includes an application and a required letter of recommendation. Site Administrators have input regarding coach selection. The program collects an end-of-year survey from Year 1 candidates asking if they wish to remain with the same coach or move to a new coach, and mentors receive formative feedback throughout the program through their Individual Coach Plans (ICPs), feedback on inquiry cycles, and informal conversations with the Induction Coordinator. Coaches show support for student and candidate diversity. However, reviewers could not find evidence of retention of coaches based on a systematic analysis of data. Instead, based on the smaller size of the program and the extensive communication between district administrators, retention is currently based on conversations, not a documented system based on successful coaching practice, even though the program collects evaluative data. The program is working on systemizing a documented retention system for coaches based on evaluative data and reviewers are confident this will be in place for the next cycle of coach selection.

Regular checkpoints throughout the program and at completion ensure candidates have met all requirements of the induction standards and have demonstrated growth in the California Standards for the Teaching Profession (CSTP) before being recommended for the California Clear Credential. The Program Coordinator works with the Assistant Superintendent of Human Resources, who makes the recommendation to the Commission. Interviews confirmed candidates’ clarity of the requirements of the program, resulting in the recommendation for the clear credential.

<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>



<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</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**

The HBUHSD Teacher Induction Program informs and advises new hires within the district of their obligation to complete an Induction Program within five years of obtaining their preliminary credential. The Teacher Induction Program is offered to newly hired teachers immediately after the district onboarding process. Human Resources leadership confirmed that the unit intentionally recruits and admits candidates to diversify the educator pool. The unit seeks educators who reflect the diversity of the district's student population and often hires graduates from the local community. Retention of new hires was a central reason why the district chose to develop the program, and as a result, building collaborative, trusting relationships is central to supporting candidate growth. Interviews with the coordinator, coaches, and candidates confirmed that there are clear structures and processes for support. First, program requirements and personnel are clearly defined in the handbook, which is accessible on the website and reviewed at the first orientation meeting. The program coordinator works with the coaches to regularly monitor evidence of candidates' progress toward reaching the Individual Learning Plan (ILP) goals. Evidence of progress is assessed through multiple measures, including weekly coaching logs, candidate completion of coursework, classroom observations, attendance at district professional development, and completion of external professional development as well. Coursework is organized within Canvas modules, which track completion and provide timelines for candidates and coaches.

The coordinator or coach may determine that a candidate needs additional assistance if coursework is not completed within the given timeline. Additionally, a candidate may request further support in a weekly coaching meeting or through comments on a survey. The program follows a process for support in which the coordinator first emails the candidate and offers support. The coordinator may also call and/or visit the candidate at their site. The coach is notified of this communication with the candidate, and the candidate and coach are invited to a meeting with the coordinator to determine next steps. As one coach shared in interviews, "Our job is to do everything we possibly can to ensure that candidates succeed." Site administration is then asked to meet with the Induction Coordinator and observe/discuss the candidate's needs. The site administrator, coordinator, and coach then work together to further support the candidate on a case-by-case basis. Through the HBUHSD Teacher Induction Program,

diverse candidates are recruited and supported through clear expectations, multiple personnel, and processes focused on retention.

<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**

The HBUHSD Teacher Induction Program designs and implements a planned sequence of coursework and growth opportunities for candidates. Grounded within the Center for Educational Leadership 5D+ Teaching Framework. As indicated in their Local Control and Accountability Plan, more than 50% of the students in the district are unduplicated. Interviews with HR leadership, the coordinator, candidates, and completers confirmed that the program offers candidates opportunities to experience issues of diversity through engagement in inquiry cycles and professional learning. Candidates are immersed in student-centered approaches that are focused on the importance of creating positive and supportive relationships in the classroom. In the beginning, middle, and end of each year, candidates self-assess their growth in the CSTPs on the Continuum of Teaching Practice. Coaches conduct three or more observations of candidates each year to engage in reflective conversations. All clinical and field-based experiences are documented in the ILP, coaching logs, and professional learning assignments. Candidates also engage in four inquiry cycles per year, and progress is assessed through a rubric with five criteria, one of which focuses on whether the candidate has met diverse student needs within the cycle.

Site-based teachers apply to be program coaches and must hold a clear credential, have a minimum of five years of teaching experience, submit a curriculum vitae, and a letter of recommendation from their site supervisor. To pair coaches with candidates, the program first aligns credentials held, then matches based on grade level, subject area, and/or school site expertise. Additionally, common interests and adjunct duties are considered to ensure meaningful mentorship. Accreditation Data System from the 2023-24 Teacher Induction Survey results showed that 90.9% of the candidates believed that they were well matched with their mentor. The program provides ongoing training and assistance to all coaches through an initial orientation and coaching-focused professional learning opportunities. The topics of training include an orientation to the 5D+ Teaching Framework, effective coaching styles, adult learning theory, and building trusting relationships. Coaches also engage in self-reflection upon their practice by developing a growth goal in one CSTP and an area of coaching within an Individual Coaching Plan (ICP), which mirrors candidates' ILP. Once a year, coaches engage in a cross-coaching activity to both practice providing feedback and receive feedback regarding their just-in-time support. The growth goal and observation notes are submitted to Canvas as evidence of their self-reflection. To evaluate coaches, candidates complete a confidential survey of the coaches' support and practices after each inquiry cycle. This survey data is analyzed by the coordinator. Coaches are systematically recognized through a stipend, a colloquium celebration, and email "shout-outs" to honor their dedication to candidate growth, the program, and the district as a whole.

<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 completer 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**

The HBUHSD induction leadership is committed to continuous improvement of the program and its outcomes. Multiple opportunities for candidates, coaches, and site administrators to provide feedback both formally and informally are built into the cycle of the school year. Candidate ILPs are reviewed at the end of each inquiry cycle and scored against a rubric. Internal and Commission completer survey information is reviewed by the Advisory Board and induction leadership to ensure the induction program is impacting teacher preparation by assisting candidates' growth toward mastery of the CSTP through regular weekly mentoring guided by the ILP. Program leadership encourages candidates to complete the Commission survey when processing their clear credential recommendation. At this point, the program has one year of data available on the Accreditation Data Dashboard. The data is positive, and the program can see a successful trajectory when compared to statewide results.

Completers shared in interviews that the induction program greatly impacted their teaching practice, they had multiple opportunities to provide feedback to the program and they could identify changes made in the program based on the feedback they provided. "Inquiry cycles were always due when grades were due. It was extremely stressful. The program staggered the due dates based on our feedback." One completer shared that the program made individual modifications for him based on his teaching assignment in special education that was unique in the district and had some challenges that other teachers were not facing.

Interviews of site administrators confirmed they view the program as highly successful, supporting their teachers to meet the diverse needs of their schools' student populations. One principal stated, "The goals the candidate sets in the program are focused on meeting the

needs of all students. The coaches have had success working with diverse student populations so they can provide strategies and feedback.” Another principal shared, “When they (candidates) feel equipped, it raises their confidence. They can really be reflective practitioners.”

Current candidates shared that the program leadership always listens to feedback and wants to continuously improve the program. Several candidates stated in interviews that the program provides differentiated professional development opportunities based on current candidate needs. Coaches receive ongoing training throughout the school year and regularly provide feedback on their training and mentoring experiences to the program. Coaches shared in interviews that their training has become more targeted and meaningful because program leadership listens to their feedback.

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 program has established a sequence of experiences through the Individual Learning Plan and connected professional learning opportunities individualized to the candidate to ensure each candidate has demonstrated growth toward mastery of the CSTP before being recommended for the clear credential. The program has regular checkpoints after each inquiry cycle that include feedback to the candidates so candidates know their progress toward a clear credential. Candidates and mentors in interviews clearly identified ways in which the ILP helped them progress toward mastery of the CSTP throughout the induction experience, with feedback from program leadership and additional support available when needed.

Interviews with candidates, mentors, principals, and district leadership confirmed the positive impact of the program, which is also evidenced through survey data. Candidates reiterated throughout interviews that the work of induction is meaningful and relevant, and they see it as fully embedded into their daily teaching practice. One completer focusing on her own retention in the teaching profession shared, “I was really grateful for the induction program and the

immense amount of mentorship I received during that time. It influenced my decision to remain as a teacher and not return to the profession I left to become a teacher.”

Every constituency group interviewed gave examples of the impact of the program. District administrators talked both about the recruitment tool the induction program has become and how sites with multiple new teachers have experienced positive changes in school site culture. Site administrators gave examples of teachers learning to understand and utilize differentiated instruction to meet the needs of all students in the classroom. Coaches shared both the significant growth they see in their candidates when assessing their progress toward mastery of the CSTP and their own growth as they continue to deeply reflect on their own practice as reflected in their Individual Coaching Plans (ICPs). Candidates praised the program for helping them become better planners, use improved delivery strategies, build strong relationships with both students and colleagues, and analyze student outcomes, leading to reflection and continuous improvement.