

---

# 3F

## Action

### *Educator Preparation Committee*

#### **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Ventura Unified School District**

---

**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Ventura Unified School District’s responses to the Common Standards for consideration and possible Provisional Approval by the Commission.

**Recommended Action:** That the Commission grant Provisional Approval to Ventura Unified School District and set the Provisional Approval period to be three years.

**Presenter:** Frances Kellar, Consultant, Professional Services Division

#### **Strategic Plan Goal**

##### ***Educator Preparation and Advancement***

- **Goal 1.** Education preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

---

---

## **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Ventura Unified School District**

---

---

### **Introduction**

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, the Ventura Unified School District (VUSD) responses to the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). VUSD proposes to offer a teacher induction and clear administrative services credential program. All Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned. If granted Provisional Approval, the next step in the IIA process would be the review of the VUSD's responses to the Teacher Induction and Clear Administrative Services Credential Program Standards by a BIR team. When these reviewers determine that the responses to the program standards are aligned, the proposed program(s) will be considered for Initial Program Approval by the Committee on Accreditation (COA). Then, at that time, if approved, the institution may offer the program(s) for the three-year provisional period as specified by the Commission.

### **Background**

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must satisfactorily complete five stages to be approved as a program sponsor.

The submission of Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed program(s) is approved by the COA in Stage IV.

### Five Stages of the Initial Institutional Approval Process

The VUSD is seeking approval of Stage III in order to be eligible for Stage IV as highlighted and italicized in the chart below.

IIA Process	Stage I - Prerequisites	Stage II – Eligibility	<i>Stage III – Provisional Approval</i>	Stage IV – Initial Program Approval	Stage V – Full Approval
<b>Purpose</b>	Ensures legal eligibility of institution in California  Ensures institution understands requirements of Commission’s accreditation system	Ensures that institution has capacity to sponsor effective programs	<i>Ensures institution meets all Common Standards</i>	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
<b>Institutional Requirements</b>	Must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: <ul style="list-style-type: none"> <li>• 12 Eligibility Criteria</li> <li>• Initial Program Preconditions</li> <li>• General Precondition #9</li> </ul>	<i>Submit responses to:</i> <ul style="list-style-type: none"> <li>• <i>Common Standards</i></li> </ul>	Submit responses to: <ul style="list-style-type: none"> <li>• Program-Specific Preconditions</li> <li>• Program Standards</li> </ul>	Institution Must: <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Host provisional site visit</li> </ul>
<b>Reviewed By</b>	Staff	Staff	<i>BIR</i>	<b>Preconditions: Staff Program Standards: BIR</b>	Site Visit Team & COA
<b>Authority</b>	Staff	Commission	<i>Commission</i>	COA	Commission
<b>Decision</b>	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	<i>Provisional Approval:</i> 1. <i>Grant</i> 2. <i>Deny</i>	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
<b>IIA Status*</b>	Not Approved	Not Approved	<i>Provisional Approval**</i>	Provisional Approval***	Full Approval

\*At conclusion of stage \*\*Institutionally approved but cannot offer programs \*\*\*May begin offering approved program

**Ventura Unified School District**

VUSD completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [June 2024 meeting](#). This action allowed VUSD to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, VUSD seeks Provisional Approval from the Commission. If approved, VUSD will seek COA approval of their proposed Teacher Induction and Clear Administrative Services Credential programs.

**Stage III: Review to Determine Alignment with Common Standards**

In keeping with the Commission's process for IIA, VUSD submitted its responses to the Common Standards. Two BIR members reviewed the Common Standards and have found them to be aligned.

Summaries of VUSD responses to the Common Standards are included in this agenda item. The complete submission of VUSD's responses to Stage III is [available here](#) and on their website.

It is an important reminder that although the responses to the Common Standards in this agenda item can provide some indication of the design of the program(s) the institution proposes to offer, detailed program information will be provided in the institution's responses to the Teacher Induction and Clear Administrative Services Credential Program Standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review team has determined that the responses are aligned to the program standards, an item will be brought before the COA for consideration of Initial Program Approval for the proposed program.

## Common Standards Responses

*All responses to the Common Standards have been deemed, by a team of BIR reviewers, to be aligned. Beneath each Common Standard is information and excerpts from Ventura USD's Common Standards submission. The 2015 Common Standards are provided here as a reference.*

### **Common Standard 1 – Institutional Infrastructure to Support Educator Preparation**

Ventura Unified School District (VUSD) aims to provide high-quality, equity-centered induction programs for teachers and administrators that promote sustained professional growth and retention. The program is grounded in research highlighting the importance of reflective practice, data-informed instruction, and leadership development.

The induction programs proposed are designed to support the implementation of California State Standards for PK-12 students, assessment systems, and professional standards. Educators are guided by mentoring, professional learning, inquiry cycles, and individualized development plans.

VUSD stated it will allocate resources for the effective operation of the proposed teacher induction and clear administrative services programs. VUSD provides an overview of instructional and support personnel who will provide services to candidates within the first 2 to 3 years of the program's operation. This includes:

- One, full-time, Induction Programs Coordinator to oversee both Teacher Induction and Clear Administrative Services Credential Programs
- Approximately 50, part-time, Beginning Teacher Mentors
- Approximately 7, part-time, Beginning Administrator Coaches

VUSD intends to have the support personnel for both induction programs to allow for a 1:1 ratio of candidate to mentor/coach. They indicate this will be the norm for both teacher and administrator induction programs. VUSD will also have five Education Services Teachers on Special Assignment (TOSAs) as needed to support professional development delivery to candidates.

VUSD's plan includes involvement by faculty, mentors, coaches, and administrators and will involve them in the organization, coordination, and decision-making through an Advisory Committee. Their roles are formalized in advisory agreements and professional MOUs. Feedback will be collected through regular meetings and surveys, which inform ongoing program improvement.

In the P-12 collaborative context, mentors, coaches, and faculty will regularly engage in collaborative professional development, forums, and feedback cycles. These support goal setting, reflective practice, and instructional improvement, and are aligned with the Mentor and Coach MOUs.

VUSD maintains strong partnerships with institutions of higher education (IHE) and professional organizations, reflected in advisory agreements and scheduled meetings. Biannual

collaborations with universities and engagement in statewide induction conferences ensure alignment and responsiveness to broader educational trends.

VUSD has stated that it will provide sufficient fiscal and operational resources for effective program delivery, including staff salaries, professional development stipends, technology platforms (Google Suite, Canvas), facilities, and instructional materials. These resources are aligned with the district's LCAP and Board-approved budgets.

The Assistant Superintendent of Human Resources will serve as the Induction Program Supervisor for Teacher Induction and Clear Administrative Services Credential Programs. The Assistant Superintendent will have full authority over human and fiscal resources. Leadership will actively participate in the advisory committee and use annual survey data to continuously assess and improve program resources and implementation. VUSD's proposal states that they practice equitable recruitment to ensure a diverse faculty aligned with district demographics. Recruitment includes outreach, job fairs, and partnerships with universities.

VUSD's professional development will provide ongoing training in anti-bias, dual language education, and social justice. Faculty receive support through structured onboarding and sustained professional development efforts, including participation in California Department of Education-funded initiatives.

VUSD will only employ qualified personnel with appropriate credentials and professional expertise for their proposed programs. Role-specific criteria and self-assessment tools (e.g., New Teacher Center Continuum, Mentor/Coach Standards) are used to evaluate and support mentor and coach effectiveness. Feedback and growth are supported through structured evaluation and recognition (e.g., stipends, certificates).

The credential recommendation process will be closely monitored by the Assistant Superintendent and Credential Analyst. Candidates will be matched with mentors within 30 days and must complete Individual Learning Plans (ILPs)/Individual Induction Plans (IIPs), participate in required activities, and demonstrate professional growth aligned with the California Standards for the Teaching Profession (CSTPs) or California Professional Standards for Education Leaders (CPSELs). Portfolios are proposed to be reviewed quarterly. Upon verification of completion, the Credential Analyst will submit recommendations to the Commission. Appeals and repeat procedures are available for candidates needing additional support.

### ***Common Standard 2 – Candidate Recruitment and Support Preparation***

VUSD's Induction Programs will accept candidates based on clearly defined eligibility criteria, including holding a preliminary credential and having a current TK-12 teaching or administrative position. Multiple measures for qualification include credential type and employment verification. Candidates will complete an annual application form for either the Teacher Induction or Clear Administrative Services Credential program. Eligibility will be verified by the Induction Coordinator and Credential Analyst. Full-time VUSD employees are automatically enrolled at no cost; participation is expected but not required for employment.

An Early Completion Option (ECO) will be available to experienced, high-performing candidates meeting specific criteria (e.g., 3 years recent experience, strong evaluations, administrator recommendation).

VUSD will continue to actively recruit and retain a diverse educator pool to reflect its student population. Statewide job postings (e.g., EdJoin), participation in university job fairs, and student-teacher placement partnerships with local universities such as California Polytechnic University at San Luis Obispo, University of California, Santa Barbara, California State University Channel Islands, and California State University Northridge. The institution's Non-Discrimination Policy ensures equitable recruitment and admissions practices. Information about program requirements is publicly available via the VUSD Induction website, brochures, and handbooks. Candidates attend a program orientation where they are introduced to staff roles, expectations, and requirements.

Candidate progress is proposed to be monitored continuously to ensure growth and program completion. Coaches and mentors support the review of Individual Learning Plan (Teacher Induction) and Individual Induction Plan (Clear Administrative Services), digital portfolios, CSTP/CPSEL assessments observation tools, professional development logs, and mentor/coach documentation. Candidates and mentors/coaches review progress regularly while program staff conduct scheduled portfolio and ILP/IIP reviews. Feedback is provided at key checkpoints throughout the year.

If a candidate in either program needs additional support, initial contact will be made by the Induction Coordinator with a follow-up call or visit scheduled. The Induction Coordinator will work with the candidate and their mentor/coach to develop a plan of action with specific timelines to support the candidate. Additional support may include: release time, peer observations, or mentor/coach reassignment, as needed and appropriate.

### ***Common Standard 3 – Course of Study, Fieldwork and Clinical Practice***

VUSD programs propose to provide candidates with rich, site-based clinical experiences embedded in their roles as teachers or administrators. These experiences emphasize understanding and addressing diversity, school climate, and inclusive practices. Candidates will engage in data analysis, reflection, and receive coaching to implement research-based strategies that improve teaching and student learning, particularly through a lens of equity and inclusion.

For the proposed teacher induction program, mentors recruited to support participating teachers must hold a California clear teaching credential. For the proposed clear administrative services program, coaches supporting candidates must hold a Clear Administrative Services Credential. In both roles, those providing coaching and formative development support must have at least three years of professional experience in their respective teaching or administrative roles. The pairing and matching process ensures alignment between candidates and qualified mentors/coaches, detailed in program handbooks and formalized through an application and approval process. Site-based mentors/coaches will be selected based on clear criteria and matched by context and content area of specialty. Annual feedback from

candidates and mentors/coaches informs the program of effectiveness and quality of the support provided.

Mentors and coaches will receive ongoing training, orientation, and professional development throughout the year. Their support roles are planned to be systematically evaluated using surveys, self-assessments, and feedback from program facilitators. Fieldwork and clinical practice for both proposed programs are structured through Individual Learning/Induction Plans (ILP/IIP), planned to be monitored at checkpoints by mentors, coaches, and program leaders. Candidates present evidence gathered from their respective ILPs in teacher induction and the IIP in clear administrative services, and multiple tools will be used to evaluate and improve the effectiveness of job-embedded professional development. All candidates gain substantial experience working with diverse student populations in California public schools. VUSD will ensure these experiences align with program standards and will verify diversity exposure for any future out-of-district candidates.

#### ***Common Standard 4 – Continuous Improvement***

VUSD plans to systematically and regularly assess its induction programs' effectiveness in relation to mentoring and coaching design, the development of the ILP and IIP, personalized professional learning, program impact, and candidate support services. A Continuous Improvement Cycle and Timeline of Assessments guides this work, detailing multi-year assessment activities, responsibilities, and timelines. Key data sources include candidate ILP/IIP completion, professional learning surveys, orientation reflections, and session check-ins. Data will be collected and organized by the Induction Coordinator and reviewed by the Induction Advisory Committee, which determines necessary program modifications. Program completion data (up to seven years post-completion), enrollment and matching information, and Commission-provided survey data will further inform improvements.

VUSD's planned continuous improvement process will use multiple data sources to assess candidate readiness for professional practice and gather feedback from stakeholders. These will include candidate self-assessments aligned with CSTP or CPSEL, mid-year and end-of-year support surveys, and annual reflections. Employer and community feedback is gathered through the Administrator Survey, Advisory Committee Survey, and the biannual VUSD/IHE Collaborative, which includes university partners and educational leaders. These stakeholders will provide input to help align the program with evolving expectations and improve the transition between preliminary and clear credential phases. All input will be synthesized by the Induction Coordinator and shared with relevant constituencies for responsive program development.

#### ***Common Standard 5 – Program Impact***

VUSD states it will ensure candidates demonstrate the knowledge and skills necessary to support all students in meeting California's academic standards. Candidates will use the CSTP (for teachers) or CPSEL (for administrators) frameworks, engaging in self-assessment and guided reflection with mentors or coaches through tools such as the ILP and IIP. These plans will document professional growth goals, mentor/coach feedback, and progress over time.

Candidates will complete structured inquiry cycles that connect professional practice with student outcomes, and their competency is assessed via portfolios, observation logs, and evidence of student-centered improvements.

VUSD will evaluate program effectiveness and impact on both candidate learning and student outcomes using a comprehensive Continuous Improvement Cycle and Timeline of Assessments. This includes ILP/IIP submissions, professional learning surveys, program reflections, administrator feedback, and completer data. Evidence of candidates' impact on student learning – such as lesson plans, assessment data, and relevant work samples – will be submitted and reviewed throughout the year.

PK-12 student outcome data (academic, attendance, socioemotional) will be used as baseline data and compared post-inquiry to evaluate candidate growth and program effectiveness. Long-term impact will be further assessed through performance evaluations, teacher retention data, and follow-up surveys at 1, 3, and 7 years post-program completion. Findings will be shared annually with the VUSD Board of Trustees, and if the program expands beyond VUSD, impact data will be reviewed with partner districts.

### **Staff Recommendation**

The Board of Institutional Review (BIR) team has found the Common Standard responses to be aligned and Commission staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to Ventura Unified School District.

Granting Provisional Approval would allow VUSD's proposed Teacher Induction and Clear Administrative Services Credential to be reviewed by the Committee on Accreditation for Initial Program Approval in Stage IV. The Provisional Approval period would begin once the COA grants Initial Program Approval for the proposed program at the conclusion of Stage IV.

Staff recommends that if Provisional Approval is granted to VUSD by the Commission, the period of Provisional Approval be set to three years because Teacher Induction and Clear Administrative Services Credential is designed to be two years in length. After three years, VUSD will have had an opportunity to have a cohort complete the program and the institution will have three years' worth of data that includes completers of the program. A Provisional Site Visit would occur and the report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for VUSD in Stage V.

### **Next Steps**

Staff will take appropriate next steps based on the Commission's action.