Hanford Elementary School District Induction Program (321)
Common Standards Submission

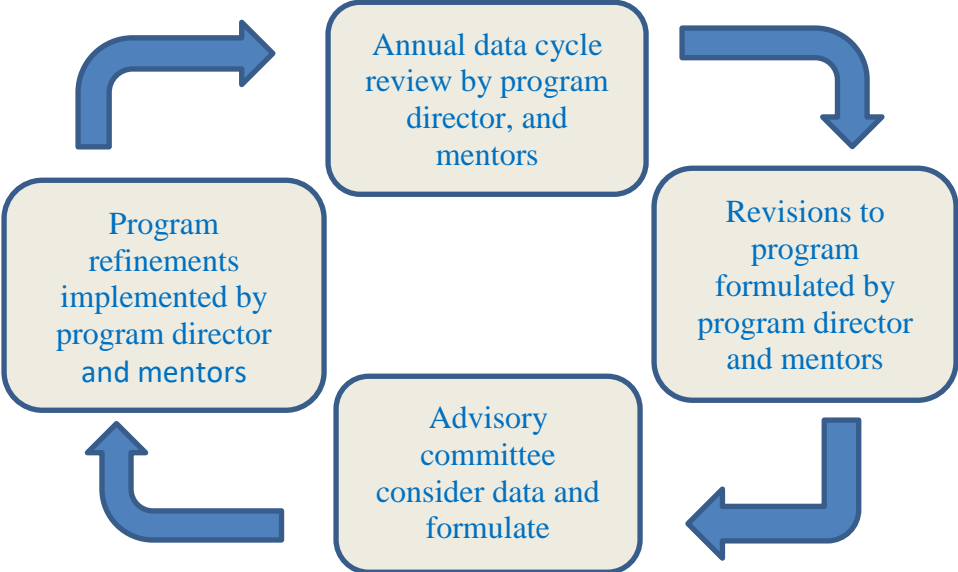| Submission Requirements Addressing the Common Standards	
Common Standards	**Program Documentation**
Standard 4 – Continuous Improvement The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	
• 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.	**Graphic depiction** of the unit assessment system including the roles of responsibilities of personnel in the unit and programs. **General Education/Education Specialist Program Documentation:** HESD Data Collection Cycle Induction Survey Timelines 2018-2019 Induction Scope of Work 2018-2019 Induction Survey Timelines 2019-2020 Induction Scope of Work 2019-2020 Mid-Year Candidate 2019-2020 review End-of-Year 2018-2019 review CSTP Pre-Post Self-Assessment 2018-2019 Mentor Self-Assessment 2019-2020 Program Completer Survey 2018 Leadership Survey 2018-2019 Summative Survey 2018-2019 **CASC Program Documentation:** Induction Survey Timelines 2018-2019 Induction Scope of Work 2018-2019 Induction Survey Timelines 2019-2020 Induction Scope of Work 2019-2020 Candidate Feedback on Mentor Report 2018-2019 Annual Survey of Candidates 2018-2019 Mentor Self-Assessment 2019-2020 Professional Development Evaluation 10-14-19 Professional Development Evaluation 12-16-19

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	Professional Development Evaluation 2-4-20
	Annotated list of data sources included in the assessment cycle, including those submitted in annual data reporting and those that aren't.
	Annotated list: Regular and ongoing assessment of credential-type/induction program ensures alignment to accreditation. Each assessment below is administered yearly in order to support effective implementation and candidate competence related to student achievement and clearing their preliminary credential. In addition to the annotated list below, the program utilizes unit leadership meetings, informal and ongoing feedback and candidate/mentor participation and completion to monitor aspects of program effectiveness.
	• **Professional Development feedback**-participants reflection on attainment of goals for program meetings/events. Analyzed for participant's assistance by program leader, unit leadership, and advisory committee.
	• **Candidate feedback on program**- annual reflection by candidates on program effectiveness relative to program goals. Analysis of program effectiveness by program leader unit leadership, and advisory committee.
	• **Mentor feedback on program**- annual reflection by mentors on program effectiveness relative to program goals. Analysis of strengths and areas for growth in order to provide assistance and feedback by program leader, unit leadership and advisory committee.
	• **Candidate feedback on mentor training & effectiveness**- reflection by candidates on effectiveness of mentor. Analysis of program effectiveness and candidate's assistance by program leader, advisory committee, unit leadership, and mentors.
	• **Portfolio review checklists**- measuring growth and competence as required prior to recommendation for a clear credential. Analysis for program completion and competence by program leader, mentors, and assistant superintendent of curriculum, instruction & professional development.

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	Leadership feedback- reflection by site administrators, and induction advisory committee members on program effectiveness. Analyzed for candidate/mentor assistance and program adjustments by program leader, unit leadership, and advisory committee, and mentors. **Exit Interview (Affirmation of Program Completion) Feedback**-interview panel and questions around candidate growth, next step goals, and program effectiveness. Analysis of program effectiveness and candidate assistance by program leader, site administrators participating on panel interviews, and unit leadership. **Accreditation Data System**- program information requested by the CTC. Program leader and unit head are responsible for collection of data and submission to CTC. **Individualized Learning Plan (ILP) checklist**- ILP development expectations around goals and aligned to the CSTP for candidate and mentor to calibrate the candidate's inquiry. Analysis of candidate's competence in relation to alignment of inquiry questions, qualitative and quantitative goal setting, action plans, and reflection by program leader, mentors and assistant supt. of curriculum, instruction & professional development. **Continuum of Teaching Practice (Focus CSTP)**- A rubric of development to assist candidate in identifying and articulating teaching practice to the CSTP elements. Analyzed for CSTP focus for candidates in order to provide assistance by program leader and mentors. **Mentor Contact Logs**- Database of candidate/mentor contact and focused collaborative mentoring around CSTP and growth in practice. Analysis for contact, candidate/mentor formative assessment completion, and assistance provided by program leader.

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• 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.	Multi- year unit **assessment cycle schedule specifying the unit assessment activities; when they occur, and who is responsible for collecting, analyzing, and determining modifications.** **Multi-Year Unit Assessment Cycle** Annual data cycle review by program director, and mentors Revisions to program formulated by program director and mentors Advisory committee consider data and formulate Program refinements implemented by program director and mentors **General Education/Education Specialist Program Documentation:** Candidate Feedback on Mentor Training & Effectiveness 2018-2019 CSTP Pre/Post Self-Assessment (Year 2/ECO) 2018-2019 Site Administrator Survey (2017-2018 given every two years) Induction Advisory Committee minutes 5-2-19 - member input Induction Advisory Committee 10-3-19 - members input Candidate Feedback - Candidate 1

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	Candidate Feedback - Candidate 2 Candidate Feedback - Candidate 3 Mentor Feedback - Mentor 1 Mentor Feedback - Mentor 2 Summative Report 2018-2019 Affirmation of Program Completion feedback Affirmation of Program Completion Panel member comments **CASC Program Documentation:** Candidate Feedback on Mentor Report 2018-2019 Annual Survey of Candidates 2018-2019 **Annual data submission, analysis, and feedback** (located in data warehouse, does not require resubmission**) will be reviewed** **Survey Data** including CTC sponsored surveys as well as local survey data and/or exit interview data as appropriate