

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

Institution	Hanford Elementary School District
Date of Review	April 14, 2020

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

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original Common Standards document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution’s accreditation website in preparation for the 2018-19 Site Visit.

Standards Found to be Preliminarily Aligned	1, 2, 3, 4, 5
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General Comments: (Delete if none):

Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support Educator Preparation			

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<p>Standard 2: Candidate Recruitment and Support</p>		<p>Reviewers would like further evidence of how the unit...” admits candidates to diversify the educator pool.” Examples may include demographic data of teacher and student population, interview questions (Haberman method).</p>	<p>The Hanford Elementary School District (HESD) seeks to increase the diversity of the educator pool through strategic and deliberate hiring practices which place emphasis on developing a teacher workforce that reflects the community. The following are specific strategies currently in place in the Human Resources Department of HESD.</p> <ol style="list-style-type: none"> 1. HESD adheres to all federal and state non-discriminatory hiring practices. The HESD application reads: <i>THE HANFORD ELEMENTARY SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER</i> The Hanford Elementary School District does not discriminate on the basis of the person’s actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation at any district site and/or activity. No person shall be denied employment solely because of any impairment which is unrelated to the ability to perform the essential functions of the position for which application has been made.
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			<p>2. In addition, the Board policy 4030 reads: <i>NONDISCRIMINATION IN EMPLOYMENT</i>- It is the policy of the Board of Trustees to accord all employees and job applicants equal opportunity and equal consideration in all personnel actions, including but not limited to recruitment, selection, appointment, training, transfer, promotion, approval of leaves of absence, discipline, and termination.</p> <p>3. The district continues to develop an ongoing relationship with IHEs that are within a 60-mile radius. The partnerships with the IHEs, allow us to place student teachers in the district and we welcome successful student teachers for employment. The district also provides support to IHEs by participating on a variety of their boards, which enable us to attract different candidate pools.</p> <p>4. The district partners with the Kings County Office of Education and surrounding counties which offer internship programs that supports the new teacher candidate pool for HESD.</p>
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			<p>5. A concerted effort is made to outreach candidates from out of state. The district encourages a relationship with the local military base and welcomes employment to successful teachers relocating to our area.</p> <p>6. (Pre-COVID), the district participates in all local, and several in-state recruitment events and offers its own annual recruiting event. To reawaken the recruitment process, the district uses Edjoin to reach all corners of the state. Relying on internet base to bring us our candidates for the upcoming school year.</p> <p>The interview questions used in the HESD panel interviews were developed using the Haberman method. The research behind the Haberman method shows that the biggest benefit is for a district to be able to hire and provide qualified and motivated teachers to high-risk students from diverse populations.</p> <p>HESD Teacher Recruitment Fair Assignments</p> <p>HESD Recruitment Event Flyer</p> <p>HESD District Brochure</p> <p>HESD New Teacher Orientation Flyer</p>
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			<p>Teacher interview questions based on Haberman method</p> <p>HESD Enrollment by Ethnicity and Grade 2019-2020</p>
<p>Standard 3: Course of Study, Fieldwork, and Clinical Practice.</p>		<p>Reviewers would like further evidence of how the program provides “candidates with opportunities to experience issues of diversity that affect school climate.”</p>	<p>The HESD Induction program offers candidates opportunities to experience issues of diversity that allow them to effectively implement research-based strategies for improving teaching and student learning.</p> <p>The following are strategies or practices that are used by the HESD induction program.</p> <ol style="list-style-type: none"> 1. Professional Learning Opportunities offered in the New Teacher Network include topics such as: Social Emotional Learning, Equity, Disrupting Poverty, Diversity <p>Other online professional learning opportunities are offered through webinars, articles, videos, which are available on the district portal Association for Supervision and Curriculum Development (ASCD Activate) geared toward teaching/learning/leadership.</p> <ol style="list-style-type: none"> 2. Professional readings that teach how to effectively communicate cross-culturally in such diverse contexts.

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			<p><u>Book/Article titles for General Education candidates and mentors</u> include: Culturally Responsive Teaching, Conscious Classroom Management, Teacher’s Field guide, 7 Truths about Teaching, and The Classroom Management Book.</p> <p>Professional books/articles for <u>CASC Candidates and coaches</u> include titles such as: Time for Change 4 Essential Skills for Transformational School and District Leaders, The Assistant Principal 50: Critical Questions for Meaningful Leadership and Professional Growth.</p>
<p>Standard 4: Continuous Improvement</p>		<p>Reviewers would like specific examples of how the program uses “feedback from key stakeholders such as ... about the quality of the preparation.”</p>	<p>Induction advisory committee members actively participate in the analysis of program data, they look at program strengths, areas to grow, trends and next steps and make program recommendations based on the data. Feedback from the advisory members has led to the following:</p> <ul style="list-style-type: none"> • Professional Development topics in supporting students on IEPs, building positive relationships with students, use of data driven conversations, classroom management. • Available resources are provided to candidates on the induction portal /resources/ tab. • Recommendations made in identifying support approaches that might best serve a

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			<p>new teacher’s needs- by program, site, and colleagues.</p> <ul style="list-style-type: none"> • Recognize strengths of the program such as a strengthened relationship between district and new teachers which increases retention, culture/climate of success, quality time with mentors. • Continue offering candidates the opportunity to learn from observing veteran teachers. (when COVID closure restrictions are lifted) • Continue meeting with site principals to share candidate progress and hear updates to induction program. <p>Induction Advisory Committee Minutes 10-20-20</p>
<p>Standard 5: Program Impact</p>			