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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Livermore Valley Joint Unified School District

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

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

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Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Livermore Valley Joint Unified School District

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, the Livermore Valley Joint Unified School District's (LVJUSD) responses to relevant preconditions and the Common Standards for consideration of Provisional Institutional Approval by the Commission on Teacher Credentialing (Commission). All preconditions have been reviewed by staff and have been determined to be met. All Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been determined to be aligned. If granted Provisional Institutional Approval, the next step in the process would be the review of LVJUSD's response to the program standards by a BIR team. When these reviewers determine that the program standards are aligned, the proposed program will be considered for Initial Program Approval by the Committee on Accreditation (COA). If approved, the institution may offer the program for the time period 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 first satisfactorily complete five stages to be approved as a program sponsor.

At the December 2015 Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. 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. As a reminder, 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 is subsequently approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

Livermore Valley Joint Unified School District is seeking approval of Stage III as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Site Visit
Purpose	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	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-3 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Grant Full Approval and Remand to COA to address stipulations 3. Deny Full Approval
IIA Status*	Approved	Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally approved but cannot offer programs

***May begin offering approved programs

Livermore Valley Joint Unified School District

Tri-Valley Teacher Induction Program (TVTIP), with Pleasanton Unified School District as the program sponsor, became a state-funded, district LEA consortium Induction program in 2003 and included Dublin Unified School District, Livermore Valley Joint Unified School District (LVJUSD), and Pleasanton Unified School District. The development of the Consortium was a collaborative effort of more than seventy-five key stakeholders from these school districts. In 2007, Castro Valley Unified School District joined the Consortium. With the Local Control Funding Formula (LCFF) “full” implementation in 2019-20, the program sponsor, Pleasanton Unified School District, chose to begin the transition to an independent Induction program. The Livermore, Castro Valley, and Dublin districts decided to remain the Tri-Valley Teacher Induction Program (TVTIP) and apply for initial institutional approval with Livermore Valley Joint Unified School District as the program sponsor. Currently, San Ramon Valley Unified School District is serving as the program sponsor and will continue in this capacity through the initial institutional approval (IIA) process. Once approved, Livermore Valley Joint Unified School District will assume that role. LVJUSD’s accreditation website has a comprehensive description of the transition of program sponsor responsibilities from Pleasanton Unified School District to Livermore Valley Joint Unified School District.

LVJUSD has completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [February 2021](#) meeting. This action allowed LVJUSD to move forward to Stage III in which responses to preconditions and Common Standards were submitted, as linked in this item below.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission’s process for IIA, LVJUSD submitted its responses to the Initial Program Preconditions, Teacher Induction Program Preconditions, and Common Standards. The Preconditions have been reviewed by Commission staff and have been found to be met. In addition, two BIR members reviewed the Common Standards and found them to be aligned.

Summaries of LVJUSD’s responses to Initial Program Preconditions, the Teacher Induction Program Preconditions, and the Common Standards are included in this agenda item. The [complete Stage III submission of LVJUSD’s responses](#) is available on their website. It is important to remember that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the program the institution proposes to offer, detailed program information will be provided in the institution’s responses to the program standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of qualified individuals to determine alignment to the Commission-approved program standards. Once reviewers have determined that the responses are aligned to the program standards, an agenda item will be brought to the COA for approval or denial of the proposed program.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Meets Precondition: Yes

How LVJUSD Meets the Precondition:

LVJUSD demonstrated a local need for a teacher induction program based on two factors. As a consortium partner since 2003, they have seen a consistent need for a teacher induction program across two decades. As the intended program sponsor in a consortium with two other districts (the Tri-Valley Teacher Induction Program [TVTIP]), Livermore Valley Joint Unified School District anticipates an increased need based on expected student population growth within those districts. As evidence of this need, LVJUSD provides a student enrollment trend graph which demonstrates an overall continuous enrollment increase since 2013. Letters of support from the Assistant Superintendent of Human Resources from all districts in the Tri-Valley Teacher Induction Program also support the local need for this program as they anticipate the need to hire more teachers. Under San Ramon Valley Unified School District, the program currently provides induction services to 135 teachers with an estimated need to hire even more throughout the entire consortium. With the expected level of teacher retirements in the 2021-22 school year, many of these vacancies are expected to be filled by beginning teachers in need of an induction program.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How LVJUSD Meets the Precondition:

LVJUSD verifies that all stakeholders of the program, including practitioners, have been actively involved in the design and development of the program's philosophical orientation, educational goals, and content emphases. The stakeholders involved in the design and development of the program meet monthly and have agreed to use the New Teacher Center framework to ground the program. This framework was designed with collaboration from a variety of constituency

groups including institutions of higher education. LVJUSD stakeholders are comprised of the LVJUSD Deputy Superintendent, the LVJUSD Director of Human Resources, Dublin Unified School District's (DUSD) Assistant Superintendent of Human Resources, Castro Valley Unified School District's (CVUSD) Assistant Superintendent of Human Resources, Induction Director from LVJUSD, Induction Coordinators from DUSD and CVUSD, and each district's Credential Analyst, as well as program level personnel such as coaches and teacher candidates. Input from institutions of higher education is gathered at meetings with the Induction Collaborative. The induction director is currently developing relationships with partnering institutions of higher education and inviting representatives to participate on the Advisory Committee to collaborate on the design and continuous improvement of the program more deeply. The evidence provided related to the stakeholder group also shows the collaborative role each will play in the induction program.

Program Preconditions (Teacher Induction)

Precondition 1

Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

Meets Precondition: Yes

How LVJUSD Meets the Precondition:

LVJUSD's submission affirms its goal of becoming a Commission-approved two-year induction program of job-embedded learning. As mentioned above, LVJUSD's program is grounded in the research of the New Teacher Center framework, but it is also guided by the Professional Teacher Induction Standards, *California Standards for the Teaching Profession*, and the State Adopted Academic Content and Performance Standards for Students.

Precondition 2

The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

Meets Precondition: Yes

How LVJUSD Meets the Precondition:

The LVJUSD submission attests that "TVTIP will identify and assign a coach to each teacher candidate within the first 30 days of the teacher candidate's enrollment in the program, matching the mentor and teacher candidate according to credentials held, grade level and/or subject area." This statement is present in the Policy and Procedures section of the Candidate Handbook. LVJUSD will track information showing date of enrollment, date of match with

mentor, and credentials/grade level/subject held for the most recent or current year and other evidence that demonstrates that the institution implements the procedure in accordance with the precondition. This tracking document is titled Master Spreadsheet of Participating Teachers.

Precondition 3

Each induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

Meets Precondition: Yes

How LVJUSD Meets the Precondition:

The LVJUSD submission confirms that candidates will “collaborate with a TVTIP coach to engage in formative assessment processes a minimum of 4 hours per month.” This information will be provided to candidates in the Candidate Handbook and the Admission and Support section on the website. Candidates will be required to acknowledge this time requirement by signing the Memorandum of Understanding for Participating Teachers. Mentor/coaches acknowledge this time requirement as a part of the hiring and orientation processes. The TVTIP Individual Learning Plan (ILP) Journey Map serves as the roadmap for the work of the teacher candidate and mentor/coach. These support hours are tracked in the interaction logs which, in turn, are monitored by both the District Coordinator and the Consortium Director.

Precondition 4

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program.

Meets Precondition: N/A

How LVJUSD Meets the Precondition:

The LVJUSD submission confirms in the Candidate Handbook that candidates “develop an Individual Learning Plan (ILP) with a TVTIP coach within the first 60 days of enrollment into the program.” This statement is supported in the Admissions and Support section of the Induction website. Candidates acknowledge this policy when signing the Memorandum of Understanding for Participating Teachers. ILP goals are developed by the teacher and mentor/coach, with input from the site administrator, by October 15, which falls within the first 60 days of enrollment.

Precondition 5

The ILP must be designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes.

Meets Precondition: Yes

How LVJUSD Meets the Precondition:

The LVJUSD submission states that while site supervisors provide input on the ILP, they also know that the document may not be used for evaluating teacher candidates. This is documented in several locations including the Admissions and Support section of the Induction website, page 11 of the Program Handbook, a statement of assurance from the LVJUSD Superintendent, and MOU's from each district in the consortium agreeing to this precondition.

Precondition 6

An induction program sponsor must make available and must advise participants of an Early Completion Option (ECO) for “experienced and exceptional” candidates who meet the program’s established criteria.

Meets Precondition: Yes

How LVJUSD Meets the Precondition:

The LVJUSD submission states, “TVTIP and the employing public school district have joint responsibility for determining the appropriateness of individual candidates for Early Completion.” Eligible candidates meet with their coach to create an ECO Plan that includes expectations and timelines for completion of the Induction requirements. Staff have verified that Information regarding eligibility requirements and the application process is available in the ECO section of the Candidate Handbook.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR-trained reviewers, to be aligned. Beneath each Common Standard is information and excerpts LVJUSD Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

LVJUSD's (TVTIP's) core values are equity, responsiveness, positive presupposition, reflective dialogue, and inquiry. This lens guides the development of teacher candidates in a thoughtful, sustained, and systematic manner using fully released, highly trained induction coaches to guide and support candidates' growth as practitioners. Through an individualized goal-focused approach, teachers and coaches strengthen best practices using the Individual Learning Plan (ILP) to address the teachers' capacity to ensure students are making progress and showing mastery of California state standards.

The program's vision is grounded in Linda Darling Hammond's research identifying the quality of classroom instruction as the number one indicator of student success. The application of this research is completed through partnering with New Teacher Center (NTC) whose goal is to develop educators to empower students for success. NTC combines decades of expertise with current research to develop and share best practices in rigorous standards-based learning, social and emotional learning, research-based instructional practices, and diverse learning needs. Other research resources include the [Distance Learning Playbook](#) (John Hattie, Douglas Fischer, and Nancy Frey, 2020) to guide candidates through teaching in a virtual classroom. The work of Elena Aguiar, Jim Knight, Bruce M. Wellman, and Laura Lipton support the program's coaching practice implementation model.

Creation of the program's vision was a collaborative effort involving faculty, instructional personnel, and relevant stakeholders, including practitioners. These stakeholder groups have been actively involved in the design and development of the program's philosophical orientation, educational goals, and content emphases. All stakeholders will meet regularly according to their roles within the induction program. The TVTIP meeting calendar outlines those meetings, and the organizational chart represents the roles/involvement of stakeholders. Input will be gathered from constituency groups through annual surveys, in-person meetings, mid- and end-of-year reviews, mentor/coach forums, and professional development sessions. LVJUSD anticipates the collaborative relationship established in the consortium with Pleasanton Unified School District to continue with LVJUSD as the program sponsor.

LVJUSD provides a structure for the program with resources to continue the work of the consortium as its program sponsor. The proposed budgets for the 2020-21 and 2021-22 school years show that the district has ensured funding for qualified personnel and resources to address admission, advisement, coordination, and implementation. LVJUSD will provide an Induction Director to facilitate the design, development, coordination, and implementation of all facets of the consortium's Teacher Induction Program and each participating district will provide an Induction Coordinator to partner with the Induction Director to form the Leadership Team. The structure of the program is supported both by LVJUSD's Superintendent, who will

serve as the Unit Head of the consortium, and LVJUSD Board of Education, as evidenced by Resolution No. 003-20/21. This resolution shows that the LVJUSD recognizes the critical role teacher induction plays in attracting, supporting, and retaining quality educators. It demonstrates Livermore Valley Joint Unified School District's commitment to supporting the Tri-Valley Teacher Induction Program in its entirety.

To support the vision and structure of the program, LVJUSD intends to recruit high quality coaches who fill a specific area of need related to matching candidates (i.e., specific credential held, grade level, or subject area). These coaches will be fully released to represent and support the diverse population in the consortium. While LVJUSD has the personnel and experience available from the Pleasanton USD sponsored consortium, where the coaching staff have an average of 24 years of teaching experience and 75% have been coaches for six or more years, LVJUSD is committed to create an inclusive environment where a diverse staff will thrive. Bimonthly coaching forums will play a large role in retention and the development of excellent practice for all staff and coaches. LVJUSD presents, as evidence, several of their professional development sessions focused on diversity. In addition to LVJUSD's offerings, each partnering district provides professional development on equity and diversity. To ensure consistency of professional development quality, districts' Educational Services Departments will ensure that professional development is in alignment with the CSTP. The Advisory Committee will draft an agreement between districts to make professional development opportunities in any district available to all partnering mentors/coaches across the consortium.

Both the professional development sessions and the field-based supervision will be conducted by personnel qualified in the topic or purpose of the support session. Only qualified personnel will be hired to mentor and provide professional development to candidates. Job postings for mentors/coaches identify qualifications needed in the following areas:

- Mentors/coaches will have current content knowledge.
- Mentors/coaches will be experienced TK-12 educators who have extensive knowledge of and experience in demonstrating successful application of California's adopted content standards, frameworks, and accountability systems.
- Mentors/coaches will demonstrate commitment to recognize and value diversity in society, including diverse abilities, culture, language, ethnic and gender orientation. They will also be committed to continuing to grow in their knowledge of and engage in hard conversations around diversity and equity.
- Mentors/coaches will have demonstrated their own effective professional practices in teaching and learning, scholarship, and service.

Mentors/Coaches are formally evaluated once a year by both candidates and the Leadership Team. Each district has similar evaluation forms that meet the needs of the individual districts but also align with the CSTP.

As teacher candidates move through the induction program with the support of the Induction Director, Induction Coordinators, and coaches, LVJUSD continually monitors their progress toward completion. Coaches consistently guide candidates' work using the ILP Journey Map and

are the first to know if a candidate is succeeding or struggling. Formal points of progress evaluation by the mentors/coaches include the Orientation Protocol, Midyear Protocol, and the Year-End Protocol. Coaches record candidate progress in the Caseload Checklist, which is reviewed by the Leadership Team to ensure all candidates are making adequate progress.

Common Standard 2 – Candidate Recruitment and Support Preparation

The TVTIP program will enroll teachers based on multiple criteria. Applicants must be employed by LVUSD, CVUSD, or DUSD; hold a Multiple Subject, Single Subject, or Education Specialist preliminary credential; have induction listed as a requirement on their credential; and have a teaching assignment that allows them sufficient opportunity to complete induction requirements. These requirements are stated in the Candidate Handbook and on the TVTIP.org public website.

LVJUSD and the other districts in the consortium actively recruit diverse applicants by purposely reaching out to colleges in areas with diverse student population. Districts also encourage paraprofessionals, who reflect the area’s diverse populations and have experience working with students, to obtain their teaching credential. The LVJUSD submission lists the multiple recruitment strategies it uses to diversify the educator pool. In order to retain all effective coaches, LVJUSD creates an inclusive environment in the induction program by implementing ongoing professional development to educate all induction staff and broaden their understanding of bias, equity, empathy, culturally responsive teaching, and personal wellness. The program’s intention is to elevate the understanding of diversity among staff, coaches, and teachers to better support the multifaceted student populations of all districts in the consortium.

As the main source of teacher candidate support, candidates receive appropriate program information from coaches through weekly meetings. Candidates are also able to easily access the Teacher Induction Program Website, Candidate Handbook, and Teacher Induction Orientation materials, all of which are presented at the Induction Orientation. If needed, candidates may also contact their district Induction Coordinator and the Induction Director.

As part of being the candidates’ support, coaches collaborate with teacher candidates to develop the Individual Learning Plan (ILP) Journey Map, which guides and documents candidate progress toward meeting competency and performance expectations. Candidates and their coaches frequently and informally review goals and progress based on the ILP. Formal points of progress evaluation by the coaches include the Orientation Protocol, Midyear Protocol, and the Year-End Protocol. At these meetings, candidates reflect on and analyze their progress and, with their coach, decide on next steps and what support is needed. These meetings are also where coaches advise candidates of upcoming program requirements, and together they determine what support is needed. Coaches record candidate progress in the Caseload Checklist, which is reviewed by the Leadership Team to ensure all candidates are making adequate progress. If a candidate is identified as struggling to complete requirements, the Leadership Team will meet with the candidate to determine the issues and how the candidate can best be supported. If an additional support structure is put in place, a contract addressing

the candidate's individual needs will be created and linked to the ILP to capture the agreement and next steps. The candidate and coach will then continue to monitor progress using the ILP and Caseload Checklist.

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

Given the demographics of the districts in the consortium, all induction candidates will receive direct experience with students of diverse backgrounds. This experience will be supported both programmatically and individually. As mentioned in Common Standard 2 above, LVJUSD is endeavoring to create an inclusive environment by implementing ongoing professional development to educate all induction staff and broaden their understanding of bias, equity, empathy, culturally responsive teaching, and personal wellness. This will allow open conversations regarding their impact on school climate and effective instructional strategies. Coaches separately participate in bi-monthly professional learning to best support candidates in all areas including addressing issues of diversity. The LVJUSD submission presents evidence of these session topics including a book study with Elena Aguilar's Coaching for Equity.

Candidates are assigned mentor/coaches who hold a Clear California Teaching Credential, have a minimum of five years of successful TK-12 teaching experience, and are fully released teachers on special assignment. LVJUSD matches candidates and mentors based on common certifications and teaching experience, including credentials/grade level/subject held for the most recent or current year. This information is tracked using the Master Spreadsheet of Participating Teachers. The LVJUSD submission includes an example of candidate/mentor matching with the document titled "Candidate List by Coach."

The criteria and process for hiring coaches results in the selection of coaches who are effective and knowledgeable, and they ensure candidates receive the support needed to complete the program. The Induction program Leadership Team hires those who "strengthen the collective knowledge of the group" and fill specific areas of need for matching candidates' assignments. The LVJUSD submission provides job descriptions for the Coach and Education Specialist Coach, as well as the steps of the hiring process. Once hired, coaches are oriented to their role and responsibilities in several ways: bi-monthly coach forums, bi-monthly district collaboration, New Coach Onboarding, and more informal check-ins with the Induction Coordinator. Coaches' knowledge base is formatively assessed throughout the year, and they are provided with training that meets their needs. Coaches are formally assessed during the goal setting process and through mid-year and end-of-year surveys. This system of formative and formal assessment supports coach growth through self-reflection and goal setting.

The coach and candidate collaborate on the development of the ILP Journey Map to guide and document the candidate's growth as a practitioner, progress toward completion of the induction requirements, and mastery of the CSTP. A candidate's ILP goals are developed with input from both the coach and site administrator and are the central focus of the ILP. Coaches and candidates review and re-evaluate these goals throughout the year, identifying evidence that demonstrates growth. Surveys of candidates, coaches, and administrators provide information regarding the effectiveness of this process for fieldwork and clinical practice.

The districts which compose Tri-Valley Teacher Induction Program have ethnically diverse populations throughout each school site. The LVJUSD submission provides data representing district ethnicity demographics for LVJUSD, DUSD, and CVUSD. Because of this diversity, candidates in the LVJUSD induction program are provided with significant and ample experience with diverse student populations and the opportunity to work with the range of students identified in the program standards.

Common Standard 4 – Continuous Improvement

LVJUSD has identified an induction program continuous improvement process which is graphically represented by the TVTIP Annotated List of Data Sources. This document identifies the type of data collected, when they are collected, by whom, and the impact of that data on the induction program. Based on this document, all stakeholders are involved in some aspect of measuring program effectiveness and improvement.

As the program sponsor, LVJUSD will bring together a team of stakeholders representing the Advisory Team, current induction candidates, program completers, site administrators, Special Education and Educational Services/Curriculum departments, and institutes of higher education. This team will annually review, analyze, and evaluate data for trends and patterns. Based on this analysis, the team will offer recommendations for program modifications to improve program impact on teaching and learning. The analysis of both internal and external data will be considered part of the program's ongoing continuous program improvement cycle.

As stated earlier, surveys of candidates, coaches, and administrators provide information regarding the course of study offered, fieldwork and clinical practice, and support services for candidates. Additionally, fieldwork and clinical practice will be reviewed by the coaching team mid-year and at the end of the year, and these evaluations are reviewed by the Program Director. Based on a compilation of these evaluations, modifications are made accordingly to continually improve the program.

Common Standard 5 – Program Impact

LVJUSD uses a variety of measures to indicate that candidates have met the Commission-adopted competency requirements as specified in the program standards.

The Individual Learning Plan (ILP) Journey Map is the core of identifying candidate growth. It provides a roadmap for teacher candidates' induction work to meet competency requirements as specified in the program standards and in helping all students, including those in populations such as English learners and students with learning differences, meet state adopted academic standards. The collaborative work on the ILP with their fully released coach allows teacher candidates to continuously engage in job embedded professional development addressing all aspects of the CSTP.

Staff Recommendation

The Board of Institutional Review has found the Common Standard responses to be aligned, and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to Livermore Valley Joint Unified School District.

Granting Provisional Approval would allow the Livermore Valley Joint Unified School District's proposed teacher induction program to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

Additionally, because teacher induction programs are designed to be two years in length, staff recommends that if Provisional Approval is granted to LVJUSD by the Commission, the period of Provisional Approval be three years. After this time frame, an institution will have had an opportunity for one cohort to complete the full program and to collect up to three years' worth of data that would include completers of the program.

The report from the focused site visit will be brought to the Commission for consideration of Full Approval for LVJUSD in Stage V.

Next Steps

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