

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Antioch Unified School District**

**Professional Services Division
February 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Antioch Unified 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**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction	6	6		

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
Accreditation Team Report**

Institution: Antioch Unified School District

Dates of Visit: February 5-7, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
Date	Accreditation Status
No previous history to report.	

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 accreditation site visit including interviews with program administrators, professional development providers, candidates, completers, and local school personnel. The team felt that it 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:

Program Standards

All Program Standards were found to be **met**.

Common Standards

All Common Standards were found to be **met**.

Overall Recommendation

The site visit team conducted a thorough analysis of the unit and its programs. As a result of finding all Common Standards to be **Met** and all Program Standards to be **Met**, the team is recommending a decision of **Accreditation** to the Committee on Accreditation.

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

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Antioch Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Antioch Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Alison DeMark, Ed.D.

Fullerton School District

Common Standards:

Karman Mak

PUC Schools

Program Standards:

Katherine Tolliver

Green Dot Public Schools

Staff to the Visit:

Erin Sullivan

Commission on Teacher Credentialing

Documents Reviewed

Common Standards	Surveys
Program Assessment	Survey Data/Results
Program Assessment Feedback	Advisement Documents
Professional Development	Advisory Committee Minutes
Candidate Handbooks	ILP Documents
Candidate Logs	Assessment Rubrics

Interviews Conducted

Stakeholders	TOTAL
Candidates	29
Completers	8
Employers	13
Institutional Administration	4
Program Coordinators/Directors	4
PD Providers	5
Mentors	21
Credential Analyst	1
Advisory Board Members	5
TOTAL	90

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Antioch is a bedroom community impacted by urban issues. Most adults who reside in Antioch work in larger cities within the greater Bay Area. The city has experienced an enormous amount of growth in the last 30 years, as real estate prices attracted families to move towards East Contra Costa County. The median age of the community is 33.8 years old. Of the residents who are 25 years or older, 85.9% have a high school diploma. Approximately 20% of residents have a four-year degree or higher level of education.

Antioch Unified School District (AUSD) was founded in 1921 and has grown exponentially in size since its inception. Today, AUSD has a K-12 enrollment of approximately 18,500 students. The district is composed of 26 schools: one K-8 school, 13 elementary sites (K-5 or K-6), 4 middle schools, 3 high schools and 5 alternative education programs.

AUSD serves an incredibly diverse community and the student population is representative of the community's diversity. In 2016, 70% of students received free or reduced lunch and the number of students in foster care has risen 252% in past 6 years. The number of students in group homes has risen 144% in the past 6 years as a result of 11 group homes residing within the AUSD boundaries.

Education Unit

AUSD employs approximately 1,100 certificated and nearly 800 classified employees. The number of teachers hired annually for vacant positions averages approximately 100. The AUSD leadership is devoted to upholding its core mission and vision of taking responsibility to prepare every student for success in college, career and life, and values the history of its schools and community. AUSD supports the personal and intellectual success of each student and is committed to ensuring their graduates will be productive and well informed citizens as a direct result of the district's dedication to advance student achievement.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction	30	64

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports Teacher Induction

Program Design

Antioch Unified School District (AUSD) takes a community approach to supporting its newest teachers. The district recognizes the diversity and unique needs of its student population and the stresses this can place on new teachers. Every employee from classroom teachers to the district superintendent participates in the support and guidance of the candidates in its Teacher Induction program.

The Antioch Unified School District Teacher Induction Program (ATIP) is housed under the Education Services Department. It is designed to provide multiple subject, single subject, and education specialist teacher candidates with a high quality teacher induction program that encourages growth in their professional teaching practice and supports them in meeting the academic learning needs of their students. The primary goals of ATIP are facilitation of support and job-embedded professional development for each candidate throughout the two-year induction experience.

Interviews with ATIP candidates and completers confirmed that they receive timely and thorough program information. Upon hire, all candidates meet one-on-one with the human resources technician and/or the program director to review information on program eligibility and the requirements to clear their credential. Candidates attend an orientation seminar in their first year and receive an ATIP manual and instructions on the use of the electronic portfolio system which contains induction documents, the program pacing guide and an overview of the inquiry process. This information is revisited and reassessed at the beginning of year two.

The relationship between mentors and candidates is the critical component of ATIP, with the development and implementation of the Individual Learning Plan (ILP) setting their trajectory. Program completers and current candidates stated the support and guidance of their mentors were the essential in contributing to their growth in teacher practice. The ATIP director has the primary responsibility and authority for program oversight and implementation, collaborating regularly with other members of the Educational Services Department to align teacher induction activities with district goals, site-based plans, and individual teacher professional growth goals. Interviews with stakeholders confirm that the program director collaborates closely with district leaders including the Superintendent, Human Resources Chief Officer, Directors of Elementary and Secondary Education, Director of Special Education, and Director of Educational Services Budget to actively meet the needs of new teachers in ATIP.

ATIP is also guided by an Induction Advisory Board consisting of 5 members of the Peer Assistance Review (PAR) Joint Committee and 5 additional members – a mentor, a site administrator, the ATIP Director, human resources personnel, a representative from an

institute of higher education – who are union-appointed, non-voting members. The ATIP advisory board meets monthly to support program leadership with the organization, coordination and governance of the program.

This advisory board provides input and guidance on policy and fiscal decisions and assists in the implementation and evaluation of the program. Informal communications with additional stakeholders occur throughout the year via phone calls, email and in person meetings and provide feedback and guidance for ATIP.

The ATIP gathers information from multiple sources for the purpose of program evaluation and improvement; this includes data from internal surveys, surveys developed in collaboration with an external evaluator, and statewide survey data. Candidates, mentors, program staff, site administrators, and program completers are all surveyed with a focus on program quality and effectiveness. Results are reviewed and used to inform ongoing program improvement in an effort to provide a meaningful induction experience for candidates and to support candidate retention. Aggregated survey results are shared with stakeholders for analysis and feedback. Information, trends and/or anomalies from all data sources are identified and discussed by the advisory board. Program goals are continually revisited in conjunction with data results and become the basis for program improvement.

In collaboration with the advisory board, the program director reviews survey results from monthly professional development seminars, making adjustments and improvements as needed. ATIP candidates and mentors noted the program’s responsiveness to their feedback on professional development as it supports their ILP goals.

Mentors receive training in supporting both the short term and long term needs of candidates. Interviews with school principals confirmed candidates receive the “just in time” support they need.

Course of Study

Through the development of an Individual Learning Plan (ILP) and collaboration with an assigned mentor, the ATIP course of study supports candidates as they examine and reflect on their practice, set professional goals, and collect evidence towards their professional growth in the California Standards for the Teaching Profession (CSTP). A program pacing guide is instrumental in supporting teachers and mentors through each phase of the ILP.

Candidates, mentors and site administrators participate in regular triad meetings to collaborate on the ILP. Candidates develop three goals in selected areas informed by the CSTPs. During the two-year induction experience, candidates participate in focused professional development and receive individualized support and feedback from their mentor, while engaging in continuous reflection and discussion of evidence in order to make professional judgments about their teaching practice.

All candidates complete a self-assessment on the Continuum of Teacher Practice (CTP) with evidence cited at the beginning of the year and at the end of the year. This self-assessment helps candidates identify strengths and areas for growth based on their own learning experiences and feedback from both their administrator and their mentor.

Candidates engage in multiple cycles of inquiry and capture these efforts in the Action Plan component of the ILP. As candidates implement and refine their action plan, specific pieces of evidence are reviewed and considered for placement in a final ILP submission in which the candidate is expected to demonstrate progress toward meeting their identified goals. Interviews with candidates confirmed that these activities have produced measurable growth in their instructional practice.

Candidates engage in a variety of data gathering activities such as consultation with colleagues and peer observations as they modify and implement their action plan. Finally, candidates reflect on the activities, analyze what they have learned, and implement new learning. These ILP-driven activities help inform their practice and how to best focus their future professional development efforts.

Candidates work with their assigned mentor on a weekly basis, using the goals identified in the Individual Learning Plan (ILP) to guide their learning and selection of professional development activities. Mentors guide candidates using the ILP to reflect and act on the knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their mentor during classroom observations. Professional development opportunities include monthly seminars that are designed based on a candidate needs survey. Candidates participate in two sessions in which they collaborate with colleagues and share best practices and self-select two additional breakout sessions. Topics of professional development sessions include but are not limited to addressing the needs of English language learners, trauma-informed educational practices, working with foster youth, and an African American Male Achievement Initiative to assist with meeting the needs of AUSD's diverse students. Candidates stated in interviews that it is during the monthly seminars that they have the valuable opportunity to not only work with their mentors but to collaborate with colleagues and share best practices which further advance their instructional practice.

At the conclusion of each year in the program, candidates formally present their reflections and summaries of their growth at the Colloquium, attended by their established cohort group and site and district administrators. Mentors assist candidates in selecting the significant work that illustrates their growth over each year. A final exit interview with program leadership provides candidates the venue to share evidence that has been gathered throughout the entire two year process.

Assessment of Candidates

The program currently uses TaskStream as an online submission and feedback center. Candidates upload documentation including ILP document submissions, supporting evidence and Time Logs, mentors provide feedback and the program director assesses candidate progress. Candidates receive three progress reports annually to advise them about their progress towards completion of ATIP. These progress reports are generated by the program director after reviews of candidate submissions and are sent directly to each candidate and their mentor electronically. Follow-up assistance to candidates is provided as needed. Year one candidates receive additional qualitative feedback from the program director aligned with the ATIP ILP rubric for consideration in the following year's ILP development. Year two candidates receive additional qualitative feedback from various site and district administrators aligned with the ATIP ILP rubric for further consideration upon exiting the program. At the Colloquium, candidates present evidence to program leadership, school site and district administrators demonstrating the professional growth that occurred during their induction experience. Candidates are asked to respond to various guiding questions presented by the facilitators. All year two candidates also participate in a final exit interview with the program director to summarize their growth over the two-year experience. Upon program completion the candidate is recommended for a California Clear Credential after PAR Joint Committee/Teacher Induction Advisory Board approval.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, mentors, professional development providers, employers, and program coordinators and administrators, the team determined that all program standards are fully **met** for Antioch Unified School District's Teacher Induction program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> 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 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		

<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision:</p> <p>ATIP prepares candidates through a formative assessment process that facilitates growth within the CSTP based on candidate needs as documented in the ILP. Program leadership support the needs of candidates through job-embedded professional experiences combined with individualized support that ultimately results in ongoing improvement in teacher practice and student achievement. The Induction Advisory Board supports and guides unit leadership and ATIP. Professional development opportunities are provided for candidates based on candidate needs through a variety of district-offered or district-sponsored professional development workshops and/or trainings. The program supports the hiring and retention of faculty who represent the diversity of the district as evident through AUSD’s recruitment practices including attending recruitment fairs at diverse universities. Interviews with cabinet members further confirm the district offers hiring incentives for the relocation of candidates from these universities who would contribute to a more diverse teaching population.</p>			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator			

preparation programs to ensure their success.			
<ul style="list-style-type: none"> ● The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> ● 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. 	X		
<ul style="list-style-type: none"> ● Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> ● 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 	X		
Finding on Common Standard 2:	Met	Met With Concerns	Not Met
Candidate Recruitment and Support	X		
Additional information applicable to the standard decision			
<p>ATIP admits candidates who hold a preliminary credential and provides support, advice, and assistance to promote their successful entry and retention in the profession. AUSD strives to recruit candidates to diversify the educator pool; this includes recruiting at job fairs, CABE, and historically black colleges, and developing a district hiring plan to increase diversity. ATIP leadership consistently collaborates with human resources personnel through formal and informal communications to ensure candidate success. AUSD's Human Resources Technician determines candidate eligibility, shares a list of eligible candidates and their credential needs with the ATIP Director, and monitors candidate progress on credential expectations through four quarterly check-ins. Interviews confirmed the ATIP director supports candidates' through regular and responsive email communications, sharing of Mid-Year Progress Reports, and reminders of outstanding activities on the Pacing Guide. In addition to ATIP, AUSD has a climate of collaboration between the directors, school site leaders, and senior leadership that guides and supports candidate needs and growth toward completion of ILP-related activities. ATIP consistently gathers, analyzes and reflects on multiple measures of program aspects and candidate progress such as stakeholder feedback, the Pacing Guide, and year-end colloquia to ensure candidate ILP-related performance expectations are met.</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
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	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards. 	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision ATIP implements an induction experience that offers candidates a job-embedded, goal-driven individualized program that allows them to further develop the competencies required of the credential they seek. The diverse needs of the students in the district lend itself to candidate learning experiences that may include culturally responsive teaching, supporting the needs of African-American boys, trauma-informed educational practices, and effective supports for foster youth. Interviews confirmed that the program experiences of mentoring, selection of professional development opportunities, and individualized goal setting support candidate growth in the CSTPs. Mentors are the primary support for candidates and are matched primarily based on individual candidate needs such as ILP goals, content or grade level context, and/or mentor skills. Mentors are selected, trained, and evaluated based on ability to implement best practices, ability to develop and maintain relationships, and their overall effectiveness as both teachers and mentor. Candidates and completers credited the mentors as being the best part of the program. The program implements and evaluates fieldwork and clinical practice through multiple avenues and various environments, but mainly through the candidates' ILP work with their mentor. Candidates are assessed throughout the program on their progress toward their ILP goals, and at the end of year colloquium.</p>			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
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 stakeholders such as employers and community partners about the quality of the preparation	X		

Finding on Common Standard 4: Continuous Improvement	Met	Met With Concerns	Not Met
	X		
Additional information applicable to the standard decision			
<p>ATIP has developed and implemented a comprehensive continuous improvement process at the both the unit level and at the program level. Interviews with mentors, candidates, completers and the advisory board emphasized that feedback drives changes in the program. The program and the unit consistently collect and review data for program effectiveness. This includes statewide survey data, locally-administered surveys of candidates, mentors, and site administrators, informal feedback from all stakeholders, and candidate portfolios including ILPs with growth goals, and evidence and self-assessment of progress on the Continuum of Learning. During interviews with candidates, completers, and the advisory board it was evident that consistent data-driven program improvements enhance candidate experiences and supports the candidate growth process. Program improvements that resulted from data analysis included tailoring professional development sessions based on survey results and using growth goals to increase the focus of the ILP. The unit strives for continuous growth and improvement, as shown by this quote about using feedback from an Advisory Board member, “there are no barriers and we work to make the program beneficial... Our feedback is taken into account. We go back and forth and make what’s best for everyone.”</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
Finding on Common Standard 5:	Met	Met With Concerns	Not Met

Program Impact	X		
<p>Additional information applicable to the standard decision</p> <p>AUSD ensures that candidates are prepared to educate and support students in meeting state adopted standards through an inquiry process that allows for teachers to demonstrate growth in self-selected areas within the CSTPs. Interviews with district leadership confirmed that program design is structured to provide opportunities for candidates to develop practices that allow for maximum impact in classroom teaching. Through a triad meeting between the site administrator, mentor, and teaching candidate, professional development opportunities, access to funding, and release time are identified to support the ILP implementation. Directors of Elementary, Secondary, and Special Education stated that working with site administrators to assist in the support of new teachers is a priority for the AUSD. Analysis of principal surveys demonstrates that student academic growth can be attributed to a teacher’s participation in the ATIP program. Interviews with site and district-level administration corroborate that candidate growth is positively associated with student learning outcomes.</p>			

INSTITUTION SUMMARY

The ATIP provides job-embedded professional development experiences combined with individualized support that ultimately results in ongoing improvement in teacher practice and student achievement. Program stakeholders across the district share a belief system in which candidates are holistically valued. Interviews revealed the program’s community approach to the workforce of people who are inspired to collaborate on and continuously improve their district’s induction program. The program coordinator works with an active advisory committee that includes district leaders, site administrators, mentors, and union members. The advisory committee members share an active role in the governance of the program; they are knowledgeable of program activities and use a variety of assessment tools and data to inform decisions for the induction program. District leaders and staff members are also active in their support of the program, working closely with the program coordinator to ensure professional development opportunities are available for candidates. The collaboration approach is woven throughout all of AUSD’s programs.

Over the last year, ATIP has transitioned toward a program driven by candidate needs. Mentoring is intended to provide all levels of support to candidates as they develop their pedagogical understanding of the teaching profession. Candidates, mentors and site administrators all view this mentor-candidate relationship as essential to the development of candidate growth within the CSTP. Mentors stated their belief that as the program has evolved to be more reflective for candidates, candidates have naturally incorporated reflective practices into their everyday teaching practices. Throughout the interviews with all stakeholders it was evident that feedback drives relevant and timely changes in the program. The program director listens to stakeholder needs and works with the advisory board to review data and identify best practices for a successful candidate experience.