

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

**Professional Services Division
March 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Garden Grove 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: Garden Grove Unified School District

Dates of Visit: February 26-28, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status

<i>Although Garden Grove Unified School District has operated a Commission approved educator preparation program since 2004, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation site visit is the first accreditation site visit for this institution.</i>
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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 candidates, mentors, administrators, and other district 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 **met** for the teacher induction program.

Common Standards

All common standards were **met**.

Overall Recommendation

The site review team has recommended Garden Grove Unified School District for **Accreditation** based on the status of **met** for all Program and Common Standards.

On the basis of this recommendation, the institution is authorized to offer the following credential program and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction Program

Staff recommends that:

- The Garden Grove Unified School District's response to the preconditions be accepted.
- Garden Grove Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Garden Grove 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:	Kimberly Lilienthal Placer County Office of Education
Common Standards:	Jessica Brown Vallejo City Unified School District
Programs Standards:	LaVonne Chastain Kings County Office of Education
Staff to the Visit:	William Hatrick Commission on Teacher Credentialing

Documents Reviewed

Preconditions	Mentor Logs
Common Standards Submission	Mentor Trainings
Common Standards Feedback and Addendum	Mentor Agreement
Program Assessment Submission	Site Administrator Agreement
Program Assessment Feedback and Addendum	Induction Program Policies & Procedures
Program Completer Survey	Meeting Agendas and Minutes
Candidate E-Folders and Database	Professional Development Catalog
Candidate Individualized Learning Plans (ILP)	Professional Development Evaluations
Candidate Completion Checklists	Advisement Documents
	Survey Data Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	80
Site Administrators	33
Institutional Administration	8
Program Coordinators	1
Teachers on Special Assignment	8
Mentors	27
Credential Analysts and Staff	2
Advisory Committee Members	16
Institutes of Higher Education Partners	1
TOTAL	176

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

Garden Grove Unified School District (GGUSD) encompasses 28 square miles of territory, serving most of Garden Grove and portions of six surrounding cities - Anaheim, Cypress, Fountain Valley, Santa Ana, Stanton, and Westminster. GGUSD is committed to preparing its nearly 45,000 students (54% Hispanic, 34% Asian, 8% White, 4% other) to become successful and responsible citizens who contribute and thrive in a diverse society. Of these students, 39% are English Learners and 68% receive free and reduced lunch.

GGUSD was formed in 1965 from the merger of three districts: Garden Grove Elementary School District, Alamitos School District, and the Garden Grove Union High School District. Today, with nearly 45,000 students and more than 5,000 employees, GGUSD is the third largest school district in Orange County with 68 schools (45 elementary, 10 intermediate, 8 high school, 2 special education, 1 adult education, and 2 preschools).

Education Unit

GGUSD's teacher induction program is housed in the Office of Personnel Services of the district. Currently the only Commission-approved credential program, they serve both general and special education teachers needing to clear their preliminary credentials. The district's vision is to prepare all students to be successful and responsible citizens who contribute and thrive in a diverse society. Additionally, the district mission is to ensure student success by providing a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction Program	55	145

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report Teacher Induction

Program Design

The GGUSD induction program is housed in the Office of Personnel Services. The induction supervisor is the contact to the state and runs the day-to-day operation of the program, reporting directly to the director of Personnel Services. Eight teachers on special assignment (TOSAs), three special education and five general education, oversee the induction programs and provide support to the candidates and mentors in a geographical region of the school district. Candidates are directly supported by either a site mentor (classroom teacher serving as a mentor), a teacher on special assignment, or the induction supervisor. Candidates and mentors communicate directly with their cohort TOSA. Orientations are held at the beginning of each school year. Participants attend three cohort meetings throughout the year to get information and collaborate. The induction supervisor sends out a monthly email to address common questions and upcoming events. Program information is kept up-to-date on the induction website.

Interviews and a review of program documents confirmed that the program communicates with stakeholders through multiple means. The advisory committee meets three times a year with membership from district departments, program members, and university staff. In addition, the advisory committee receives information that is sent to candidates to keep them informed of professional development opportunities, resources, and expectations of program completion. Mentors receive communication through monthly meetings in which they collaborate with other mentors, learn about program expectations, review adult learning theory, receive training for “just in time” support, as well as mentoring and coaching tools.

Interviews with site administrators verified that communication from the program occurs at the beginning and throughout the year along with triad meetings which clarify roles and responsibilities of mentor, candidate and administrator. In addition, the triad meeting facilitates the alignment of evaluation goals with induction work. Administrators shared that they felt that the Garden Grove induction leadership supported them well. A highlight from candidate interviews was when an education specialist candidate shared that “before the meeting, my principal didn’t know anything about Moderate/Severe, but now he understands what I do.” Other candidates described the meetings as meaningful and informative. Each month, mentors complete logs which include dates, times, and general discussion topics. Interviews with administrators were overwhelmingly positive; they felt that “it is such a great experience to work alongside mentors to make sure new teachers are successful.”

Step 1 of the induction program consists of gathering information that would assist in developing the candidate's Individual Learning Plan (ILP). Candidates gather information about students, school, and community to gain an understanding of their context for teaching and learning. In addition, candidates gain an understanding of their current level of practice by completing an initial observation with their mentor and gathering input from their administrator. All this information is used to guide the candidates and their mentors in creating their induction plan for the year.

In Step 2, candidates implement the action plan in their ILPs with the support of their mentors and other members in their system of mentoring support. The action plan includes activities such as cycles of Plan-Teach-Reflect-Apply (PTRA), academic research, professional development, collaboration, co-plan/co-teach, demonstration lessons, etc. These activities are completed as part of the action plan and are designed to provide opportunities for reflection and growth toward their inquiry focus goals which are grounded in the California Standards for the Teaching Profession (CSTP).

Although candidates reflect throughout the entire induction program, there is a formal opportunity to reflect at the end of each year. At the conclusion of year 1, candidates meet one-on-one with the induction supervisor to reflect on the growth they've made in the CSTP and to share their general experience in the program. At the conclusion of year 2, candidates participate in a colloquium where they display and share their reflections on growth over the entire program to two administrators.

Based on stakeholder input, positive program changes include, but are not limited to: a tailored support system designed to meet the needs of candidates, a program emphasis on reflection and refinement by the candidates, and a specific shift to a more mentoring based model with less paperwork. Further input indicated a more robust system based on a mentoring relationship.

Program completer survey data for 2017 garnered responses from 32 candidates (97%). All completers began working with a mentor within one month of enrollment in the program, and most felt well matched with their mentor. The data indicated high satisfaction with the induction program, helpfulness of the mentors, and the level of support provided. The survey showed the completers felt there was strong engagement with formative assessment activities during the program, and that activities had a positive impact on classroom practice. After close review of this survey data and other related evidence presented, the team felt satisfied with determining that the program had successfully served these completers of the teacher induction program.

Course of Study (Curriculum and Field Experience)

The course of study for GGUSD teacher induction candidates takes place primarily with their mentor while working on their inquiries. Participants attend an induction orientation before the start of the school year.

During Step 1, participants attend the step 1 workshop, PTRA training, and cohort meeting. During the workshop, candidates receive training to support English Learners, Special Education students, GATE and advanced learners, and learn how to access the district data resources. The PTRA training allows candidates to choose and receive training from a menu of possible activities they may want to do during their inquiry which may include lesson studies, video clubs, and co-teaching. During the cohort meeting, candidates and mentors receive support and time to work on the development of their ILPs.

During Step 2, candidates participate in two cohort meetings where they collaborate with other candidates about their inquiries and receive information about next steps in the program. There are also several optional opportunities throughout the year to attend trainings if it supports the candidate's inquiry or is of interest to the candidate. Topics for the trainings are determined based on the current inquiries of the candidates.

The program concludes at the end of year 2 with a colloquium. The Induction Colloquium is a time of celebration for candidates to share teaching practices, student learning, and professional growth made throughout the induction journey. During the Colloquium, candidates present evidence of reflection and growth to two GGUSD administrators. This presentation serves as the candidate's exit interview for the induction program.

The GGUSD induction program supports educator preparation by implementing a mentoring focused, formative assessment process which includes an Individualized Learning Plan (ILP) and Inquiry Cycles that support candidates use of the "Garden Grove Way" Strategic Plan, California's K-12 adopted standards and curricular frameworks. Professional development also includes training for the PTRA cycle and CSTP self-assessment.

As part of the teacher induction program, mentors must agree to the following: develop a trusting, meaningful, and supportive relationship with candidate(s); maintain a reflective approach and complete all mentor reflection activities; check email daily for correspondence from the induction office and/or candidate(s) and respond within 24 hours when appropriate; provide instructional and just-in-time support of candidate(s) based on candidate's needs for a minimum average of 60 minutes per week; guide candidate(s) in the completion of induction activities; support candidate(s) in meeting all induction due dates; bring concerns about candidate(s) to induction TOSA and/or program supervisor in a timely manner; attend all required mentor trainings and cohort meetings; report any absence to induction TOSA and program supervisor in advance of trainings/workshops; and complete both local and state evaluation surveys as to the effectiveness of the program.

Assessment of Candidates

The program supervisor, TOSAs, mentors, and candidates explained how the candidates are assessed throughout their induction experience. Candidate competency is determined by evidence of growth and reflection within the CSTP. Evidence of this growth and reflection is gathered through the CSTP rubric, ILP, inquiry reflection log, PTRA log, end of the year chat, and colloquium. In addition, the induction supervisor visits each candidate classroom one time per year and provides feedback to the candidate based on their inquiry focus. Candidates can find teacher induction policy and procedure information on the GGUSD website. Additional information includes the professional development menu of options, cohort trainings, as well as a calendar of events. Candidates also confirmed, through interviews, that due to the induction programs organization, open door policy, and the abundance of support (through mentors and program leaders), they thoroughly enjoyed being in the Garden Grove induction program. Candidates reported they are informed of the assessment process at the induction orientation

meeting. Candidates assess their own practice on all six standards at the beginning of the year and the end of the year using the CSTP with the support from their mentor.

A Google folder is created for each candidate. Each folder houses a program checklist (by steps), program documents, mentor/candidate logs, and a variety of other required pieces of completion evidence.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, mentors, administrators, and other district personnel, the team determined that all program standards are fully **met** for the 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 	X		

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.			
<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		
<p>Additional information applicable to the standard decision</p> <p>The Garden Grove Unified School District teacher induction program supports educator preparation by implementing a mentoring focused, formative assessment process which includes an Individualized Learning Plan (ILP) and inquiry cycles that support candidates use of the “Garden Grove Way” Strategic Plan, California’s K-12 adopted standards and curricular frameworks. Confirmed through interviews with all stakeholder groups, the institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the induction program with informal and formal opportunities for feedback. Candidates noted small changes were implemented immediately and the advisory committee noted opportunities to discuss program components in detail with implementation of changes in a timely manner.</p> <p>GGUSD provides the program with sufficient resources and personnel to operate an effective induction program. The program consists of mentors, five general education TOSAs, three special education TOSAs, and a program supervisor. The program supervisor has the support of the Personnel Services Department’s administrative assistant and is supported by the director and assistant superintendent of Personnel Services. In addition, time and resources are allocated for program staff to collaborate with induction colleagues across the county and institutions of higher education as well as attend local and statewide professional development.</p> <p>The assistant superintendent and director of Personnel Services engage in hiring practices for their induction staff which recruit and retain faculty who represent and support diversity and excellence. A review of job descriptions and other hiring documents as well as interviews of the program supervisor, TOSAs and mentors are evidence of these practices. In addition, candidates commented on the high quality program staff during interviews stating, “No one in this district is too important to support us” and “They take volunteers [to be mentors] and they are the cream of the crop”.</p> <p>The induction program monitors program requirements through shared documents and a completion packet. A review of all candidate submissions is conducted by two program staff. The director and assistant superintendent of Personnel Services are reviewers in this process as well.</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.	X		
<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: Candidate Recruitment and Support	Met		

Additional information applicable to the standard decision

The credential and Personnel Services staff of GGUSD enroll new employees who hold a preliminary credential and provide a system of integrated support, advice, and assistance to promote their successful entry and retention in the district as well as the profession. Strategic efforts to recruit candidates to diversify the educator pool began about 12 years ago with the development of a “Teacher Pathway”. These efforts include outreach to the district community, peer AVID tutors, partnerships with local universities, recruiting through school sites and social media, vetting student teacher pools prior to placement at sites, and the award of 40 classified grant slots have significantly increased the diversity of the GGUSD staff.

GGUSD integrates departments at multiple levels through formal and informal collaboration activities. Personnel Services has direct oversight of the induction program. Upon hire the office determines candidate eligibility, completes an induction program new hire form which is forwarded to the induction program supervisor and the Instruction Office, and the candidates are contacted by the induction office. Orientation and the program website are designed to inform candidates of program requirements and processes. Interviews and document review confirmed that the program director and program TOSAs support candidates’ through the shared document program checklists, email communication, and year-end activities. GGUSD coordinates a system of support for each candidate to assess their areas of need and set goals, work toward their goals, and provide feedback on candidate progress. This system of support includes the Personnel Services staff, induction staff, instruction TOSAs, site principals, and mentors. Candidates who need additional assistance are met with this robust support system and targeted assistance is provided in the area or areas of need. During site interviews, candidates shared that the induction program staff goes out of their way to support them.

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	X		

personnel, site-based supervisors and school sites, as appropriate to the program			
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		
·Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
All programs effectively implement and evaluate fieldwork and clinical practice.	X		
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		
Additional information applicable to the standard decision			
<p>The teacher induction program has designed a coherent system of experiences for furthering candidate development of knowledge and skills. The process begins with the establishment of context for teaching and learning and individualized goal setting. This is completed in collaboration with candidates, mentors and site administrators, and incorporates both “just in time” support from mentors and action research through a series of two classroom-based inquiry processes. Induction goals are designed to be integrated into site and district objectives and include issues of diversity encountered in the candidates’ school settings. Progress by candidates toward achieving their goals is supported through mentor advisement, observations of exemplary teachers, co-planning/co-teaching, district professional development, and targeted support from TOSAs.</p> <p>Through the inquiry process, candidates engage in focused research, implement new strategies, and reflect on the effectiveness of practice with guidance from their mentor. This reflection is evidenced through the PTR cycle, inquiry reflection, and induction monthly logs, which are</p>			

monitored by mentors and TOSAs and are used to guide individualized program support and feedback. Mentors and TOSAs are selected after a rigorous application process, and site administrator’s recommendation that they have proven to be excellent teachers and are passionate about student learning. They then receive both initial and ongoing training from program leadership in mentoring and cognitive coaching skills, and are assigned to candidates based on credential area and teaching context (as closely as possible) to ensure mentor knowledge of effective practices in each setting. The program employs multiple measures for assessment of mentor effectiveness, including candidate feedback, collaborative and induction monthly logs.

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 completion 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		
Additional information applicable to the standard decision			
The GGUSD induction program’s approach to continuous improvement includes an ongoing collection and study of data from all stakeholder groups. These multiple measures are used to assess and provide specific data on the effectiveness of the program, course of study, job-embedded application and candidate competence. Identification of program effectiveness includes formal surveys administered to candidates, mentors, and administrators, informal feedback from all stakeholders, candidate ILP growth, and Google file evidence artifacts. Stakeholder interviews indicated how regular examination and analysis of the data collected has informed and supported many improvements to program components. The leadership team and			

mentors shared that survey and PD evaluation data is looked at weekly during their induction program leadership meetings. The team routinely analyzes the data and makes immediate adjustments as needed.

In interviews, candidates shared that they appreciated that the activities related to induction have become less repetitive and more applicable to the work they already do in their classrooms. Through self-reflection they noted their growth as it related to their goals in their ILP. They also reported that they appreciated that the program has become more individualized and is meeting their immediate needs. Interviews with candidates, mentors, and program leadership verified that data-driven decisions provided systematic improvements to the program.

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: Program Impact	Met		

Additional information applicable to the standard decision

Garden Grove Unified School District ensures that candidates are meeting state adopted standards and demonstrating growth in the CSTP through self-assessments, the ILP, inquiry process, and year end activities. Interviews with candidates and mentors confirmed that opportunities for candidates to develop and demonstrate practices that have a positive impact on teaching and learning included mentor observations, peer video observations, demo lessons, peer observations, co-plan co-teach, and lesson study. Through a triad meeting between the site administrator, mentor, and candidate, support to meet the goals of the ILP are discussed and revisited at a mid-year triad. Analysis of principal surveys and confirmation during site visit interviews demonstrate that student academic growth as well as teaching team growth can be attributed to a candidate's participation in induction.

INSTITUTION SUMMARY

The GGUSD teacher induction program provides a no cost two-year program to general education and special education candidates employed in the Garden Grove Unified School District to clear a California Multiple, Single Subject, and/or Education Specialist credential. This CTC-approved program focuses on a system of in-class mentoring support provided by veteran classroom teachers or Teachers on Special Assignment specifically trained to coach candidates. The foundations of the program include: 1) the CSTP, 2) A strong relationship between the induction candidate and mentor, 3) growth and reflection, and 4) The state academic content standards and Garden Grove Way.

Through the ILP and PTRAs components of the GGUSD induction program, all candidates establish professional goals and develop reflective practices for purposeful professional growth with the support of colleagues and community of professional educators.

As the program has transitioned to the current teacher induction program standards, district leadership, site administrators, mentors and year two participants noted a reduction in program components, shifts in mentoring focus and effectiveness, and an individualized program that meets the unique needs of each candidate.

Based on interviews and completer survey data, it is clear that candidates view the induction program as overwhelmingly supportive of their daily work in the classroom and not just as a pathway for clearing their credential. They value the choices they have in goal setting and their professional development options which are strategy based and immediately applicable to their ILP goal in support of student learning. As several candidates noted through interviews: they grew more in their one year of induction than they did in their previous years of teaching.

The candidates, mentors, and administrators who were interviewed all demonstrated a positive attitude for the Garden Grove induction program, its leaders and mentors, and gave extremely high praise for the level of commitment to the support and growth of new candidates in their district.