

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

**Professional Services Division
January 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Etiwanda 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: Etiwanda School District

Dates of Visit: October 29 - October 31, 2018

**2018-2019 Accreditation
Team Recommendation:** Accreditation

Previous History of Accreditation Status

<i>Although Etiwanda School District has operated a Commission approved educator preparation program since 2003, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i>

Rationale:

The 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, completers, mentors, institutional administration, advisory committee, credential analyst, and administrators. The team 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

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Teacher Induction Program. Following discussion, the team considered whether the program standards were met, met with concern, or not met. The site visit team found that all Teacher Induction program standards were **Met**.

Common Standards

The entire team reviewed each of the five Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all Common Standards are **Met**.

Overall Recommendation

The team completed a thorough review of the Etiwanda Teacher Induction program documents, program data, formative assessment system, teacher work products, interviews with program leadership, including district administrators, site administrators, credential personnel, mentors,

candidates, completers, and the Induction Advisory Committee. Based on the findings from this review the team unanimously recommends a decision of **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.
- Etiwanda School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Etiwanda School District's Teacher Induction Program 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:

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Common Standards:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Induction Eligibility Criteria
Induction Program Website	Advisory Committee Agendas, Sign-ins and Presentations
Induction Program Review	Support Mentor Training Agendas
ESD Induction Handbook	Candidate Individual Learning Plans (ILPs)
Induction Program Brochure	Candidate Folders
Recruiting Schedule	Mission and Vision Statements
Support Mentor Observation Form	Survey Data
Support Mentor Standards for Leadership	
Induction Program Rubric	

Interviews Conducted

Stakeholders	TOTAL
Candidates	57
Completers	26
Site Administrators	15
Institutional Administration	4
Director of Special Programs	1
Induction Program Leader	1
Mentors	9
Credential Analysts	2
Advisory Board Members	19
TOTAL	134

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:

Established in the historic Cucamonga wine region as a one-room schoolhouse in May of 1883, Etiwanda School District (ESD) currently enrolls over 14,000 students who attend 13 elementary schools, 4 intermediate schools and a home school. ESD serves the communities of Rancho Cucamonga, a city that is situated at the foothills of the San Gabriel Mountains in San Bernardino County, California, and Fontana located in the west end of San Bernardino County.

Education Unit

The ESD Teacher Induction program is a single district program providing teachers who hold a preliminary credential in Multiple Subject, Single Subject, and Education Specialist the opportunity to clear their credentials.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
General Education Teacher Induction	34	47
Education Specialist Teacher Induction	12	12
ECO	3	0

The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception of the team having fewer members than is usual. One team member was not able to attend the site visit due to a family emergency. However, she completed a great deal of pre-work that proved helpful for the other team members as they conducted interviews and prepared the site visit report.

Program Reports Teacher Induction

Program Design

The Etiwanda School District (ESD) is the Lead Educational Agency (LEA) for the ESD Induction Program. As the LEA, ESD carries the sole responsibility for implementing the program and for the program outcomes. The Superintendent, Assistant Superintendent of Personnel, Assistant Superintendent of Business, and Assistant Superintendent of Instruction and Pupil Services communicated the strong connection between all district divisions and departments in support of the induction program. Resources, both fiscal and human capital, are provided to support the needs of induction teachers and their students.

The ESD Induction Program unit leadership consists of the Assistant Superintendent of Instruction and Pupil Services, the Assistant Superintendent of Personnel, the Director of Special Programs, and the Instruction/Induction Program Leader. The Induction Program Leader reports directly to the Assistant Superintendent of Instruction and Pupil Services and regularly discusses and communicates induction program needs, resources, and accreditation requirements. Day-to-day operations fall under the Induction Program Leader, with clerical support from one clerk.

There are seven full-time mentors who also serve as the district and induction program professional development providers and two classroom teachers who serve as part-time mentors. Interviews with mentors, current candidates, and completers confirmed the value stakeholders place on the full-time release model, which allows mentors to model lessons, co-teach, observe, and provide feedback during the school day. When candidate needs and/or the numbers of candidates expand beyond the full-time mentors' capacity, additional classroom teachers/mentors are selected or brought back to support those additional candidates based on matching credentials.

Individual Learning Plans (ILPs) are developed in a triad which includes the candidate, mentor, and the site administrator. The ILP then becomes the working document the candidates and mentors use throughout the induction experience. Mentors provide coaching and mentoring to each teacher candidate. They guide the candidate through collaborative goal development, the inquiry process, and their overall growth in the California Standards for the Teaching Profession (CSTP) throughout their induction program.

As shown in program documents and discussed in interviews with the Induction Program Leader, mentors, and candidates, all candidates are matched with like-credentialed mentors within the first two weeks of program enrollment. From there, first-year candidates attend the district's New Teacher Academy and ESD Induction orientation where new hires are welcomed into the district. Etiwanda is a district that prides itself in knowing each educator on a personal basis in order to build respect and value them as an individual. The Assistant Superintendent of Personnel stated during an interview that he writes a short bio on each newly hired teacher

which is presented at the first school board meeting of the year. The Assistant Superintendent of Business stated during an interview that he takes all the newly hired teachers on a bus tour of the district before school starts each year.

Mentors are selected through an application and interview process. Once selected the mentor receives initial training. Ongoing training is provided through monthly mentor meetings, in district and out of district trainings, and through feedback. The seven full-time Professional Development Providers (PDP)/ mentors, with the assistance of two part time mentors, the induction candidates and train all teachers on pedagogy, curriculum, strategies related district and state frameworks, standards, and adoptions. Feedback is provided to the mentors by the Induction Program Leader based on feedback from candidates, survey information, and individual goals which are set with the Induction Program Leader at the beginning of each school year.

During the two year induction program, candidates select their aligned California Standards for the Teaching Profession (CSTP) elements based on their individual needs. Mentors and candidates start their work as soon as the school year begins in order to have time to develop a context that supports or extends their pre-service experiences and knowledge. After the initial triad meeting, the mentor and candidate begin their work to develop a plan of action for inquiry and growth. Two additional triad meetings occur during the first year. Three triad meetings occur during the second year with the final one serving as an exit interview. During candidate interviews, they shared that professional development (PD) is tailored to their individual needs. Some sessions may be one-on-one or may include two or three like participants depending on the needs of the teachers and their students. PD sessions allow candidates the opportunity to experience a broad scope of CSTP elements as needed including such topics as: Foundational CSTP, cultural responsiveness, teaching English Learners, and teaching special populations. Candidates also have opportunities to observe veteran teachers and collaborate with peers and colleagues throughout their induction experience.

The ESD Induction Program values the feedback stakeholders provide, as it allows for continuous improvement. As an example, the Induction Program Leader provides information and training to administrators at principal meetings and also communicates information via email. Site administrators shared in interviews that they provide input on program effectiveness and candidate competence through various avenues, both formal and informal (communication in-person, email, mid and end of year surveys). Mentors regularly meet with the Induction Program Leader to share implementation strategies, candidate needs, as well as personal needs and connections to other district work. Candidates are made aware that the program leader and any program personnel are available to them to answer questions and to provide resources identified by the mentors and candidates as necessary in the support of candidate's work.

The Induction Advisory committee meets a minimum of three times a year for program updates, information, discussion, and recommendations. The Induction Advisory Committee

includes the Induction Program Leader, the Director of Special Programs, current mentors, current and past candidates, site administrators, induction program clerical staff, business department staff, the credential analyst, the teacher union president, and representatives from partner institutes of higher learning. Interviews and evidence confirm that the committee meets a minimum of three times a year to discuss accreditation cycle responsibilities, analyze program data, and make program recommendations. Based on advisory committee agendas, documentation, and interviews, it is clear that the leadership team discusses and plans the program outcomes for the upcoming school year based on data collected from professional development evaluations, survey data and informal conversational feedback.

Based on data shared with the Induction Advisory Committee, several modifications to both improve the program and meet the new program standards have been made. For example, it was determined that workshops and PD sessions needed to be organized around various time frames, content, and ILP goals. Meetings and PD are now structured for discussion and collaboration around current issues and are intentionally differentiated to meet the needs of both elementary and middle school level teachers. The Induction Program Leader added during an interview that in response to data collected and shared with the Advisory Committee, the following specific changes to the program were also made:

- 1) Rather than developing ILPs early in the school year, the ILP development is now held a few weeks into the school year allowing candidates and mentors to have time to develop a context and collaborate with site administrators;
- 2) The program schedule now includes organized sessions for candidates allowing them the opportunity to work collaboratively on similar goal(s). Strategies for planning and discussing best practices and candidate needs during these sessions allow for the modeling and application of effective planning. Student needs (EL, Advanced, at-risk, etc.) are presented and discussed in order to teach candidates how to plan for differentiation.
- 3) The Induction Program Leader now meets with each mentor individually to discuss their focus, goal(s), and scheduling at the beginning and again middle of the year to collaborate on how they are intentionally planning for their candidates.
- 4) Finally, candidates and mentors are now using an online platform, Google, to access, collaborate on, and store their ILP and artifacts that mentors and candidates have determined to be supportive of their work.

Feedback from both candidates and mentors show that the current process for developing the ILP goals, resulting from these changes, has not only provided them with opportunities to grow but has exceeded their expectations. Individualized ILP goals and inquiry actions have provided a clear path for the candidates and mentors to align the CSTPs identified in the ILP with student growth. This process helps the induction candidates become more effective educators early in their career.

Course of Study (Curriculum and Field Experience)

Advising and counseling opportunities for candidates occur at the onset of their enrollment and throughout their program. Individual and small group opportunities to meet with the Induction Program Leader allow candidates multiple platforms to ask questions, hear about their pathway to a clear credential, and share feedback. According to program documents and interviews with candidates, candidates are matched with like-credentialed mentors within the first two weeks of program enrollment. From there, first year candidates attend the district's New Teacher Academy and ESD Induction Orientation where new hires are welcomed into the district and begin meeting weekly with the assigned mentor.

Candidates indicate that they are supported in showing growth across the CSTPs during their two years in the program. Candidates select their aligned CSTP elements based on their individual needs. Mentors and candidates start their work as soon as the school year begins in order to have time to develop a context that supports their pre-service experiences and knowledge. An initial triad meeting is scheduled with the site administrator, mentor, and candidate to discuss a focus for the candidate's ILP goal. The mentor and candidate then begin their work to develop a plan of action for inquiry and growth. Candidates are provided the opportunity to participate in individualized PD. They are also given the opportunity to observe veteran teachers as means of expanding their knowledge of practice outside the classroom, improving collaboration between colleagues, and contributing to their ILP research.

The ILP is a working document throughout the program. Year two candidates praised the skills of the mentors. Between the prior year in the program and this year, the mentors have become more skilled in imbedding the ILP goals into all aspects of the program. Candidates stated that while the program was strong last year they can see the difference this year in the connections that are helping them improve their classroom practice at a faster rate. Candidates stated in interviews that they believe they are extremely well supported in their induction journey and they can see the improvements to their practice through participation in the ESD Induction Program. They value the opportunity to reflect under the guidance of a mentor.

The program also provides a structure of support and accountability for the work between the candidate and the mentor. They meet regularly during instructional time, before or after school, and with other peers during mentor cohort meetings and induction workshops. The mentor conducts at least two formal classroom observations during each year of the candidate's program in order to provide feedback on implementation of ILP related actions.

Beginning and mid-year triads allow for the site administrator, mentor, and candidate to come together to discuss growth in the candidate and in their students. They collaborate on next steps and resources, as well as individual needs. When a candidate is not making growth, the candidate, mentor, and program leader discuss a plan of action for further support or actions that will allow for growth. The induction program leader sits in on a sampling of candidate triads.

At the conclusion of the program, candidates are asked to present their overall induction progress to colleagues at a colloquium. Candidates self-select the evidence that they would like to share around an area of the CSTP that reflects their growth as a teacher.

Assessment of Candidates

Candidates, mentors, and the Induction Program Leader describe a program in which ongoing participation and ILP implementation are measured against a rubric during the mid and end of year program checks. The rubric encompasses a candidate's professionalism, ILP implementation, participation in discussion, and verbal or written communication. The rubric is presented to candidates early in the program so they have the opportunity to connect the program expectations to their ongoing work with their mentor. The rubrics support the program's ability to quantify candidate's application and demonstration of progress towards mastery on the CSTP's in order to determine recommendation for a clear credential at the end of Year 2. If there are gaps, these requirements are listed and reviewed with the candidate and mentor and a plan is put into place for improvement. Mentors are trained and calibrated on the rubric during mentor meetings and collaborate to score and reflect on candidate ILP elements. Candidates who are not meeting the "adequate" level of the rubric are supported by their mentor in meeting their growth on the CSTP. Additionally, candidates self-assess their growth against their ILP using the Continuum of Teaching Practice at the beginning, mid and end of year. Mentor and candidate discuss their placement on the continuum through the CTSP element stems to determine next steps for ILP actions.

While there are clear requirements outlined in the Induction Program Handbook addressing lack of progress in the ESD Induction Program, candidates and mentors indicated in interviews that there are very rarely cases when progress is not occurring. They attribute this to strong candidate/mentor relationships and a strong program where concerns are addressed in a timely manner.

Prior to the recommendation for the California Clear Credential, the Induction Program Leader reviews the rubric scores of the ILP checkpoints and ensures that each candidate has met the program requirements. She then works with the credential analyst to complete the online credential recommendation.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program and institutional leadership, mentors, professional development providers, and administrators the team determined that all program standards are fully **met** for the Etiwanda School District 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		
<p>Additional information applicable to the standard decision:</p> <p>The Etiwanda School District Induction Program’s vision is based on the research of Ingersoll and May, Martin, and McDonald and Flint. This vision is consistent in preparing educators for California public schools, and implementation of the standards, as exhibited in Etiwanda’s mission statement, brochure, website, and handbook. The program’s stakeholder interactions and methods of decision making are summarized on the ESD Stakeholder Involvement Chart and substantiated by interviews with the Etiwanda Advisory Committee and unit leadership.</p> <p>The credential analyst communicates with candidates in the beginning of the year in regards to their eligibility for induction, as well as with the Induction Program Leader. Additionally, two credential analysts who were interviewed confirmed a clear process for credential recommendations in which the Induction Program Leader determines if the candidates have met the program requirements, completes the Induction Recommendation form, and then directs the credential analyst to make the credential recommendation to the Commission.</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: Candidate Recruitment and Support	Met		
<p>Additional information applicable to the standard decision: The Etiwanda School District Teacher Induction Program works closely with the District Assistant Superintendent of Personnel and the credential analyst in enrolling and orienting candidates to the induction program, as evidenced by the induction program website, Etiwanda Induction Criteria, the Etiwanda Induction Program Handbook, and by interviews with the credential analysts, Induction Program Leader, and Assistant Superintendent of Personnel. The district purposefully recruits candidates to diversify the educator pool by partnering with institutions of higher education locally, state-wide, and out of state as evidenced by the interview with the Etiwanda superintendent.</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		
<p>Additional information applicable to the standard decision: Through the Individual Learning Plan (ILP) development and implementation, the Etiwanda Teacher Induction Program provides a sequenced series of mentor led, job-embedded professional experiences which lead to growth in the California Standards for the Teaching Profession (CSTP).</p> <p>Etiwanda Teacher Induction Program leadership has designed avenues of collaboration with their stakeholders. The Etiwanda School District Induction Advisory Committee meets quarterly and includes both a broad representation of district staff and representation from university partners. The unit also meets internally and includes the Assistant Superintendent of Instruction, the Assistant Superintendent of Personnel, the Director of Special Programs and the Induction Program leadership. Site Administrators collaborate on the candidates’ ILP goals, and are formally and informally communicated with throughout the school year by program staff. Mentors also meet regularly to be trained and to provide input to the program.</p> <p>The mentor support is a full-release model and mentors are selected through an application and interview process. They must have experience as successful classroom teachers. They receive ongoing training to improve their practice as mentors. Mentors are provided feedback based on their performance with their candidates through employment evaluation, receipt of survey results, and success criteria of supporting the ILP.</p> <p>Candidates in the program are full time classroom teachers and their induction experience is based on their classroom assignments. Issues of diversity are addressed through district-wide culturally responsive teaching professional development and through the Generation Ready program in place at school-sites. Implementation of these professional developments are reflected upon during the ILP process.</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 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		
<p>Additional information applicable to the standard decision: Ongoing feedback from mentors and candidates is collected through training evaluations, surveys and conversations. Data is collected, analyzed and presented to the Induction Advisory Committee who then discusses outcomes and recommends any changes for improvement to the program. Interviews with the Induction Advisory Committee substantiated that on-going revisions to the program have been made through the examination of this data.</p> <p>For example, during an interview with the Advisory Committee it was learned that upon examination of survey data from candidates, the decision was made to increase availability and resources to provide more opportunity for the observation of veteran teachers. Professional development was provided to fit the needs of individual candidates, with smaller groups organized according to common topics, grade level, and subject matter. The ILP timeline was altered in response to survey data. Information provided in interviews with principals and the</p>			

unit leadership indicated that student test scores reveal that induction teachers match or outperform veteran teachers, and that induction teachers have shared their expertise with veteran teachers to drive instructional change.

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:

ESD student data shows that candidates supported through the ESD Induction Program consistently perform equally to or outperform veteran teachers. Candidates shared that within the county the ESD is known as “the district to work for” because of the consistent mentoring of and support for new teachers. Site administrators shared their veteran teachers often ask if they can participate in new teacher training and/or have a mentor because they are able to see the growth of the new teachers on campus and want the same thing for themselves.

Assistant superintendents all shared that almost every person in administration in the ESD has either been a mentor or a candidate in induction. They see the induction program as a program that facilitates the leadership skills of candidates which stays with them throughout their careers.

INSTITUTION SUMMARY

ESD demonstrates strong collaboration and communication across all district departments in support of the induction program. As a part of that support, ESD leadership at the cabinet level has established guidelines for the district regarding new teachers. Site administrators are

encouraged to limit the extra duties of induction candidates and new teachers are not assigned combination, EL cluster, or GATE cluster classrooms during their induction experience.

Additionally, reviewers consistently heard from all stakeholders that everyone contributes to the development of new teachers because it is what is best for the students. The Assistant Superintendent of Business reminds district staff, “Your boss is the five year old who is going to spend the next nine years with us, so make sure new teachers have everything they need to serve that boss.” This quote summarizes the ESD’s focus on the needs of its students as well as the needs of its teacher induction candidates.

The district’s focus was reinforced during candidate interviews. Candidates indicated that their induction program is based on their needs and their students’ needs and that they feel very well supported by the program. They felt that they are listened to and their feedback is taken seriously and leads to program improvements when necessary. Program staff and leadership, including the Induction Program Leader, are experts and are willing to model lessons, co-teach, provide feedback and lead reflection. Many stakeholders expressed how much they value the leadership and dedication of the Induction Program Leader and appreciate what she has done for the ESD Induction Program.