

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Modesto City Schools**

**Professional Services Division**

March 2020

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Modesto City Schools**. 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**

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction Program	6	6	0	0

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: Modesto City Schools**

**Dates of Visit: February 24-26, 2020**

**Accreditation Team Recommendation: Accreditation**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
Date: April 2011 <a href="#">Modesto City Schools Accreditation Report</a>	<a href="#">Accreditation Letter</a>

**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 administrators, faculty, candidates, graduates, and local school personnel. 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:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards have been determined to be met.

Common Standards

All Common Standards have been determined to be met.

Overall Recommendation

Based on the fact that the team found that all preconditions were aligned and all standards for the Teacher Induction credential program and all Common Standards were met, the team recommends **Accreditation**.

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**

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Modesto City Schools be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Modesto City Schools 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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Placer County Office of Education

### Common Standards:

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Los Angeles County Office of Education

### Programs Reviewers:

**Carol Clauss**

Retired- Lancaster Elementary School District

### Staff to the Visit:

**Bob Loux**

Commission on Teacher Credentialing

## Documents Reviewed

Vision	Equity PowerPoint
Strategic Plan	Curriculum, Assessment and Professional Development Website
Program Website	Individual Mentor Challenges Agenda
CSTP Self-Assessment	Culturally Responsive Professional Development Flyer
Continuum of Teaching Practice	Common Standards Submission
Program Handbook	Program Review Submission
Faculty training resources list	Common Standards Addendum
Mentor Recruitment Schedule	Program Review Addendum
Non-discrimination policies	Program Seminar Schedule
Mentor Training Materials	Mentor Training Schedule
Satisfaction surveys (candidate, mentor and employer)	Candidate Advisement Materials
Mentor qualifications – Ed Join	Site Visit Accreditation Website
Mentor Selection Interview Questions	Faculty Vitae
Record Keeping Spreadsheet/Table	Candidate File
Collaboration Log	Assessment Materials
Portfolio Review Form	Candidate Handbooks
Mentor Description of Practice	Survey Results
Mentor Mid-Year Rubric	Performance Expectation Materials
Mentor End-of-Year Rubric	Precondition Responses
New Teacher Intake Form	
North Valley Collaborative Agendas	
New Mentor Training PowerPoint	
Mentor Homework Document	

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	27
Completers	17
Employers	9
Institutional Administration	4
Program Coordinators	1
Faculty	5
Support Providers	13
Credential Analysts and Staff	3
Advisory Board Members	8
IHE Partners	3
<b>TOTAL</b>	<b>80</b>

*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**

Modesto City Schools is located in the Central Valley, 75 miles east of the San Francisco Bay Area and 70 miles south of Sacramento. It serves the community with a variety of programs for ages two months to adult. Composed of an elementary district (K-8) and a high school district (9-12) with a common Board of Education and administration. Current enrollment is approximately 30,000. Students are served in 22 elementary schools (K-6), four junior high schools (7-8), and seven comprehensive high schools (9-12).

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2018-19)</b>	<b>Number of Candidates Enrolled (2019-20)</b>
Teacher Induction Program	45	92

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols with the exception of the Common Standards team member getting sick the day before the visit and not attending the visit. This meant that the Team Lead and Program Reviewer had to adjust the interview schedule and administer more interviews than were previously planned. With this added responsibility, the team felt that they were still able to get a full understanding of Modesto City Schools’ teacher induction program.

**PRECONDITION FINDINGS**

After review of all relevant preconditions for this institution, all have been determined to be met.

## PROGRAM REPORTS

### Teacher Induction

#### Program Design

Modesto City Schools' (MCS) Teacher Induction program clears general education and special education preliminary credentials and offers two pathways to a clear credential: a traditional two-year program and an Early Completion Option. The program is under the guidance of the curriculum, instruction and professional development department of the district. Daily operation of the program is the responsibility of the induction coordinator. The program matches candidates with induction mentors with the same or similar credentials.

Interviews and documentation confirm that the program uses various means in which to communicate with stakeholders. The induction leadership team meets monthly during the school year with membership derived from site administration, academic coaches, current candidates, induction completers and mentors. District level stakeholders receive communications about the induction program through the teaching and learning team, which holds bi-monthly meetings. Mentors stated that they were impressed that the induction coordinator responds to requests instantly and they see that program communication is a plus.

Interviews with program coordinator, senior director of curriculum, instruction and professional development and senior director of human resources confirmed that mentors are selected based on program need, qualifications and expertise and on their ability to communicate effectively and collaborate with beginning teachers. This selection is done by an interview process. At monthly meetings, mentors focus on monitoring and reviewing candidate Individualized Learning Plan (ILP) goal setting, reflection of candidate professional practice, CSTP self-assessment, the Continuum of Teaching Practice and program expectations. Mentors learn about adult learning theory, receive professional development provided by the induction coordinator and/or district instructional coaches regarding instructional strategies, mentoring and coaching tools. Mentors stated in interviews that they are supported and trained at their monthly meetings in a variety of ways including mini professional developments and role playing, including strategies from Mentoring Matters and Cognitive Coaching. Mentors meet weekly with their candidates to work on both "just in time" needs as well as longer term ILP goals.

Mentors report during interviews that they are a very cohesive team that supports one another in meeting the needs of candidates. Candidates overwhelmingly stated that the mentors are the best part of the program. One candidate stated, "Whenever I needed any support, my mentor made sure I had whatever I needed." Interviews with candidates confirm that content support is sought out, if necessary, from other district resources including instructional coaches and other experienced mentors.

Stakeholder input is collected in a variety of ways such as completer surveys, seminar exit tickets, mid-year surveys, and end of the year surveys. Survey data includes input from completers, candidates, mentors, and site administrators. The induction leadership team meets monthly to analyze data, collaborate, and provide feedback. The leadership team is comprised of the induction coordinator, general and special education mentors, former candidates, and a site administrator. In turn, the induction coordinator collaborates with the leadership team, MCS credential analysts, and collaborates and reports to the director of Curriculum, Instruction and Professional Development. The director of Curriculum, Instruction and Professional Development reports to the Superintendent. The MCS induction coordinator attends induction regional meetings, collaborates with a cohort of local induction programs, and the North Valley Collaborative (NVC). The NVC meets approximately every other month and includes representatives from local induction programs and institutions of higher education.

In the past two years, the program has moved from being under the direction of the human resources department to being under the direction of curriculum, instruction and professional development. MCS induction program has stopped using the FACT system to clear credentials and to a new system based on the new induction standards including an ILP, self-reflection and self-reflection of the California Standards of the Teaching Profession (CSTPs), and a robust job-embedded mentoring system.

A review of the documents as well as interviews with candidates confirms that the selection of standards and areas of focus are now completely based on candidate professional growth needs. Site administrators report that they are able to play a part in the selection of goals by providing guidance around school and district initiatives and sharing areas that they feel are important at the beginning of the school year.

#### Course of Study (Curriculum and Field Experience)

The design of the MCS induction program is to meet the individual needs of each candidate and promote their growth as a professional educator. The goal is to bridge the gap between university coursework and the teacher on record in a classroom of diverse learners. The foundation of the course of study is the California Standards of the Teaching Profession (CSTPs). Throughout induction, candidates and mentors use the condensed version of the Continuum of Teaching Practice (CTP) as a springboard to discuss the CSTPs and assess current classroom practice on a rubric.

The self-assessment on the CSTPs and site administrator input drive the candidates' ILP growth goals. Candidates work on their ILP growth goals collaboratively with their mentor and coordinator during each year of induction. Site administrators stated in interviews that they really like the opportunity to collaborate with the mentor and candidate to focus the goals of the ILP and this collaboration is vital to the success of the teacher.

The ILP consists of action research, evidence of growth, reflection on teaching practice, and impact on student achievement. Goals are fluid and candidates have the option to reflect and revise their individual ILP goals. Candidates have the opportunity to complete three ILP goals throughout the year. During the course of the ILP action research, candidates pick professional development from the online PD catalog that MCS offers. Candidates then implement strategies from professional development and use data to see if those strategies impacted student learning. Candidates then decide if they have mastered their goal or can decide to continue with the same goal with more professional development and implemented strategies until they feel they have mastered it. Mentors in their weekly meetings with candidates, reflect on the goals and strategies. Mentors work with candidates towards the common goal of self-reflection and growth in the CSTPs, knowledge of curriculum, and instructional practices in a respectful learning environment. Mentors also provide indirect support by networking on behalf of the candidate to temporarily pair an expert teacher to support candidate needs. Candidates and mentors sign and submit a monthly collaboration log summarizing an hour or more a week of contact time. Candidates mentioned in interviews that the ILP and the mentors assisting them in reflecting is vital to keep them focused on their goals.

#### Assessment of Candidates

MCS induction program uses informal and formal assessments to make sure candidates are completing the program requirements. The informal assessments include mentors working confidentially with candidates as they guide reflective conversations on the CSTPs and ILP growth goals. Mentoring is designed to support candidate growth on CSTPs and effectiveness through reflection, feedback, just in time support, review, and collaboration on ILP. This collaborative work with their mentors on the ILPs, includes action research, professional development, implementing strategies, and self-assessments using the CSTP. Mentors and the induction coordinator informally check, ask questions, guide learning, and answer questions. The foundational components support candidate growth and are documented over time. Formal Assessments include yearlong on-going self-assessment of the CSTPs to depict growth over time, input from site administrators concerning goals for candidates to focus on, ILP action research at least three times throughout the year and reflection of student achievement or teacher growth throughout the year. The design of the program includes multiple opportunities for candidates to apply knowledge of the CSTPs. Each candidate submits requirements online throughout the year with mid-year checks to make sure candidates are on track for completion. Candidates attend the end of the year Colloquium Reflection and Celebration. The intention of the Colloquium is for candidates to explain how they met their ILP growth goals. The induction program verifies that each candidate satisfactorily completes program requirements. The induction coordinator makes the professional clear credential recommendation by completing a Verification of Completion of Induction form (41-I) and hand delivers the documents to MCS credential analysts.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Modesto City Schools Teacher Induction Program.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>no response needed</i>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Inconsistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

## **Finding on Common Standard 1: Met**

### **Summary of information applicable to the standard**

Modesto City Schools (MCS) Induction program has a clear vision supported by a strong research-base. Data is shared across stakeholders within the induction program (candidates, mentors, leadership team) and program changes are made based on the analysis of that data. There are inconsistencies in the involvement and communication regarding decisions made by district level stakeholders and the induction coordinator. Interviews revealed decision making without input from stakeholders directly involved in the day to day operations of the induction program. Simultaneously, decisions are made at the program level with limited input from district level stakeholders.

The Induction program is supported by the institution as evidenced through the documentation submitted and interviews. The induction coordinator shared, “the program has the full backing from the district office”. This past year the program made the shift from the human resources department to the curriculum, instruction and professional development department. The superintendent is actively working to increase program staff, leverage instructional coaches and professional development provided by the district and explore grant funding options.

The induction coordinator and staff collaborate through mentor meetings, regional educator preparation meetings and the state-wide conference. A local institution of higher education stated, “we value our partnership with MCS” and as a region “there is a sense of...a collaborative spirit rather than a competitive one”. In addition, human resources collaborates with university partners for educator recruitment.

“Mentoring is more important than paperwork”, as stated by the program coordinator is a philosophy supported by a review of program evidence and interviews indicating that mentor professional learning includes English learners, social-emotional learning, behavior management, restorative practices, general research-based practices, and coaching. In addition, the quality of mentoring is assessed by feedback from candidates and self-assessment on the mentor description of practice. The description of practice is also used for goal setting and monitoring progress toward mentoring goals.

A record keeping spreadsheet, monthly collaborative log and portfolio review form are used to monitor program progress and completion. MCS credential analysts confirmed through interviews, once all programs requirements have been met, the credential analyst team receives a completed form 41-I from the program coordinator and makes the online recommendation. If additional renewal requirements are required, the credential analyst team collects confirmation of those items to include with the online recommendation.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Document review and interviews with leadership, mentors, P-12 site administrators, and completers confirmed the Modesto City Schools induction program accepts all applicants with clear criteria including multiple measures of candidate qualifications. Interviews with human resources clearly show the purposeful recruitment of employees to diversify the work pool and a director of talent acquisition and employee retention was recently hired to broaden the recruitment efforts to include Bay Area preparation programs, focus on recruiting subs into teaching positions, and hosting and attending job fairs. Twenty-two of 46 completers who responded to the 2018 state survey identified as “hispanic or latino”. Interviews with the director of human resources confirm the district is providing a system of support that integrates induction, district professional development and content instructional coaches. The program coordinator, along the human resources and finance departments constantly monitor to make sure there are enough mentors available to support each candidate through the two-year induction process and ensure successful entry into the profession.

Interviews with a broad base of stakeholder groups, provide compelling evidence that the induction program is committed to providing a meaningful, job-embedded induction experience designed to meet each candidate’s unique needs. Mentors reported a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. Candidates and program completers consistently shared praise of their mentors and the support they receive during the induction experience. One recent completer stated, “My mentor is now an academic coach and she stops at least once a month to check on

me.” Mentors also stated that the program coordinator monitors submissions and monthly collaborative logs. If a candidate is not making progress the program coordinator works with the mentor to differentiate support. If needed, the program coordinator will intervene or provide direct support. According to state completion data from 2018, 83% of responses indicated the induction program was either effective or very effective at “developing the skills, habits, or tools [they] needed to continue in [their] career as a teacher.”

Credential Analysts stated in interviews that candidates complete a district intake form upon being hired. If candidates have a preliminary credential, they are notified of the Induction program and this information is shared with the program coordinator. Information about induction is available on the district and induction program websites and also in the induction handbook. Credential Analysts also advise candidates and offer support with satisfying alternate renewal requirements while they are enrolled in Induction.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The course of study focuses on the “knowledge and skills expected of beginning educators” and reflects current research on effective practice. Candidates expressed in interviews, “a research-based approach to reflection really helped me become better” and “my induction work made my evaluation much easier because my ILP goals were aligned to my evaluation goals”. Candidates also indicated how they interacted with the California content standards.

MCS is diverse with a wide range of learners including special education, English learners and socioeconomically disadvantaged students. Program staff and candidates expressed how they addressed the diversity of their students and ways the program prepared them for working with their students. One candidate stated, “in my reflection on the CSTP I looked more deeply at the diverse learners in my classroom than I ever had before.”

Mentor support is individualized for each candidate. During interviews mentors shared that they collaborate with peers and coordinate support using the expertise within the mentor pool and district instructional coaches to provide specific support or personal professional development in candidate areas of need. All candidates are provided district professional development that includes research-based practices, state content standards and follow up co-teaching, modeling or coaching to implement the skills learned.

Mentors are accepted into the pool after completing an application and interview. Mentors are assigned based on credential match, context experience and location. Training is provided in conjunction with the instructional coaches, by the instructional coaches and content experts, and the program coordinator. Mentors have access to each other through meetings every month that include collaboration, role playing with scenarios, research-based practices, and working on personal goals from the mentor description of practice.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The MCS induction program has in place a comprehensive continuous improvement process and regularly examines the program systematically by analyzing data. Survey data includes input from completers, candidates, mentors, and site administrators. This helps to refine the program. Interviews with leadership team members indicated that they analyze data at every monthly meeting, provide feedback and collaborate with the program coordinator. The leadership team mentioned in interviews that they were impressed how quickly their feedback was implemented by the program coordinator. In turn, the induction coordinator collaborates with the leadership team, MCS credential analysts, and collaborates and reports to the director of curriculum, instruction and professional development. The senior director of Curriculum, Instruction and Professional Development reports to the Superintendent and is a member of the district teaching and learning committee. The MCS induction coordinator attends induction region meetings, collaborates with a cohort of local induction programs, and the North Valley Collaborative (NVC). The NVC meets approximately every other month and includes representatives from local induction programs and institutions of higher education. Interviews and documentation confirm that the program uses data to drive their program decisions including revamping their ILP and collaborative logs.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

## **Finding on Common Standard 5: Met**

### **Summary of information applicable to the standard**

MCS Induction Program ensures all candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting state adopted academic standards through successful completion of their Individual Learning Plan as they grow to demonstrate progress towards mastery of the CSTP.

The program evaluates and demonstrates a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. This is done through processes and tools such as the CSTP self-assessments, reflection on teaching practice, defining measurable outcomes, review of candidate ILPs, opportunities to participate in a variety of surveys, and exit tickets from induction meetings and professional development. Mentors stated that the new way of doing induction develops candidates to be reflective and lifelong learners. Site administrators mentioned in interviews that the new induction ILP and mentoring has such a positive impact because it makes the reflection of classroom practice relevant.

These consistently utilized processes support candidates' ability to demonstrate the knowledge and skills necessary to educate all populations of students, and engage with mentors to collaboratively review, assess, and reflect on their teaching practice. The collaborative nature of the mentor/candidate relationship and robust mentoring system supports the development of reflective practices to support a positive impact on student achievement outcomes.

Through interviews, candidates and program completers consistently affirm that mentor support and program participation positively impacts not only their professional teaching practice, but also has a positive impact on their students' academic achievement. Additionally, site administrators reported that because of the robust mentoring, collaboration, individualized opportunities for professional development, and reflection, "the candidates are much less stressed and that shows in their classroom practice." The district superintendent stated the district's goal is "to support all teachers no matter if new or tenured".

### **INSTITUTION SUMMARY**

A strength of the MCS induction program includes the induction coordinators ability to communicate program expectations with candidates, mentors and site administrators and the development of a program with a robust mentoring system. This was consistently evident through interviews with these stakeholder groups. A significant contribution to the robust mentoring system is a strong foundation in coaching and individualized support. Data informed decision making is consistent at the program level. Candidates, mentors and site administrators all reported multiple opportunities to provide input and see the results of that input through program changes.

One concern noted by the site visit team is the inconsistency of communication across all stakeholders. Program decisions regarding the future of the induction program are in development with minimal input from the program coordinator and consideration of the Induction Common and program standards.