

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

**Professional Services Division
March 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Conejo Valley 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 with Stipulations** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	5	0	1

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: Conejo Valley Unified School District

Dates of Visit: January 27-29, 2020

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: May 2011 Conejo Valley Unified School District Accreditation Report	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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 are Met except for **Program Standard 3** which is **Not Met**.

Common Standards

All Common Standards are Met except for **Common Standard 3** which is **Not Met**.

Overall Recommendation

Based on the fact that the team found all Common Standards and all Program Standards met and all Program Standards met, except for Common Standard 3: Fieldwork and Clinical Practice and Program Standard 3: Components of the Mentoring System are not met, the team recommends **Accreditations with Stipulations**.

The team recommends the following stipulations:

- 1) Beginning in the fall of 2020-2021 the program provide evidence of the following for all candidates:
 - a. That the program eliminates all required professional development.
 - b. That the program eliminates extraneous documentation that does not directly reflect the individual needs of the candidate and the candidate's growth throughout the ILP process.
 - c. That the program ensures that candidates' ILP goals and tasks are driven by the candidates' individual needs and professional interests.
- 2) That within one year of this action, the institution hosts a revisit with the team lead and Commission consultant to interview candidates to ensure the modifications have been made.

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

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Conejo Valley Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Conejo Valley 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:

Melissa Beattie
Tracy Unified School District

Programs Reviewers:

Denise Duewell
Turlock Unified School District

Common Standards:

Cathy Hampton
New Haven Unified School District

Staff to the Visit:

Miranda Gutierrez
Commission on Teacher Credentialing

Documents Reviewed

Common Standards submission
Program Review submission
Common Standards addendum
Program Review addendum
Blank Individualized Learning Plan
Mentor resume
Candidate advisement materials
Accreditation Website
Mentor evaluation document
Preconditions responses
Mentor communication to administrators
Completed sample ILP
Completed ILP rubrics

Survey Results
Program coordination meeting notes
Portfolio Play by Play documents
Portfolio checklists
Induction Roadmap
UACT and CVUSD Trust Agreement
Mentor goal planning document
TOSA Newsletters
Credential recommendation process
Seminar presentations/PowerPoints
ECO Pathway
Mentor-candidate matchings
Induction program assessment system

Interviews Conducted

Stakeholders	TOTAL
Candidates	34
Completers	12
Employers	17
Institutional Administration	4
Program Coordinators	1
Mentors	3
Professional Development Providers	5
Credential Analysts and Staff	2
Advisory Board Members	5
IHE Partners	3
Other (on-site mentors)	2
TOTAL	88

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

The Conejo Valley Unified School District (CVUSD) is located in Ventura County and offers preschool, early child care, transitional kindergarten, and other academic alternatives such as adult education opportunities.

CVUSD is committed to all students reaching their full potential in a supportive and academically challenging environment which includes Honors, Advanced Placement (AP) classes, an International Baccalaureate Program (IB), School-to-Career opportunities and additional support programs for English Language Learners, at-risk students, homeless, foster and students with alternative learning styles.

Education Unit

The Conejo Valley Unified School District offers a Teacher Induction program. The Teacher Induction program is within the department of Instructional Services and under Professional Learning. There are three full release teachers who serve as mentors for the program.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	17	39

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

CVUSD's induction program consists of three full-release Teachers on Special Assignment (TOSAs), who serve as mentors, with one serving as program coordinator. The program is overseen by the Director, Middle School Education and Professional Learning as well as by a governance/advisory committee who assists in assessing candidates' evidence of growth in the California Standards for the Teaching Profession (CSTPs) and advises the Induction program. This program arrangement is evidenced by the Program Authority flow chart and confirmed via interviews with stakeholders.

As evidenced by the Mentor Training Plan, meeting notes, and confirmed through mentor interviews, it is clear that the Induction program coordinator/TOSA, meets formally twice a month with the other mentors to discuss a variety of topics including, but not limited to, effective mentoring techniques, potential changes to the program, and professional development for the candidates. In addition, daily conversations occur regarding program requirements, mentoring challenges, teacher support, etc., because the mentors and coordinator are housed in the same office.

To further strengthen the communication and deepen program understanding, approximately six times during the school year, the governance/advisory committee meets with the mentors and program coordinator to update governance members and make decisions regarding the program. Additionally, the mentor teachers meet monthly with the Director, Middle Schools and Professional Learning. All communication is evidenced by meeting notes and confirmed through interviews with stakeholders.

The mentoring design of the CVUSD induction program is based upon the idea that full-release teachers can focus their work schedules around the needs of participating teachers for just-in-time support and for CSTP growth. One candidate mentioned in regard to full-release mentors, "It was nice to have someone on site, but you didn't want to bother them. Here it's their job; they're focused on us."

According to program documents and confirmed via mentor and advisory committee interviews, mentor applications are sent out to all teachers in the CVUSD when a mentor position becomes available. Once all applications are received, the advisory committee conducts a paper screening to select those who qualify for an interview. From that point interviews are conducted, and a mentor is chosen. The qualifications include but are not limited to the following (listed on the position announcement): A mentor must:

- Hold a clear teaching credential
- Be tenured and have spent the last five years teaching in the CVUSD
- Have a CLAD or alternate English Learner Certification
- Have a breadth of teaching experience
- Represent the highest standards of the profession
- Possess a strong educational philosophy
- Be able to communicate effectively both orally and in writing
- Have strong interpersonal skills (of paramount importance)
- Demonstrate commitment to professional learning and collaboration
- Have the ability, willingness, and flexibility to meet teachers' needs for support

The program regularly gathers stakeholder input through surveys from administrators, candidates, and completers. Surveys are offered to all stakeholders mid-year and end-of-year. Input is also gathered at the beginning of the year from candidates to assist the program with determining and meeting candidate needs. According to candidates, the program solicits their input at the end of each meeting, and according to one candidate, "Really, I feel like we can talk to our mentors about what's working in the program and what's not at any time. They listen." Surveys were examined and evidence was confirmed through candidate, completer, mentor, and administrator interviews. All stakeholders commended the program on its responsiveness to feedback.

From program documents and interviews with program completers, candidates, site administrators and the advisory committee, it is apparent that the CVUSD induction Program uses a series of surveys throughout the school year to assess the quality of services provided by the program. All stakeholders have two or more surveys in which they participate throughout the year. These surveys help to drive program changes and to solidify what the program does well.

The CVUSD induction program has undergone a series of changes throughout the last few years. These changes are evidenced in the following documents: mentor goal documents, Individual Learning Plan (ILP) documents, administrative update emails, and meeting notes. The information has been confirmed through various stakeholder interviews.

In June of 2018 a full-time special education mentor was hired. Mentors set personal goals and as a group, set program goals, which are revisited through mentor meetings, mid-year review and end-of-year review. Additionally, mentors shadow each other and provide feedback to one another.

Course of Study (Curriculum and Field Experience)

The ILP is set up to provide new teachers guidance in their journey to plan, teach, reflect, and apply what they have learned. Through this process, they reflect on their progress along the CSTP continuum and identify and submit evidence to demonstrate growth in all standards, based on their individual needs. The ILP is a fluid document and is revised by candidates and

their mentors throughout the process, as candidates grow and change their goals and reflections throughout the year based on what is happening in their classrooms; it provides flexible opportunities for teachers to choose their own path. All candidates indicated that their work in the ILP feels “personal to our own growth because it is what we want to work on” within the scope of the ILP requirements. During the weekly meetings with candidates, mentors support each candidate with all aspects of teaching and learning, often meeting more than once a week. However, interviews and documents consistently evidenced that there are several required documents and components to the ILP that are required of all candidates regardless of individual need.

Confirmed by stakeholder interviews, candidates who created a preliminary program transition plan utilize it to begin examining their strengths and areas for growth. They then meet with their mentor and site administrator to discuss their teaching context and to set goals that may be used during the candidate’s ILP. All of this initial work takes place within the first 60 days of the program.

While it is clear the program provides professional development opportunities for candidates, it is also clear that these opportunities are not individualized and require mandatory attendance. Candidates interviewed, articulated they attend required PLC/seminars where they receive the same professional development. Although the PLC meetings are planned based upon candidates’ needs, they are generalized to all candidates and not individualized based on the candidates’ individual goals.

Program documents indicate that mentors are involved in the ILP process right from the beginning. They support candidates as the candidates identify the focus CSTP; they conduct observations; the mentor helps the new teacher try strategies, read articles, look at data, plan lessons, etc. that enhance teacher growth in the chosen CSTP, and the mentors support and assist throughout the year as each ILP comes together. According to one candidate, the mentor, “helps me meld things together.” All candidates reported that the CVUSD mentors sit by them to ask questions, type, and listen as the candidates reflect and just “talk things through.” Candidates feel very supported by mentors, though the ILP process requires each candidate to complete specific documents, and develop unit plans in semesters two and four of the program. This was confirmed via candidate and mentor interviews where year one and two candidates articulated they are required to complete the documents listed on the checklist as a part of the ILP process.

Assessment of Candidates

Candidates in the CVUSD Induction program complete a total of four inquiry cycles. At the end of each semester, the ILP is reviewed, using a rubric by a mentor and a governance committee member. Should a candidate not pass, that candidate’s mentor asks the candidate to resubmit. If a candidate is unable to pass on time, an extension is filed. The program reports that while there have been candidates who needed to resubmit, they have not had any who needed to extend their time in Induction.

Candidates successfully meeting the program requirements for growth are recommended to the credential technician for their clear credential through the program coordinator. The credential technician is the only district member who recommends candidates for credentials to the Commission. This process was confirmed through candidate, completer, and credential technician interviews.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, completers, mentors, site administration, and institutional administration the team determined that all program standards are met for the CVUSD Teacher Induction program except for the following:

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System– Not Met

Interviews with candidates indicated that there are required documents to be completed with the ILP, including student profiles, English learner conversation log, etc. Additionally, candidates indicated that a mandatory component of the ILP is a unit plan, and that all CSTP must be addressed by the end of their time in induction.

Interviews also consistently indicated that candidates are required to attend seminar/PLC meetings, and if they cannot attend, they believe they are required to complete make up work.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
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.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The mission of the CVUSD Teacher Induction program is “to provide participating teachers with trustworthy mentors who are active listeners with the instructional expertise necessary to guide and support teachers in their journey to becoming confident and reflective educators, who provide an environment where all students have the opportunity to learn.” The CVUSD induction program developed their mission statement in 2017 with a strong focus on a robust mentoring program. All candidates are supported by three full-time release mentors who support candidates in growth in the CSTPs through on-going reflection as a part of the ILP process.

The program is led by one of the TOSAs who serves as Program Coordinator. The program is supported by the Director, Middle School Education and Professional Learning who oversees district professional development. Additionally, the advisory committee serves as the governing body for induction. The advisory committee is made up of three Unified Association of Conejo Teachers (UACT) representatives and two district representatives with mentors attending the

meetings. Through interviews and advisory meeting minutes, it was confirmed that stakeholders are involved in induction coordination and decision-making. The advisory committee analyzes survey data and feedback from candidates, “looking at trying to make the program stronger.” Principals provide feedback through surveys and in meetings with site principals. CVUSD’s induction program is provided with sufficient resources for the effective operation of the program as confirmed by interviews with the program director and superintendent. The Assistant Superintendent of Business Services stated he thinks it is an asset and includes induction in the Local Control and Accountability Plan (LCAP) to “be sure that its needs get met.” The program’s advisory committee recommends candidates who have met all requirements by analyzing each candidate’s ILP on a rubric. The program coordinator submits the recommendations made by the advisory committee to the credential analyst for processing.

Common Standard 2: Candidate Recruitment and Support	Team Finding
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.	Consistently
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.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

CVUSD’s Teacher Induction program admitted all candidates who hold an appropriate preliminary credential. The criteria for acceptance into the program was stated in the induction handbook as well as on the district website. To diversify the educator pool, CVUSD used multiple means to recruit and admit candidates including, but not limited to, TalentEd, EdJoin, job fair attendance, and their student teacher pool as verified by the Human Resource Specialist. There was a strong partnership with the local IHEs specifically in the area of preparation and recruitment of special education teachers. This relationship supported the district’s ability to attract teachers, and therefore the program, by the IHE actively encouraging

their candidates to seek employment in CVUSD. The advisory committee and district leadership specifically noted the program has significantly impacted teacher retention in the district. Once hired, the Administrative Assistant worked with the teachers through the onboarding process and then communicated with the credential technician to determine if the new employee needed Induction. If yes, then the candidate’s name was given to the induction program coordinator. From there the program provided support, advice, and assistance to promote the candidate’s successful entry into the profession beginning with a comprehensive orientation to the program. Also, candidates received a handbook and access to a website where they could find whom to contact for assistance, program forms, and participating teacher responsibilities for credential completion. Mentors provided weekly support to the candidates and during this time regularly looked at their progress on the ILP. Then, twice a year, one mentor and one advisory committee member, together, assessed one ILP at a time, using a rubric to assess the candidate’s growth on the CSTPs. Mentors indicated if the assessors felt the candidate’s competency did not meet expectations, they would work closely with the candidate to resubmit the necessary changes to complete the program. In addition to the ongoing mentor support, there were additional clearly defined processes in place for candidates who needed additional support to complete the program including program granted extensions and a Request for Assistance form in the handbook. However, program leadership reported that it was very rare for candidates to fall behind, resulting in all candidates successfully meeting expectations for the past two years based on an analysis of completion data. It is notable the district leadership indicated the CVUSD induction program is an “asset to and an investment in” the district and the teaching profession.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Inconsistently
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.	Inconsistently
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.	Consistently
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.	Consistently

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

Finding on Common Standard 3: Not Met

Summary of information applicable to the standard

CVUSD’s induction program is a job-embedded experience driven by the personalized goals of candidates’ ILPs along with required professional development seminars. The program has demonstrated implementation of a robust mentoring system, but continues to maintain elements of required professional development through specific seminar trainings, such as understanding the IEP process, technology training, and EL strategies for all candidates regardless of ILP goals. Year one and two candidates shared in interviews that in addition to the ILP, they are required to complete specific documents listed in the portfolio checklist as a part of the ILP process. Each semester checklist lists specific documents, such as student profiles, conversation logs with specialists such as English learner and special education and a requirement of unit development that focuses on differentiation in semesters two and four. Interviews with mentors confirmed that differentiation is required in semester 2 and 4, along with a focus on CSTP 5. Though the program has demonstrated implementation of a robust mentoring system, the program continues to maintain required FACT-like documents and required professional development. The program’s clinical experiences, via mandatory professional development seminars for all candidates and required forms beyond the ILP do not reflect the intent of the standards.

The CVUSD program consists of three teachers on special assignment (TOSA) who serve as mentors to all induction candidates. One TOSA serves multiple subject candidates, one TOSA serves single subject candidates, and the other TOSA serves education specialists. Each TOSA has the appropriate credential for their position.

In interviews candidates overwhelmingly articulated they feel they receive individualized support from mentors in the form of personalized emails, resources, just-in-time support, and in the observation feedback they receive. When asked about the type of support they receive from their mentor, candidates responded with statements such as, “my mentor has given me more confidence in my teaching,” and “my mentor helped me to be more intentional in how I choose strategies.” Candidates expressed that their experiences in induction are “applicable to what we are doing in the classroom.” It was highly evident that candidates value the support they receive and feel that the ILP is individualized to meet their specific goals. Current candidates expressed that they see how their feedback is incorporated into the required PD seminars for greater alignment to candidate needs. Year two candidates who were new to CVUSD’s program articulated how much more support they are receiving in this program and how this program is “more flexible” and “user friendly” that what they experienced elsewhere.

Rationale for the Finding

Though the program has demonstrated implementation of a robust mentoring system, the program continues to maintain required FACT-like documents and required professional development. The program’s clinical experiences, via mandatory professional development seminars for all candidates and required forms beyond the ILP for candidates do not reflect the intent of the standards.

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
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.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	Consistently
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.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

CVUSD’s induction program’s approach to continuous improvement included an ongoing collection and study of data from all stakeholder groups as verified during interviews. These multiple measures are used to assess and provide specific data on the effectiveness of the program, course of study, support services provided and candidate competence. Data sources included program surveys administered to candidates, mentors, completers and site administrators, the program completer survey, a mid-year review, director feedback for mentors, ILP assessment, notes from monthly check-in meetings and feedback from induction seminars. Interviews indicated regular examination and analysis of the data collected informed intentional modifications to program components. The CVUSD advisory committee regularly looked at the data and provided input into changes. An advisory committee member commented “the program leadership takes the surveys and makes changes immediately to make the program stronger.” Candidates felt they had multiple opportunities to provide feedback to program leadership not only through surveys, but in their ongoing conversations with their mentor. All stakeholder groups commented during interviews on how open and receptive program leadership is to any feedback. Interviews with candidates, program completers, mentors, advisory committee, site administrators and program leadership verified that data-driven decisions provided systematic improvements to the program over time making it a stronger program.

Common Standard 5: Program Impact	Team Finding
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.	Consistently
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.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard

The CVUSD induction program ensures candidates meet the Commission adopted competency requirements as specified by the program. The program uses a rubric based on growth in and application of the CSTPs. Candidates were required to meet rubric standards at 70%. However, program leadership stated in the past 6 years, there have been several re-submissions of low competency ILPs, but no candidate has failed to move on to the next semester, year, or to completion. The induction team believes that this is due to the guidance the candidates receive from their full-time release mentor, the authentic assessment process, and the opportunity to resubmit parts of the ILP if necessary. Interviews confirmed CVUSD’s induction program

supported candidates in knowing and utilizing the state adopted content standards in their classroom. One program completer shared the program taught them how to read the standards, to create effective student goals, and assess those goals. There were opportunities for candidates to develop and demonstrate practices that have a positive impact on teaching and learning within their ILP. The Assistant Superintendent of Instruction noted CVUSD's induction program had "highly impacted the teaching of beginning teachers because they receive the right amount of support by the mentors." Program completers reported their participation in Induction taught them to be more reflective and collaborative and this is ongoing in their teaching and learning. One program completer stated "one thing I use every day is the confidence my mentor was able to give me."

INSTITUTION SUMMARY

Conejo Valley Unified School District takes great pride in their induction program as evidenced by the articulated support of district leaders from the superintendent to the union president. Stakeholders at all levels articulated the value of the program in providing quality, timely, and relevant support to candidates. The program is coordinated by one of the three full-time release mentors and is supported by the Director, Middle School Education and Professional Learning who is involved in program oversight. Candidates overwhelmingly articulated that the program's mentors are an asset because of their full-time focus on providing high-quality mentoring and just-in-time support, often well above the required one-hour per week. Candidates appreciate the programs responsiveness to feedback and the high-quality support that is applicable to their classroom. Additionally, CVUSD's Induction program has developed a robust data collection and feedback system that drives continuous improvement. Through an ongoing collection and study of data from all stakeholder groups, the program regularly modifies activities to best meet the needs of the candidates. Though the program has demonstrated implementation of a robust mentoring system that provides high-quality just-in-time support, the program continues to maintain required FACT-like documents as a part of the ILP process and continues to require professional development via program seminars. The program's clinical experiences, via mandatory professional development seminars for all candidates and required forms beyond the ILP for candidates do not reflect the intent of the standards in providing an individualized mentoring system.