

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
School for Integrated Academics and Technology (SIATech)  
Professional Services Division**

October 2020

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at School for Integrated Academics and Technology (SIATech). 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**

Common Standards	Status
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**

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	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:** School for Integrated Academics and Technology (SIATech)

**Dates of Visit:** September 21-23, 2020

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">March 2011</a>	<a href="#">Accreditation</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, mentors, candidates, completers, 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 recommendation of **Accreditation** for the institution was based upon the following:

**Preconditions**

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

**Program Standards**

All program standards for SIATech's Teacher Induction Program (TIP) have been found to be Met.

**Common Standards**

All Common Standards for SIATech have been found to be Met.

**Overall Recommendation**

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

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- SIATech be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- SIATech 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.

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 Program**

#### **Accreditation Team**

**Team Lead:**

William Hans Kaufhold  
Riverside Unified School District

**Programs Reviewers:**

Ryan Ung  
Long Beach Unified School District

**Common Standards:**

Constance Best  
Yolo-Solano Center for Teacher Credentialing

**Staff to the Visit:**

Gay Roby  
Commission on Teacher Credentialing

#### **Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Candidate Portfolio  
Advice and Assistance documents

Accreditation Website  
Assessment Materials  
Candidate Handbooks  
Survey Results  
Precondition Responses  
Accreditation Data Dashboard

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	7
Completers	4
Employers	4
Institutional Administration	5
Program Coordinators	2
Instructors of Professional Development	2
Mentors	11
Advisory Board Members	7
<b>TOTAL</b>	<b>42</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## **Background Information**

SIATech, head-quartered in Oceanside, California, is a high school dropout recovery program engaging grades 10-12 students through relationship-focused, high-technology platforms, and individualized learning experiences. This charter organization serves 16-24-year-old students who have chosen to recommit to their high school education. With campuses located throughout the state, they serve induction candidates who are employed by SIATech as well as those employed by other education institutions in the region who have no induction programs. While SIATech's mission is to educate students where other schools and traditional educational pathways have failed to meet their learning needs, SIATech's Induction program helps candidates who do not "fit" other existing programs to earn their clear credential by meeting the competency requirements of their well-established program. They serve candidates from charter schools, traditional schools, and private schools.

SIATech's induction program is offered virtually through electronic platforms for both mentoring meetings and professional workshops. While candidates still have face-to-face components (such as Kickoffs, Colloquiums, and Mentoring Meets), they predominantly receive services virtually, both asynchronously and synchronously, utilizing Google Classroom.

## **Education Unit**

SIATech operates in partnership with the federal Job Corps and Workforce Innovations and Opportunity Act programs to provide a single program--Teacher Induction. SIATech incorporates two charter schools in the state of California-- SIATech Charter and SIATech Academy South Charter. Together, these charter schools include six Job Corps sites, nine Independent Learning sites, and one Community School site.

The SIATech program is a small program, lately serving an average of 15 candidates a year, with a comparable number of mentors. Day-to-day operations are led by the program director with strong support from the administrative assistant position (currently vacant). The program director since 2007 is currently training her successor as she transitions to a new position within SIATech.

Being a dropout recovery program, their entire student population is at-risk. Ethnicity in SIATech schools is diverse (68.4% Hispanic, 14.1% African American, 7.1% two or more races, 6.6% White, 1.5% Asian, 1% Filipino, 0.9% American Indian and 0.4% Pacific Islander) with 93% socioeconomically disadvantaged, 24% English learners, and 11% foster youth.

**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	16	21

**The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually, with the team and institutional stakeholders interviewed via technology. With the site visit being held early in the new school year, this affected the availability of certain stakeholder groups such as principals to attend interviews, lowering interview numbers.

## PRECONDITION FINDINGS

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

## PROGRAM REPORTS

### Teacher Induction

#### Induction Program Design

Interviews with the superintendent and numerous district leadership confirmed SIATech's support for the sustainability of the induction program. One district leader stated that, "induction candidates grow to be leaders in our district." The SIATech Teacher Induction program's day-to-day operations are the responsibility of a program director who acts autonomously for the most part, keeping the district administration apprised through various meetings. The induction program is currently experiencing a changing of directorship as the director who has served in the position since 2007 has received a promotion; the new program director who previously was a professional development provider for the program, came on board approximately six weeks before the site visit and attended all the site visit activities and supported the stakeholder groups.

Review of documents and participant interviews confirmed that the program communicates regularly with stakeholders through a variety of methods--email, their virtual induction website, triad meetings with site administrators, monthly coaches' and candidates' Advice and Assistance meetings, and quarterly Advisory Board meetings. The Advisory Board is made up of a variety of SIATech stakeholders, including the two program directors, finance manager, the executive director of Special Services, mentors, completers, and induction staff. A representative from higher education also sits on the advisory board however, the position is currently vacant. The program is in the process of seeking a new IHE representative but have been unsuccessful to date.

Interviews with multiple stakeholders confirmed that the program is designed to improve teacher practice as measured by the California Standards for the Teaching Profession (CSTP). The program supports candidates' development and growth in the profession by building on the knowledge and skills gained during the preliminary preparation program to build a seamless transition to the activities of the induction program. One of the cornerstones of the program is the weekly, one-on-one guidance and collaboration from an experienced mentor who is trained in mentorship and adult learning theories. One mentor stated, "These weekly meetings allow us to check in with our candidate's immediate successes and challenges. We guide them through their personal concerns as well as their professional challenges."

The induction program assigns qualified mentors to their candidates and provides guidance and clear expectations for the mentoring experience based on the program's design. Interested mentors must submit a mentor application to be considered for a mentoring position. In addition, mentors must have a minimum of three years of effective teaching practices and a permanent status with their school district or be recently retired. Once selected, mentors must

agree to SIATech’s Memorandum of Understanding (MOU) which outlines the agreement of the duties and responsibilities of a mentor within the induction program. Interviews with mentors confirmed support is provided on an average of one hour weekly, that includes both “just in time” and longer-term analysis of teaching practice to help candidates develop enduring professional skills. Mentors also shared that their work with the candidate ensures that the candidate’s Individual Learning Plan focuses on the California Standards of the Teaching Profession (CSTP) and Commission induction program standards to complete requirements of the SIATech Induction program. Mentors explained that they attend the Advice and Assistance/Professional Development monthly virtual workshops to thoroughly understand the program's requirements and coaching processes. One mentor shared the value of these meetings by stating that, “We learn so many strategies that help us be better supports for our teachers.”

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

The site review team thoroughly reviewed the program submission, SIATech’s induction website, their induction handbook, and examples of ILs and collaborative logs to understand the course of study experienced by the candidate in the induction program. After enrollment and orientation, the candidate’s journey begins with a triad meeting with the site administrator and mentor to collaborate on the candidate’s context for teaching and possible growth and goal areas. One site administrator interviewed stated that these bi-annual meetings provided, “conversations and collaboration on how to best support the candidates in induction.” Another shared that the “teachers share the topic that they are interested in and I support them with ideas and resources.” Candidates confirmed that they are able to discuss their learning plan, goals, and professional development opportunities available through the induction program during these meetings. This meeting fosters dialogue between new teachers and administrators and is formative in nature. The candidate, with guidance from the mentor, reflects on this information to create an initial self-assessment of their level of proficiency related to the CSTP and use in their initial Individual Learning Plan (ILP) where they choose 1-2 CSTP elements to focus upon in a semester-long Individual action plan.

Throughout the ILP process, candidates engage in inquiry and follow the Plan-Teach-Reflect-Act cycle where they set goals, collect both data and evidence to demonstrate competency, and reflect upon their classroom practice. Mentors also complete at least two observation cycles of their candidate annually including a pre-observation conference to discuss logistics and the lesson to be observed, observation with notes, and a post-observation conference that asks teachers to reflect on the lesson based on the observation data. In addition, mentors corroborate learning opportunities for their candidate and take the lead in writing the weekly collaborative activity logs that are submitted as proof of both meeting length and work done between the mentor and candidate.

Both mentor and candidate interviews confirmed that the mentors guide the candidate in identifying available professional development opportunities and determining measurable outcomes and data which are documented in the inquiry action plan section of the ILP. Candidates and mentors shared that many learning opportunities are available to candidates,



as both sites and the induction program lead professional development and provide resources. Candidates complete two Plan-Teach-Reflect-Act cycles each year of their participation in the induction program. Candidates regularly reflect with their mentor on progress made toward meeting ILP goals and semi-annually on their growth in the CSTP. Mentors and candidates confirmed that the ILP is a living document which can be modified throughout the year as appropriate to the candidates' goals.

The candidate and mentor meet an average of one hour per week and document this support on a collaborative activity log. Mentors confirmed that they meet with candidate(s) to collaborate on the development of the ILP, which includes the inquiry action plan, as well as offer "just in time support." The logs are collected by the mentors to verify that the candidate is receiving ongoing support while enrolled in the induction program. Program leadership shared that the logs are reviewed and analyzed weekly to determine on-going support for both mentors and candidates. Data collected from the logs are also used to plan professional development opportunities.

### **Assessment of Candidates**

SIATech administrative leadership, participating teachers, and mentors regularly provide stakeholder feedback as the program design ensures regular communication between program leadership and stakeholder groups. The program director monitors weekly collaborative logs that mentors use to document their conversations with candidates for any indications of a disconnect with reflective practice. In addition, surveys are distributed following each training and Advice & Assistance meeting, and the program reviews all feedback from mentors and candidates. Mentors and candidates confirmed the timeliness of feedback stating that the program director is "always available for guidance and support." Questions, concerns, and updates are addressed through weekly email communication from the program to all participants. Data from multiple sources, including candidates' feedback is collected, analyzed, and shared with the Advisory Board. During the Advisory Board meetings which occur three to four times annually, recommendations of next steps are proposed. The program adopts these considerations to drive continuous programmatic improvement opportunities.

The SIATech induction program uses multiple measures to gather information prior to making a recommendation of a clear teaching credential. At the beginning of the year, candidates use the CSTP to self-rank themselves on all elements which are revisited and reassessed at the end of each ILP cycle. Mentors facilitate reflective conversations with their candidate regarding these rankings and progress made towards mastery of the CSTP. Completers confirmed that self-reflection is the heart of the program and is an enduring skill that they continue to practice even after their time in the induction program. Year 2 and Early Completion Option (ECO) candidates attend an exit interview to share insights about their professional growth, evidence of shifts in teacher practice and effects on students. At the end of each semester, candidates submit a digital portfolio, which includes the completed Individual Learning Plan and their weekly collaborative logs which is reviewed by program leadership. A portfolio review form is used as a checklist of included portfolio items and to provide feedback for the candidates' ILP. The January portfolio is reviewed by a mentor unfamiliar with the candidate, while at the end

of the year the portfolio is checked by the program leadership. One mentor explained that by reviewing another candidate's portfolio, it allowed her to calibrate her own understanding of the evidence for competency of the program requirements. On the other hand, the candidate is tasked to tell a compelling story of their growth within the CSTP to another experienced educator and to gain a new perspective from the feedback and comments provided. The annual colloquium is a celebratory presentation day for induction participants. At this culminating event, Year 1 candidates engage in an informal share-out of their work, whereas Year 2 candidates present their findings in a formal presentation to the entire cohort, program leaders, and district administrators. These various stakeholders evaluate the Year 2 candidates' completion of the program by scoring their presentation using a four-point rubric. Any areas where a score is below proficiency, the program director offers specific suggestions for required revisions. Prior to making a clear credential recommendation, the program director ensures that any additional requirements or renewals are met.

### **Findings on Standards**

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the teacher induction program.

## **INSTITUTION SUMMARY**

The SIATech induction program is a single district charter school program who also accepts candidates from other institutions who do not have a program available to them. In many ways SIA Tech operates in a similar way as a consortium serving K-12 teachers with preliminary General Education or Education Specialist credentials. Of note, SIATech was an early adopter of using a virtual distance learning platform to facilitate their program. Using a hybrid model allows the program to offer some face to face meetings while still being accessible to candidates outside of SIATech. The induction leaders view the outside candidates as assets to the program and seamlessly incorporate them into the fabric of their program.

The program design centers on a mentoring relationship that incorporates weekly mentoring opportunities, the development of ILP, and professional development opportunities that allow teachers to network with the greater education community. Within the ILP, candidates create an individual action plan that includes cycles of inquiry. Although structured, the design allows for individualization and choice from candidate in their CSTP and professional development selection through explicit channels of communication and feedback. Multiple opportunities are available for candidates to adjust and customize their learning using weekly collaborative logs with their mentor.

The program uses an electronic learning platform that allows program leaders, mentors, and candidates the ability to know what their completion status is at all times. This balance between structure in form and flexibility in deliverance allows the program to individualize and

provide a job embedded experience for their candidates coming from diverse teaching assignments.

Opportunities for the program to continue to attract and retain their own teachers while meeting the needs of candidates outside of SIA Tech has increased collaboration with the greater education community in the northern San Diego county. Neighboring induction programs expressed their satisfaction with the SIATech program and the best teaching practices SIATech has developed in their teachers.

## 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>Consistently</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>Inconsistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</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**

The program’s mission is to enable beginning teachers to acquire the knowledge, skills, and core values necessary to become highly qualified professionals who impact student achievement. Through interviews and reviewing Individual Learning Plans that exhibited increased mastery of the CSTP, the mission came alive. One completer of the program stated that they attribute their current success as a teacher to working with their mentor in the induction program.

There is involvement between instructional personnel, other stakeholders and the teacher induction program. An advisory board provides induction leaders with information regarding cost of program, Special Education laws, professional development input, and insight into the experience of the candidate. Data is analyzed and feedback is shared. Members shared examples of how their feedback resulted in positive program adjustments. The induction program leadership attends meetings with the San Diego County Office of Education that provide articulation with Institutes of Higher Education (IHE) and other teacher induction programs. This information is then communicated to the advisory board and other stakeholders who use the information to continuously improve their own program.

Sufficient resources are allocated to ensure the proper operation of a robust mentoring system which incorporates the Individual Learning Plan that drives the candidate’s induction experience. Examples of the mentoring system’s success were seen in the many positive comments shared in evaluation and survey data. It is evident mentors receive feedback on their effectiveness and are provided opportunities to collaborate and attend professional

development to improve their practice. The use of choice board activities during on-going mentor training sessions to refine their skills is yet another example of how the unit invests in the program.

The program employs general guidelines and expectations of excellence in its effort to support the hiring and retention of faculty. These nonspecific efforts at the hiring and retaining faculty who represent and support diversity and excellence result in inconsistent outcomes.

A process for tracking candidates' completion of requirements is clearly in place through the using Google Classroom Platform. A review of candidate-submitted assignments and the corresponding feedback provided by the program show constant monitoring of requirement completion and allow candidates and their mentors to always know where they stand in relation to program completion.

<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.	<b><i>No response needed</i></b>
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**

The SIATech website and program documentation clearly communicates the requirements and criteria for acceptance into its educator preparation program which was confirmed through interviews with the program leadership. Application forms include a credential evaluation form

which assists in assessing the candidate qualifications. The program brochure, website, participant MOU and program handbook all verify that potential candidates are well informed regarding program structure and requirements. Interviews confirmed that the “quality of the program,” with its regular examination of classroom practice drew many of SIATech’s outside participants. Candidates report there are “a lot of components that are well organized” and it is a “teacher directed” process, housed in the easily used Google classroom. An “Equal Opportunity Employer and Program Facilitator” statement was found in the handbook and leadership reported the education unit purposefully uses EdJoin to recruit diverse candidates. The educational unit states their intent is to attract staff who represent the diversity of its student population. The induction program’s welcome webpage presents pictures of a diverse candidate population as a means to represent the diversity of their staff and attract candidates. The program has a system in place to provide support, advice, and assistance to promote successful candidate entry into the profession, retention, and clearly indicate responsible personnel. Candidates receive regular support from their assigned mentor. Candidate support from the leadership begins at orientation the first week of October and continues through virtual advice and assistance meetings in November, February and April and the one-on-one conferences in December and March. Mentors receive support from the leadership during monthly virtual advice and assistance meetings, which also helps identify candidates needing additional assistance. Candidates and mentors repeatedly reported the availability of the leadership for support and assistance believing they “definitely wanted you to succeed.”

<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>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</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>
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 SIATech induction program implements a planned sequence of teacher-driven activities in order for candidates to develop and demonstrate competent teaching strategies. Leadership continues to refer to this as SIATech’s “formative assessment system” (consisting of CSTP, the Individual Learning Plan with its embedded inquiry action plan, cycle lessons, mentor meetings and reflections). Current candidates, completers, and mentors consistently reported a process (plan-teach-reflect-apply) of teacher-selected inquiry action plans based on a candidate’s self-assessment of teaching on the California Standards for the Teaching Profession. Candidates work closely with mentors to develop an individualized ILP to guide their inquiry work and frame their weekly conversations. Mentors have opportunities to observe candidates as they practice and demonstrate teaching competencies.

Mentors are selected based on well-defined program criteria and represent both SIATech and partner organizations. Their selection criteria includes experience, teaching effectiveness, and educational knowledge as well as a credential match with the candidate. Mentors attend monthly mentor training on topics such as coaching conversations, inquiry, observations,



mentoring skills, adult learners, and reflection and analysis. Mentors receive regular training and support in their role from program leadership. As reported by leadership, candidates and mentors, candidates choose to attend monthly professional development meetings covering a variety of topics, such as classroom management, social emotional learning, at-risk learners, special populations, English learners, cognitive strategies, differentiation, assessment, and technology, as meets their individual needs. During these times, candidates are provided an opportunity to discuss issues of diversity as well.

School administrators reported satisfaction with the curriculum and training provided to candidates and referenced the quality of the teacher at the end of the program. One administrator reported that many of the program’s completers had moved into teacher-leader positions in their school and were “more vocal and help to set the site culture.” Administrators verified collaboration with the induction program through the use of triad meetings with the mentor and candidate twice a year. All interviewed administrators reported they had the opportunity to give input on their candidates’ learning goals and to be a thought partner or provide additional support and resources. Many reported they saw growth in the teachers through the reflective process with the mentor.

<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>
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 as well as 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**

SIATech implements an assessment cycle schedule that allows for the collection of data to inform classroom practice and modify program activities to meet the needs of participants, including those from partnering districts. The data is analyzed and utilized for making program

adjustments by the program director and the advisory board and measured by the Commission’s induction program standards. SIATech has a multi-level assessment system, involving mentors, participants, employers, and program leadership. Documentation details the level of program assessment and tasks included in the program’s structure. A documented timeline clearly indicates regular activities that are used for consistent assessment throughout the year. The most common data source reported was the use of surveys following monthly events.

The program regularly assesses their effectiveness in relation to the curriculum offered, candidate activities, and support services provided by mentors and program leaders. To inform programmatic changes and candidate needs, weekly mentor-candidate collaborative logs are reviewed regularly by the director. The portfolio is reviewed at the end of each semester and marked complete or incomplete to provide progress toward completion for each candidate. The program collects, analyzes and reports candidate completion progress to inform the quality of the program. A robust table of data indicated the candidates' learning and self-assessment on the CSTP, as collected from the ILP, and also included a summary of the data in graphic and narrative form. The program also collects data on the outcomes of the final presentation of competency of the candidates.

Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data. The program largely uses candidate and mentor surveys and candidate learning plans, collaborative logs and portfolios as data points. A well-designed table of analysis was provided to demonstrate possible conclusions drawn from the analysis of data and indicate possible program responses. Leadership and advisory board members reported that data was analyzed and reported for discussion of programmatic adjustments, with the program director making the final determination of any changes. Board members reported feedback was always welcomed.

<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.**

A table showing employee retention data demonstrates the impact of the induction program on the SIATech school's teaching staff. The program was able to demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools through their local retention data. A table of qualitative data quotes from a variety of stakeholders providing information on the impact of provided professional development on teacher performance. A table of qualitative data quotes from two stakeholders provided information on the positive impact of the induction program on candidates.

Interviews with various stakeholders overwhelmingly indicated satisfaction with the program offered to improve teachers' practice. Mentors stated that participation in the program "was the highlight of my teaching career and made me a better teacher." A few indicated that they would have liked to have had a reflective mentor relationship like SIATech's program when they began teaching.

Administrators noted the leadership qualities of the graduates of the program working at their sites. Unit leadership indicated that some graduates of the induction program had moved into leadership roles such as administrative or curriculum development. Another unit leadership member stated the program is a "huge benefit to our organization and a great value to our teachers." This qualitative data indicated that the program ensures that candidates know and demonstrate knowledge and skills necessary to educate and support all students.