

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

Professional Services Division

January 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Manteca Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

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

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	Met
4) Continuous Improvement	Met
5) Program Impact	Met

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: Manteca Unified School District

Dates of Visit: November 16-18, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: February 27-29, 2012 Report Site Visit	Accreditation

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 recommendation of **Accreditation** for the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All Program Standards were **Met**.

Common Standards

All Common Standards were **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 institutions response to the preconditions be accepted.

- Manteca Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Manteca 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.

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 credential upon satisfactorily completing all requirements:

Teacher Induction

Accreditation Team

Team Lead:

Lauri Massari
Westside Unified School District

Programs Reviewers:

Latasha Porter
Riverside County Office of Education

Common Standards:

Patricia Maricich
California State University – Dominguez
Hills

Staff to the Visit:

Bob Loux
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files
Assessment Materials
Candidate Handbooks
Mentor handbook

Mentor Training Videos and agendas
Advisory Council Roster and Agendas
Mentor recruitment Statement
Candidate MOU
Mentor application
Candidate Portfolio
District Website
Survey Results
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	17
Completers	6
Employers	5
Institutional Administration	2
Program Coordinators	2
Mentors	11
Credential Analysts and Staff	2
Advisory Board Members	10
TOTAL	55

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

Manteca Unified School District (MUSD) is a school district in San Joaquin County serving 23,000 students in 20 elementary schools and six high schools in Stockton, Manteca, French Camp, and Lathrop. With respect to students, 62% are Hispanic, 20% Caucasian, 10% Asian, and 6% African American, with 21% being English learners. 59% of MUSD’s students are on free or reduced-price lunches. MUSD has been running their Teacher Induction program since 2003.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction	42	51

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

The Manteca Unified School District (MUSD) Teacher Induction Program is a two-year individualized, job-embedded system of mentoring, support and professional learning for new teachers. Two program coordinators are responsible for the operation of the program. The Program Coordinators report to the Director of Certificated Personnel, with oversight from the MUSD Superintendent.

Review of program documents and interviews confirmed that Manteca Unified has an established Advisory Council Stakeholder Group that supports the growth and development of the induction program. The Advisory Council is made up of stakeholders including completers, mentors, principals, district coaches, higher education representatives, and Induction staff. The Manteca Unified School District Teacher Induction Program is also actively involved with the North Valley Collaborative that meets to discuss best practices and program compliance to Commission standards. The collaborative consists of representatives from local universities and institutions of higher education, as well as induction representatives from other programs.

The program design is focused on strengthening teacher practice as measured by the California Standards for the Teaching Profession (CSTP). Interviews confirmed that the induction program provides a comprehensive system of support for candidates. Mentors meet with their candidates an average of one hour per week to work together on an Individual Learning Plan (ILP) and provide any other professional guidance and support. The program coordinators are actively involved in communicating program requirements, offering professional learning opportunities and guiding candidates through their induction journey. Candidates, district coaches and site administrators praised the program coordinators during interviews for their continuous communication and established support system from candidate entry to completion that is at the core of the program design.

Experienced teachers are recommended by site administrators to apply to be an induction mentor. They must complete an application process and meet the mentor qualifications which includes three years of effective teaching experience, possession of a clear credential, content knowledge and a willingness to meet the candidate needs for support. Mentor matches with candidates are based on school site and grade level or subject area. Mentors receive ongoing training throughout each school year in topics such as ILP goal development, adult learning, active listening and equity. A mentor stated during interviews, and many other mentors immediately agreed, that the trainings such as adult learning theory and equity were very beneficial and provided them with the skills they needed to be an effective mentor.

Program improvement involves collecting and analyzing data along with other input from candidates, mentors, program completers, administrators, induction colleges and other stakeholders. Candidates and mentors complete a mid-year and end of year survey. 2019-2020 completer data shows that the MUSD Teacher Induction Program had a positive impact on candidate development in all six California Standards for the Teaching Profession and, 100% of candidates indicated a good working relationship with their mentor.

Utilizing the input from all stakeholders, the MUSD induction program implemented changes to the education specialist mentor model for the 2019-2020 program year to address concerns that special education teachers were struggling with case management duties. The program worked closely with the district education specialist department to revise the mentor application and selection process to secure the most highly qualified special education mentors and added additional mentor trainings for education specialist mentors.

Course of Study (Curriculum and Field Experience)

The site review team closely reviewed the program submission, the MUSD Induction website, candidate and mentor induction handbooks, examples of ILP, time logs, and interviewed members from all stakeholder groups to fully understand the candidate experience in this induction program.

Candidates start with a self-assessment that draws from their Individual Development Plan from their teacher preparation program. Candidates then have a triad meeting with the candidate, mentor and site administrator to collaboratively discuss goals. A teacher commented during interviews that she really enjoyed this triad meeting and was able to incorporate one of the district initiatives for increased math proficiency into her induction goals as a result.

All candidates have an Individual Learning Plan (ILP) that supports professional growth goals that follows a “plan, teach, reflect, apply” process that integrates the California Standards for the Teaching Profession (CSTP), Induction Standards, and the California Content Standards. Mentors meet with their candidates an average of one hour per week as documented on the Induction Mentor Time Log and is part of the candidate’s digital portfolio. Mentors also complete four observations with candidates to give feedback that helps to sharpen skills for the greatest impact on student outcomes. A year two candidate shared in the interviews that the observations with her mentor have been the most impactful part of her induction experience. Program completers also strongly expressed that they “loved” the ILP process and continue to use this process in their teaching practice today.

Assessment of Candidates

The mentor and candidate complete time logs at each meeting that detail progress in the candidate’s inquiries and ILP. Candidates complete a digital induction portfolio that outlines their complete learning journey throughout induction. Each candidate's mentor and the induction program coordinator verify successful completion of all program activities and requirements by completing a portfolio review and verification form. This information is submitted to the credential analyst, who checks that any additional requirements or renewals are met prior to making a clear credential recommendation.

Findings on Standards

After study of all presented information and interviews with candidates, program completers, program personnel, mentors and other stakeholders, the team determined that all program standards are **met** for the Manteca Unified School District Teacher Induction Program.

INSTITUTION SUMMARY

The Manteca USD Teacher Induction Program has developed a high quality, structured system of candidate support and professional growth. Through the lens of the *California Standards for the Teaching Profession* and the ILP process, the program promotes goal setting, and reflective practice that encourages career-long, continuous professional learning. One of the cornerstones of the MUSD Teacher Induction program is the strong support for their candidates. They have accomplished this through ongoing intentional collaboration and communication with all stakeholders.

Across all stakeholder interviews, there was an overwhelming appreciation for the individualized attention, responsiveness, and dedication to educational excellence on the part of the induction coordinators. Under their leadership, the priority is to provide the resources, support, and training so that all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice.

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 Manteca Unified School District (MUSD) Teacher Induction Program is a single district induction program serving K-12th grade teachers in both general education and special education. The Induction program’s mission “to enlist, train and match effective mentors to support our MUSD teacher induction candidates,” is supported with a cadre of qualified and trained mentors, matched to candidates. With guidance from the mentor, induction candidates participate in the development of a job-embedded ILP aligned with the *California Standards for the Teaching Profession*. The induction program is well positioned within the Human Resources Department and serves as a welcoming point for newly hired candidates. The two induction leaders are Teachers on Special Assignment (TOSA) who coordinate the program and report directly to the Director of Human Resources. Interviews with the Superintendent confirm that the induction coordinators “are key individuals and highly respected members of the district in representing its goals and visions.”The Director of Human Resources noted that the program is sufficiently supported and resourced and is “taking a priority role, particularly in the current changing hiring climate”. Documents and interviews confirm that the Manteca Unified Teacher

Induction Program’s clearly stated goal, “...to ensure MUSD students access to an equitable education that prepares them to meet their future goals,” is supported across the educational unit, and contributes to the betterment of all district programs.

Under the district’s leadership, the program has a system that insures the hiring of well-qualified mentors. Mentors are selected by site administrators in consultation with program leaders to ensure that highly qualified and skilled mentors serve the new candidate. The candidate’s journey is well delineated through the program handbook and ongoing communications from program coordinators. Candidate progress is periodically reviewed and monitored by the mentors and induction coordinators using an observation continuum and portfolio monitoring. Once candidates have completed induction, they meet with the credential analyst who ensures that a completed recommendation for clear credentials is successfully processed through the Commission. All evidence verifies that Manteca Unified provides the institutional infrastructure and resources to support a strong and relevant teacher induction program, highly valued by the district’s personnel.

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

Document review and interviews with program leadership and credential analysts confirmed that the MUSD Teacher Induction Program assesses every newly hired teacher's eligibility for induction and accepts applicants according to clearly defined criteria. All newly hired teachers who hold a California preliminary or Level I credential are automatically enrolled in the free district-sponsored induction program. Those candidates who are completing Induction through another agency must inform the Manteca USD Human Resources of their intent to complete through another induction program.

MUSD Teacher Induction is housed within Manteca USD Human Resources Department. Document reviews and interviews with stakeholders confirm that there are two full time coordinators (teachers on special assignment) who provide very strong support, advice and assistance to participants throughout the two year program to ensure novice teachers successful entry into the teaching profession, and completion of program requirements and retention in the profession. In 2020-21, there are 49 part time mentors who support 51 teacher induction candidates. Mentors and candidates work together for at least one hour per week and document this time, as well as summarizing the kind of support rendered, in Time Logs which are submitted monthly. Mentors and candidates meet together for at least four hours per month/36 hours per year, providing candidates with a robust support system. Site administrators also support their candidates by participating in a triad meeting with candidates and their mentors to support the ILP goal setting process. In addition, the program also utilizes district personnel who serve as professional development presenters. Induction program coordinators take an active role in guiding and supporting each candidate's induction experience, including visiting with candidates at their sites and conducting classroom observations. Numerous stakeholders expressed much appreciation to the induction program coordinators for their initial and ongoing clear and precise communication of expectations concerning all aspects of the program.

MUSD Teacher Induction has candidates sign an MOU which delineates the program requirements. The program has developed a comprehensive website with handbooks for both candidates and their mentors which provides the necessary information about program requirements. This handbook is available online and can be referenced throughout the year by both mentors and candidates. In addition, clear instructions for completion of the ILP are provided through a combination of candidate ILP meetings and mentor training modules to guide successful attainment of program requirements. Coordinators review each candidate's digital portfolio and provide individualized feedback on candidate progress four times per year (twice informally and twice formally) during induction.

Interviews with stakeholders provided evidence that the induction leadership is dedicated to providing an individualized, job-embedded induction experience designed to foster growth toward mastery of the teaching standards. The program design, verified by candidate interviews, ensures that candidates receive ongoing feedback and support to ensure successful

completion of the induction requirements. All stakeholders praised the ongoing, frequent and timely communication from the program coordinators. One candidate remarked, “The coordinators are so supportive, accessible, and approachable.” Another candidate commented, “The coordinators are in constant communication with us, often anticipating our needs before we realize what we need.” Numerous candidates reported, “Our coordinators really care. They are invested in us.”

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.	Consistently
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.	Consistently
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
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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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: Met

Summary of information applicable to the standard

The MUSD Teacher Induction program has implemented a planned sequence of coursework around two cycles of inquiry each year, guided by an ILP, as evidenced by documentation, handbooks, and stakeholder interviews. The ILP is organized to allow each candidate to choose an individualized area of skill set development through the lens of the the *California Standards for the Teach Profession (CSTP)*, with input from a site administrator and their mentor. The value of this process was noted by candidates, mentors and site administrators because the candidate’s site goals can align with their ILP goals. Each candidate crafts measurable outcomes for their teaching, and engages in professional development and reflection within that focus area. Candidates gather evidence of their professional growth and of their students’ progress during the inquiry process, which is submitted with the ILP. Numerous completers remarked that “One of the best parts of this program is the ILP process. It helped me to identify issues of practice, and gave me a process to address those issues. I still use these same processes in my teaching today.”

MUSD Teacher Induction program offers advice and assistance for various candidate needs including connections to district-provided professional development, their mentors and program coordinators, and ongoing guidance through after school meetings, site visits, and emails. The induction coordinators review the candidate’s digital portfolio four times each year: informally in October and March, as well as formally in December and April to provide personalized feedback throughout the ILP process for each candidate. Both the mentors and candidates interviewed spoke of the value of this feedback in validating the work of the candidate towards completion.

As described in the *MUSD Teacher Induction Program Mentor Handbook*, and verified through interviews, matching mentors to candidates is a collaborative process between the program leadership and site administrators. Prospective mentors are required to have clear teaching credentials, as well as three years of experience. In addition, mentors must have knowledge of the candidate’s context for teaching and subject matter, willingness to engage in professional learning, and a commitment to possess the “ability, willingness, and flexibility to meet the candidate’s (individual) needs” for support. Site matches are preferred.

The administrators identify teachers at their site who can provide effective and knowledgeable support in their teaching context. The induction coordinators verify the qualifications of each mentor. Then more than 90% of candidates are matched to mentors with the same credentials and experience, as evidenced by the MUSD Induction Program Candidate-Mentor Match Grid. In every interview with candidates, the support and expertise of the mentors was praised as one of the most valuable aspects of the induction program. One candidate said, “If I didn’t have my mentor, I don’t know where I would be in my teaching. My mentor has been there for me every step of the way.”

Mentors attend one full day of training and four after-school professional development workshops, which include the topics of mentoring best practices, adult learning theory, the mentor's role in induction, observation skills, and the development of the ILP. During these trainings, mentors have the opportunity to collaborate with each other and share ideas. In addition, mentors and candidates attend three training days, and allows time for mentors and candidates to observe exemplary teachers together. Special Education mentors are provided with specific training in supporting Education Specialist candidates within the Induction program. In addition, the program leadership creates videos and newsletters to provide ongoing guidance for their role. Mentors reported in interviews that they received group feedback from the induction coordinators about the data gathered from candidates concerning the effectiveness of mentor support.

Candidates gather evidence of growth on their ILP professional goals through two inquiries each year. The candidate’s digital ILP portfolio documents their work throughout the ILP process. Mentors observe the candidates three times per year, and the induction specialists also regularly observe in candidates’ classrooms. Self-assessment on the CSTP by the candidate occurs throughout the two-year process, and the induction process culminates in an exit interview, with responses assessed on the exit interview rubric. Those candidates who successfully complete all requirements are then recommended for the clear credential. Multiple candidates interviewed remarked that they could get individual assistance from the program leadership right away if they had questions or needed clarification on requirements.

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

Common Standard 4: Continuous Improvement	Team Finding
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.	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

The Manteca USD Teacher Induction program has developed and implemented a continuous improvement cycle that involves gathering program data from candidates, mentors, and site administrators throughout the year. These data sources include surveys, candidate collaboration logs, ILP reviews, mentor feedback, and focus group input. The program gathers individualized data about candidate’s progress toward completion of ILP from monthly time logs, as well as periodic digital portfolio reviews. Interviews with candidates and mentors revealed that program coordinators contact the candidates directly to quickly answer questions or resolve issues. The induction coordinators also gather feedback from mentors after each training session, and interviewees spoke of additional training and collaboration opportunities that resulted from that feedback. Comprehensive data is collected by the program coordinators at midyear and end of year from mentors and candidates, and once a year from principals. The data is analyzed by the program leadership and the Advisory Committee.

As confirmed through interviews and documentation, the advisory committee participates in analysis of the data and recommendation of program improvements and plays a key role in the continuous improvement cycle. The advisory committee is made up of stakeholders from district and site administrators, mentors, candidates and representatives from institutions of higher education. Advisory members related their active involvement in this process.

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

Common Standard 5: Program Impact	Team Finding
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 MUSD Induction program is structured to ensure that candidates get the support and resources to be adequately prepared to demonstrate the knowledge and skills necessary to educate and support all students to be successful. There are multiple opportunities for candidates to develop best practices. Mentors provide guidance and resources to candidates in support of their ILP goals; candidates receive additional support from site mentors and induction leadership, participate in peer discussions during collaborative meetings, and have the opportunity to attend district sponsored professional development in a wide variety of subjects, based on theirs and their students’ needs. This learning and classroom implementation is documented in their ILP and in evidence submissions. District leadership members communicated a strong message of district support for the induction program.

Surveys and interviews with all groups of stakeholders reported that the program has had a positive impact on advancing candidate practice and competence, but also on the mentors’ professional learning and growth. One mentor remarked, “I have appreciated the days when I am able to observe an outstanding teacher with my candidate. Not only do I reflect with my candidate about the lesson we observed, but I also get new ideas about teaching that I use in my own practice.” Multiple program completers interviewed stated that they continue to reflect on their teaching practice, and that the program helped to create a network of colleagues at their site and across the district with whom they continue to collaborate. Current candidates spoke about how their CSTP focus and ILP process resulted in clear growth in their teaching practice and understanding of student needs. One candidate said, “The ILP process helped me to understand how to address the needs of individual students, who might otherwise have been overlooked.” Site administrators interviewed saw growth in their candidates’ skill and noted that their mentors also benefited from their participation in induction.