

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
King-Chavez Neighborhood of Schools**

**Professional Services Division
March 2021**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at King-Chavez Neighborhood of Schools (KCNS). 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 a 7th Year Report** 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 with Concerns |
| 4) Continuous Improvement | Met |
| 5) Program Impact | Met |

Program Standards

| Programs | Total Program Standards | Met | Met with Concerns | Not Met |
|-------------------|--------------------------------|------------|--------------------------|----------------|
| Teacher Induction | 6 | 5 | 1 | 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: King-Chavez Neighborhood of Schools (KCNS)

Dates of Visit: February 8-10, 2021

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

| Accreditation Reports |
|---|
| This institution went to inactive status in 2014, returning to active status in 2017. This is the first accreditation site visit for this institution. |

Rationale:

The unanimous recommendation of **Accreditation with a 7th year report** 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 with a 7th year report** 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 King-Chavez Neighborhood of Schools Teacher Induction Program (TIP) have been found to be Met with the exception of Program Standard 4: Qualifications, Selection and Training of Mentors which is found to be Met with Concerns.

Common Standards

All Common Standards for King-Chavez Neighborhood of Schools have been found to be Met with the exception of Common Standard 3: Course of Study, Fieldwork and Clinical Practice which is Met with Concern.

Overall Recommendation

Based on the fact that the team found that for the Teacher Induction credential program, all standards were met with exception of Program Standard 4 which was met with concern and that all Common Standards were met with the exception of Common Standards 3, which was Met with Concern, the team recommends **Accreditation** with a 7th Year Report.

The team recommends that within a year following the COA's action on the site visit findings, the institution provide a report showing implementation of

1. a collaborative relationship with local institution of higher education teacher preparatory programs to enhance both programs' implementation of standards.
2. ongoing training for mentors (as outlined in Program Standard 4) and the evaluation and recognition of program mentors in a systematic manner (Common Standard 3).

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- King-Chavez Neighborhood of Schools (KCNS) be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- King-Chavez Neighborhood of Schools (KCNS) 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 credentials upon satisfactorily completing all requirements

Teacher Induction

Accreditation Team

Team Lead:

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Programs Reviewers:

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Common Standards:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

| | |
|---|---|
| Accreditation Data Dashboard Accreditation Website for KCNS Assessment Materials/Continuum of Teaching Practice Candidate Advisement Materials Candidate Portfolios Candidate Handbooks Common Standards Addendum | Common Standards Submission Google Classrooms Individual Induction Plan Precondition Responses Program Review Addendum Program Review Submission Survey Results |
|---|---|

Interviews Conducted

| Stakeholders | TOTAL |
|---|-----------|
| Candidates | 16 |
| Completers | 16 |
| Employers (Site Administrators) | 5 |
| Institutional Administration | 3 |
| Program Advisor (Director of Induction) | 1 |
| Leadership Team | 3 |
| Mentors | 14 |
| Providers of Professional Development | 2 |
| Collaborative Partners: TK-12 Education | 1 |
| Collaborative Partners: IHE | 0 |
| TOTAL | 61 |

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

King-Chavez Neighborhood of Schools (KCNS) is comprised of five public charter schools, located within the Historic Barrio District and downtown neighborhoods of San Diego. It is King-Chavez schools' belief that educating students involves more than the mastery of daily lessons—it also includes love for and a focus on excellence in academics, arts, and athletics. Each of their five schools (one serving K-2 students, one for grades 3-5, a third school for grades 6-8, a fourth school for middle school grades 6-8, and a high school for grades 9-12) serves a diverse population of socioeconomically disadvantaged students, with 93% of the population qualifying for free and reduced lunch. The English learner percentages in KCNS is 45% with 14% enrolled in Special Education.

KCNS opened their teacher induction program in 2009 but went inactive from 2014 through 2016 due to low program numbers. Upon the hiring of a new director of induction/program advisor the program once again opened during the 2017. That program is now in their third year of implementation.

Education Unit

The Chief Executive Officer (CEO), who is also the former director of induction, provides direct oversight of the teacher induction program through weekly collaboration with the program advisor, and quarterly support of the leadership team. The program advisor is responsible for all clerical records, program implementation, credentialing needs, and collaboration requirements. The program averages 15-20 candidate per year, with half that number being recommended for a credential annually. Due to its small numbers and the structure of KCNS, the program receives initial mentor training from the San Diego County Office of Education.

Table 1: Program Review Status

| Program Name | Number of Program Completers (2019-20) | Number of Candidates Enrolled (2020-21) |
|---------------------|---|--|
| Teacher Induction | 17 | 22 |

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. There were no other unusual circumstances around the site visit.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction Program

Program Design

As evidenced by the program handbook and their candidate timelines, the King-Chavez Neighborhood of Schools (KCNS) Teacher Induction Program is a two-year, job-embedded, mentor-guided program. The Chief Executive Officer (CEO) provides oversight for the program with the daily operations led by the director of induction/program advisor. The CEO reported in her interview that she meets with the program advisor on a weekly basis for communication, guidance, and decision making. The program's leadership team reported they receive survey data quarterly and meet annually to make program changes indicated by stakeholder survey feedback.

Both program documentation and every interview held with stakeholder groups expressed that the relationship between the mentor and candidate is the core of KCNS TIP, with site administrators reporting professional growth for both the mentor and the candidate as a result of the two-year relationship. Review of documentation shows that the program is designed to improve teacher practice as measured by the California Standards for the Teaching Profession (CSTP). Mentor logs evidenced that mentor-candidates meet an average of one hour per week to collaborate on the development of the ILP, as well as offer "just in time support." Interviews with mentors confirmed they complete at least eight informal and two formal observations for their assigned candidates as well as assisting candidates in selecting appropriate professional learning opportunities. Interviews with candidates revealed they appreciated the option of selecting the time, place, and topic of their own professional learning.

Review of the KCNS Induction website and handbook revealed that mentors complete a selection process before service. Interviews with site principals confirmed that when suggesting potential mentor-candidate matches they rely on their professional observations of potential mentors at work and that teacher's ability to collaborate, and their personality strengths. Interviews with mentors confirmed that they attend a mentor orientation, two induction workshops and two ILP development workshops per year. Initial mentor training is received from the San Diego County Office of Education before they begin mentor duties, as was confirmed through interviews with the mentors themselves and the San Diego County Office of Education trainer. However, no evidence of additional training beyond the two-day basic training was found. The program advisor confirmed that the program does not hold any additional training meeting beyond the annual orientation meeting where program logistics are discussed.

The program relies upon a series of surveys to obtain stakeholder input on program services and effectiveness. Interviews with candidates, mentors and principals confirmed that surveys

and evaluations are used regularly to assess the quality of services of the KCNS Teacher Induction Program. Mentor and candidate interviews confirmed that they complete quarterly surveys to share feedback with the program which are acted upon on an annual basis. Additionally, interviews with principals confirmed that they complete an annual program evaluation survey prior to the annual Program Appraisal Meeting of the leadership team. The leadership team explained in interviews that they receive quarterly survey reports and then participate annually in the Program Appraisal Meeting where changes for the next year are discussed and chosen.

The KCNS TIP accreditation website and interviews document that the program has made several positive changes over the last two years. Of note is the triad meeting model which was modified to include two meetings per year focused on the alignment of site and candidate ILP goals as reported by principals and program leaders. In addition, a decrease in the number of informal observations required and the implementation of the Google Classroom platform were reported by various stakeholders as improvements they appreciated.

Course of Study (Curriculum and Field Experience)

A review of program evidence, program website content, the induction handbook, examples of candidate Individual Learning Plan (ILP) and ePortfolios, as well as interviews with members of various stakeholder groups confirmed the activities (course of study) each candidate completes during their induction experience. Candidates are informed of program requirements through attendance at a candidate orientation meeting and a collaborative induction meeting with their assigned mentor. Interviews with candidates and mentors verified that during these meetings discussions are focused on upcoming program processes as well as the candidates' CSTP self-assessment and their Individual Development Plan (IDP). Interviews and a review of ILP confirm that candidates engage in a focused cycle of inquiry (which includes planning lessons, observations, reflection and application of learning) around the ILP professional growth goals. Candidates stated that having the ILP goals helps them keep everything aligned. Additionally, they valued their mentor as a thinking partner, as well as the dedicated time for reflection. Candidate, mentor, and principal interviews revealed that follow-up triad meetings enhance the opportunity for candidate reflection and the development of new ILP professional growth goals in a collaborative manner. Program completers confirmed that the process for ILP development is repeated during the candidate's second year with a continued emphasis on the candidate's professional interests.

Candidates, mentors, and principals confirmed during interview sessions that there are multiple professional learning opportunities for candidates. A review of ILP revealed a menu of professional development options is linked directly to the ILP document for ease in candidate selection. Beyond the ILP link, candidates mentioned that opportunities are made available through the induction's Google Classroom, as well as through email messages. Principals and mentors shared that site professional development occurs regularly and supports the candidates' ILP goals as well.

Interviews with candidates, mentors, and the program advisor, as well as the review of documentation, verified that candidate-and-mentor partners meet an average of one hour per

week and document their work on weekly collaboration logs. Interviews confirmed that these logs are audited by the program advisor who also tracks weekly support time totals. One mentor explained that they support the candidate by observing their teaching, debriefing those lessons and reflecting on how the lesson correlates to the candidate's ILP goals. Another mentor shared that they connect everything to the CSTP, that it's a constant progression, and that they help teachers grow through the Continuum of Teaching Practice (CTP) and always connect it back to the candidate's goals.

Assessment of Candidates

Both interviews and a review of program documentation verified that candidates are assessed on the completion of program requirements through a review of their evidence. Mentors and candidates confirmed that weekly collaboration logs are submitted throughout their program participation, documenting both mentor support received and completion of various program activities. A review of ePortfolios and an interview with the program advisor highlighted the mid-year ePortfolio Checklist and a year-end ePortfolio Checklist as a means monitoring candidate progress toward program completion. In addition, the handbook and an interview with the program advisor confirmed that candidates have 10 days to complete any missing requirements should any discrepancies arise.

Completers confirmed that when candidates have completed required program components and gathered evidence of their teaching practice, they attend an exit interview with the program advisor. After reviewing the portfolio contents, the program advisor explained that candidates reflect on their growth in the California Standards for the Teaching Profession (CSTP) while participating in the program and mark their current level of professional practice on the Continuum of Teaching Practice. The program advisor stated that following the successful completion of the exit interview, she recommends them for a Clear California Teaching Credential in her capacity of credentialing analyst.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, site-level employers, and district administrators, the team determined that all program standards are met for the Teacher Induction Program (TIP) except for the following:

Standard 4: Qualifications, Selection and Training of Mentors--Met with Concerns

The site visit team was unable to find any ongoing training of mentors beyond an initial two-day mentoring skills training provided by the county office of education.

INSTITUTION SUMMARY

The King-Chavez Neighborhood School (KCNS) teacher induction program is designed to meet the needs of its community in San Diego, guided by systematic collaboration between the CEO, site leadership, program advisor and mentors. Operating at the K-12 levels, cross-curricular and vertical alignment of California’s adopted academic standards are routinely addressed in professional learning communities between and among candidates and mentors in their shared vision for the success of students from diverse backgrounds. The experiences of each induction candidate are guided by their Individual Learning Plan which functions as their map during the program experience. While collaboration within the program is strong, outside networking with preliminary teacher preparation and other induction programs is not in evidence.

Candidates are well supported through guidance from program leadership, mentors, site administrators and curriculum specialists. The day-to-day leadership of the program advisor is especially appreciated by all stakeholder groups. The institution and program provides opportunities for candidates to self-assess their professional growth through the lens of the CSTP, the inquiry cycle, multiple classroom observations and reflective conversations. In addition, candidates have multiple options to participate in site professional development, county and SELPA offerings along with external workshops of choice. Mentors are initially trained by the San Diego County Office of Education in basic coaching skills and observation practices which are then monitored by the program advisor via log audits. Subsequent, ongoing mentor training does not occur at this time, nor does recognition of the mentors’ work.

Through a collaborative effort between the program advisor and the human resources department, the program has an official system in place to assess candidate competence. Exit interviews and reflection upon growth via the Continuum of Teacher Practice ensures that the program only recommends candidates who have successfully completed all program requirements.

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 |

| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
|---|-----------------------|
| 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. | Inconsistently |
| 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

Document review and interviews with leadership, mentors, site administrators, and completers confirm that the KCNS induction program has a clear vision of educational excellence by providing high-quality new teacher training to prepare educators to serve in California schools. A review of program evidence, along with interviews with a variety of stakeholder groups, confirms that the KCNS induction program has the infrastructure in place to operate an educator preparation program of teaching and learning and highlights the strong commitment by which KCNS guides and serves future educators. Regarding the reason for KCNS to offer an induction program, the CEO commented that the need to recruit and retain high quality teachers is essential, and an in-house program where teachers receive mentoring is a major advantage.

Given the small size of the KCNS induction program, communication and decision-making between the unit and the program is seamlessly integrated, creating a collaborative design in which there is authority to address and support program needs. Interviews with the CEO and the program advisor provide significant evidence of collaborative work between the unit and program that contributes to reflective practices across and throughout KCNS. Interviews with a variety of stakeholders reveal that KCNS places an emphasis on ongoing data collection and analyses to inform the program of candidates' learning experiences and continuous program improvement needs. The improvement cycle begins with candidate and mentor surveys in the fall and spring coupled with data review by the leadership team. It continues with additional surveys of principals and mentors and ends with an exit survey by the candidates. The leadership team receives data analysis quarterly then advises the program regarding possible changes, based upon all survey data, during an annual appraisal meeting each June.

The program recruits mentors who are highly qualified by virtue of a principal recommendation, the holding of a clear credential, and satisfactory teaching experience. Interviews reveal that mentors initially attend training administered by the San Diego County Office of Education (SDCOE), which includes elements of coaching conversations, observation practices, building relationships, ILP functions, triad meetings, action research, aligning practice to the CSTP, and implementing the Plan, Teach, Reflect, Apply model. However, mentors do not receive additional or follow-up training in mentoring skills or program-specific tools by either the SDCOE or the program.

Interviews also indicate that the program collaborates with members of the P-12 community via regional meetings hosted by SDCOE but does not have the same connection across the higher education community. However, the team identified the potential for growth in this area as the institution already partners with local institutions of higher education in a variety of partnerships involving KCNS' former students. An extension of existing partnerships will provide networking opportunities and critical friends to improve program services.

Interviews with the human resources department and program leader indicated that the program verifies candidate competence on all program requirements prior to recommendation for the clear credential. The program leader holds exit interviews during which candidates demonstrate their professional growth via the CSTP and their ILP, followed by candidates' recommendations being submitted to the CTC.

| 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 leadership, mentors, site administrators, and completers confirm the KCNS induction program is committed to the success of their induction candidates. Interviews with site administrators gave compelling evidence that investment in the success of induction candidates is paramount to meeting site goals for student learning. One site administrator stated that the candidates soak up practices from their mentors like a sponge, and ultimately implement the powerful instructional strategies learned from the mentors. Site administrators and curriculum specialists expressed they screen high quality professional development opportunities for candidates, such as SELPA trainings, Envision® math, English learner development, and instructional technology while candidates expressed appreciation of their ability to choose their own professional learning.

Interviews with completers, candidates, and mentors indicate that the program establishes clearly defined criteria for candidate eligibility. A review of the online program handbook and interviews with the human resources department confirmed that candidates who have earned

a preliminary credential by the start of the school year can enroll in the program, while late hires must wait until the following year. Interviews with leadership reveal that KCNS is purposeful in the recruitment of teachers who reflect the demographics of its student population. The CEO reported that the institution advertises on Linked-In and EdJoin to attract a diverse pool and is working on participating in a program that will recruit teachers from Mexico. The site team also observed that candidates and completers who participated in the interviews were ethnically diverse.

Interviews with program stakeholders confirmed appropriate personnel are available to support each candidate through the two-year induction process and ensure successful entry into the profession. The human resource director and program advisor, who also serves as the credential analyst, have established clear procedures to ensure that induction candidates are clearly informed about the induction program. Candidates report that the program advisor is a valuable asset, and in conjunction with the human resources department, guides them through the process of induction enrollment and logistical procedures for a smooth transition from the preliminary program. Many stakeholders commented that the availability and guidance from the program advisor has been crucial to both candidate and program success.

Interviews with candidates and completers provided evidence that program leadership is committed to providing a meaningful, job-embedded induction experience designed to meet each candidate's unique needs as evidenced by elements of their ILP. These experiences include, but are not limited to, classroom observations, student work, professional development and measurable outcomes. The program design, verified by candidate interviews, ensures that candidates are supported to successful program completion through routine weekly meetings, professional learning, reflective conversations and application in future professional practice. Candidates and program completers consistently shared praise of their induction mentors and the support they received during the induction experience. One completer commented that she wished she still had a mentor and that the grade level and subject matter collaboration was essential to curriculum alignment.

| 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. | Inconsistently |
| 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: Met with Concerns

Summary of information applicable to the standard

Candidates' portfolios and interviews with a variety of stakeholders confirmed that the unit has designed and implements a planned sequence of classroom experiences designed to enhance candidates' professional practice. Induction activities outlined by stakeholder interviews included the use of the inquiry cycle through identification of CSTP elements, development of the ILP, veteran teacher observations, and candidates' formal and informal observations.

The student population of King-Chavez Neighborhood Schools, provides the candidates with many opportunities to experience the diverse cultures that comprise and affect KCNS' school climate. Through the ILP process and the candidate-mentor-principal triad meetings candidates are supported in their use of researched-based strategies through both site-based and district-based professional learning.

KCNS mentors are certified and experienced in teaching as evidenced by the candidate-mentor assignment list and candidate and mentor interviews. Both the induction handbook and interviews with mentors, administrators and the program advisor confirmed the process and criteria for the selection of site-based mentors who provide effective and knowledgeable support for candidates was substantiated. Candidates spoke of their mentors' guidance as supporting them in "polishing their craft as a teacher" and assisting them in "taking ownership of their own learning."

Evaluation of the mentors' services occurs via an annual self-reflection, candidates surveys, and as-needed feedback from the program advisor. As stated in interviews with the induction advisor and the SDCOE mentor trainer, the mentors receive training only at the start of their first year. Interviews with mentors and the program advisor confirmed additional training for mentors is not currently offered. Mentors are oriented to their responsibilities through their initial training, annual orientation, and the induction handbook. The site visit team was unable to find any evidence through interviews or induction materials regarding how mentors are evaluated or recognized on a consistent basis. In an interview with the induction advisor, she stated that next year (2021-2022) the program advisor will offer one-on-one feedback sessions with each mentor, postponed from this year due to restrictions from the pandemic.

The program uses a check-off process to ensure that the candidates submit all the materials to meet program completion requirements. Interviews confirmed the advisor reviews all of the candidates' submissions to ensure that the candidates have effectively met all of the requirements for induction and conducts exit interviews to affirm professional growth has occurred.

As verified by interviews and evidenced by the candidates' portfolios, the candidates receive significant experience in school settings implementing California's adopted content standards and frameworks. The KCNS student population reflects the diversity of California's students, providing the candidates with opportunities to work with the range of students identified in the program standards.

Rationale for the Finding

The site visit team was unable to find evidence regarding how the mentors are trained in supervision beyond an initial training session or how mentors were evaluated and recognized in a consistent manner.

| 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 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

Both the unit and its induction program regularly and systematically collect, analyze, and use candidate and program completer data as well as data on the effectiveness of unit operations to improve the program's design as confirmed across stakeholder interviews as well as through leadership team meeting minutes and agendas.

The continuous improvement process at KCNS includes multiple sources of data (administrator surveys, candidate surveys, mentor surveys) providing information on the extent candidates are prepared to enter the teaching profession and how well the program provides services to its stakeholders. This was substantiated during interviews with candidates, mentors, program completers, and administrators. Each stakeholder group discussed how and when they were surveyed and how their feedback was used to make changes to improve the program. In addition, the administrators discussed how the program advisor reaches out to them to clarify feedback to then use in improving the program. Examples of recent changes made include the expansion of the triad meetings to include site and candidate goal identification, and the use of the Google Classroom platform for mentor and candidate needs. As stated by stakeholders affected by them, both of these changes strengthened the program design and supported the preparation of candidates.

The candidates are surveyed three times (fall, winter, end of year) annually on the quality of services provided by the program during their participation in induction while site administrators are surveyed once, in the spring. The leadership team reviews this information as it is completed, then uses it at their annual Program Appraisal Meeting to make informed program changes that improve candidate competence and program effectiveness.

Administrators are surveyed regarding the quality of the preparation of the candidates in the induction program and on program services provided to those candidates. While being interviewed, the administrators commented on the growth they see in the candidates throughout the school year. They expressed that the triad meetings and the ILP help them “keep their finger” on the pulse of the candidates and their teaching practices. Although the site team found ample evidence of stakeholder feedback and its use in program improvement it was noted that feedback is gathered exclusively from stakeholders within the program. An area of growth for the program would be the expansion of gathering feedback from other teachers preparation programs and colleges/universities.

| 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 impact of the induction program on KCNS community was evident during the review of the evidence collected by candidates to show growth in their professional practice as well as in the interviews conducted with all the stakeholder groups. Portfolio reviews highlighted that the use of the CSTP as part of the candidate assessment process as well as the embedded Plan-Teach-Reflect-and-Apply cycle in the Individualized Learning Plan ensures that candidates educate and effectively support all students in meeting state adopted standards. In interviews with mentors, candidates, completers, and administrators, the interviewees commented on the program’s impact on classroom practice through its variety of candidate supports—mentoring guidance, the use of formal and informal observations, the ILP, and the variety of professional learning opportunities. One administrator commented that training teachers to develop specific

evidence of student outcomes and their own professional growth are a direct result of induction activities.

The program evaluates the quality of each candidate's progress through three self-assessment opportunities on the CSTP Continuum of Teaching Practice, occurring at the beginning of year 1, at the program's mid-way point at the start of year 2, and during their exit interview. As shown in candidates' portfolios and in interviews with mentors, candidates, completers, program advisor, and administrators, all provided evidence that the CSTP self-assessment process demonstrates an individual candidate's professional growth.

Various stakeholder groups discussed the positive impact of the numerous mentor observations (10 times throughout the year) of the candidates' classroom practice as a particular strength of the induction program. In conjunction with the candidates' observations of veteran teachers' classroom practice, the induction program mentors provide hands on, just-in-time support and individualized professional development. As expressed by one completer, the presence and guidance of a mentor in their classroom allowed deep and relevant coaching conversations that targeted the areas of her current needs.

Administrators commented on the usefulness of the ILP's focused goals, and the discussion of targeted CSTP during the biannual triad meetings. The personal goals and identification of CSTP help to align and support each candidates' work with site initiatives and target professional growth for candidates' in improving their teaching and learning.

Personnel responsible for district professional development noted the institution's partnership with the El Dorado SELPA as highly impacting the supports for education specialist candidates. Trainings provided by the SELPA in writing Individual Education Plans (IEP) and using the IEP management system targeted the specific needs of Education Specialist candidates. As the sole mentor for the programs three Education Specialist candidates commented, through observing teaching, IEP meetings and the assessment process of students, the program is making itself felt for all KCNS students.

When asked about the impact of the induction program on both candidate learning and the teaching and learning of KCNS students, the administrators voiced a universal opinion that the program has an overall positive effect on the school community and growth of both the candidates and the mentors.