

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
El Dorado County Office of Education**

Professional Services Division

June 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **El Dorado County Office of Education**. 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
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: El Dorado County Office of Education

Dates of Visit: May 16-18, 2022

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 13, 2014	Accreditation

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, mentors, candidates, program completers, and county office personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All Preconditions have been determined to be **met**.

Program Standards

All Program Standards have been **met** with the exception of Program Standard 4: Qualifications, Selection, and Training of Mentors, which has been **met with concerns**.

Common Standards

All Common Standards have been **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction program were met, with the exception of Program Standard 4 which was met with concerns, and that all Common Standards were met, the team recommends **Accreditation with a 7th Year Report**. The 7th year report will document actions taken to address Program Standard 4, specifically, that all mentors have access to and are reviewing the ILP periodically as outlined in the

program's Mentor Agreement and the section of Program Standard 4 that lists the elements required for a successful mentoring experience.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- El Dorado County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- El Dorado County Office of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

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Visalia Unified School District (Retired)

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
Assessment Materials
Calendars
Candidate Advisement Materials
Candidate Handbooks
Candidate Work Samples
Common Standards Addendum
Common Standards Submission
Completion Guides
eCourse Demonstrations

Mentor Logs
Mentor Training Materials
MOUs
Organizational Charts
Performance Expectation Materials
Precondition Responses
Program Review Addendum
Program Review Submission
Program Summary
Survey Results

Interviews Conducted

Constituencies	TOTAL
Candidates	22
Completers	6
Employers	7
Institutional Administration	3
Program Coordinators	6
Mentors	18
Credential Analysts and Staff	3
Advisory Board Members	5
TOTAL	70

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

El Dorado County is located in the Sacramento Metropolitan Central Valley region of California and encompasses approximately 1,800 square miles of rolling hills and mountainous terrain. The county is divided into two zones; the northeast corner of the county is in the Lake Tahoe basin while the remainder of the county is the area west of Echo Summit. El Dorado County Office of Education (EDCOE) is located in the county's seat of Placerville and serves 15 local school districts, 67 schools, and a charter school special education local plan area (SELPA). The charter SELPA includes 425 partner schools from throughout the state, from San Diego to the Oregon border.

EDCOE in partnership with students, families, and the community provides a variety of programs and services to support students as citizens of the future. County operated programs available to families include extended day childcare, alternative programs for student enrichment, individualized special education services, and other high-quality educational activities. In support of educators, the COE provides innovative professional development curriculum, instruction, and accountability services.

EDCOE strives to serve the community by providing safe, positive schools that meet their core values of integrity, service, relationships, equity, and innovation. The student demographics of EDCOE are comprised of the following: 1.7% American Indian or Alaska Native, 1.8% Asian or Pacific Islander, 3% Black, 20% Latinx, and 66.5% White. Additionally, 24.9% of students are eligible to receive free or reduced-priced meals and 3.7% are identified as English language learners.

Education Unit

EDCOE is a local education agency that sponsors a single Teacher Induction program that supports new candidates from the 15 local school districts within the county's borders as well as charter schools from the EDCOE charter SELPA. The induction program is housed within EDCOE's educational services department. The director of professional development oversees the day-to-day operations of the program and reports directly to the deputy superintendent of educational services and the superintendent, who serves as the unit head. Together with her team of two coordinators of professional development and one program assistant, the director monitors candidate progress, designs mentor training, communicates with all program constituents, collaborates with district and charter SELPA partners, and submits clear credential recommendations to the Commission for qualified program completers. For the 2021-22 academic year, EDCOE's Teacher Induction program is serving a total of 135 candidates (54 first year, 60 second year, and 21 early completion option candidates) who are being supported by 105 classroom teacher mentors.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction	37	135

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

Through interviews and review of program documents, the site visit team confirmed that the El Dorado County Office of Education Teacher Induction Program (EDCOE TIP) is a two-year comprehensive program that provides new teachers a high-quality, job-embedded, individualized experience grounded in a system of mentoring, support, and professional learning. The program is accredited to clear Single Subject, Multiple Subject, and Education Specialist preliminary teaching credentials upon successful completion of the induction program.

Guided by the California Standards for the Teaching Profession (CSTP), EDCOE TIP's goal is to ensure all students receive quality instruction from teachers who have the ability to reflect on their practice, collaborate with others, and seek opportunities to grow professionally. Program constituencies affirm that the induction program supports each candidate's growth and development in the CSTPs through a system of mentoring that provides "just in time" support and professional learning that builds upon the candidate's knowledge and skills to establish habits of mind for effective teaching practices.

The expectation of the EDCOE TIP is to retain exceptional teachers in the teaching profession while improving their teaching practice in real time. The culture of the program allows the teacher to develop a strong connection to a mentor and the school community to support student learning. As one administrator stated, "We are recruiting and developing teachers who are effective for now and for the long term."

A review of program documents, calendars, website, and eCourse (EDCOE's learning management system where candidates upload documents and await approval) highlight how the program leadership communicates with program constituencies regularly throughout the year. Weekly meetings are scheduled with the leadership team to review program progress, concerns, and formative data. In addition, the program director has ongoing meetings with unit leadership to provide program updates. Leadership attends the Capital Region Induction Network three times per year to discuss the individual development plan and executive orders with local institutes of higher education. The Curriculum, Instruction and Leadership Committee meets monthly to share data from surveys and to get feedback for possible modifications.

Ongoing communication and support are provided to candidates and mentors by the professional development coordinators through formative feedback on the Individual Learning Plan (ILP) process, seminars, and mentor trainings. The responsiveness and support from the

program leadership was evident through comments in multiple interviews that emphasized the positive relationships between all groups of participants. As one administrator mentioned, “The strength of this program is the relationships that are built with people.”

The CSTP are used throughout the TIP experience to guide candidates in their professional growth through discussion and support with their mentors on a weekly basis. With mentor support, candidates identify strengths and areas of growth on the Continuum of Teaching Practice (CTP) in order to design professional growth goals and activities on the ILP. A review of candidate ILP reflections confirmed that the induction process allows each candidate to practice and refine effective teaching practices as they gain competency toward mastery in the CSTP. Through mentor observations and guided discussion questions, mentors provide ongoing support that allows the candidate to reflect on their growth towards their self-chosen CSTP focus. As stated in interviews, “We look at resources together to help reach the goal. We always go back to the goal. It is our guidepost and our lens.”

Using the ILP as a road map, the candidates’ unique professional and classroom needs are used to guide mentor support in the form of observations, data chats, action research and reflective conversations. Candidates attend online seminars that provide guidance, direction, and peer collaboration around how to use the ILP as a tool for growth. As confirmed through interviews, mentors are identified and assigned to each candidate within 30 days of enrollment in the program. Matches between the mentor and candidate are made according to credentials held, grade level and/or subject area, and location as appropriate to the candidate’s employment. The program requires all mentors to participate in robust and ongoing professional development which includes a mentor network day where mentors share experiences, successes, questions, and effective mentoring and teaching strategies to expand their mentoring skills and understanding of program requirements. Multiple online resources are available for mentors to access for additional support. As one mentor stated, our training is “ongoing. They always want us to learn and grow.”

Mentors assess their understanding of effective mentoring skills using the Mentor Continuum of Practice. Based on this self-assessment, mentors develop a mentor growth plan that enhances their skills based on an area of need. Mentors set goals, identify steps and outcomes, collaborate with other mentors, and reflect on the plan during the year. As stated in mentor interviews, “It is a great process to keep us growing. Mentors are also learning through this process. They are learning from one another.” The program director and coordinators plan online mentor training opportunities to meet the needs of mentors based on the goals identified in these growth plans. Through the eCourse system, mentors are able to find professional development that aligns with their growth goals. The EDCOE leadership team reviews the mentor growth plans at the end of the program year and provides feedback to the mentor to help with growth goals if needed.

The program recognizes the site administrators’ important role in the candidate's professional growth and has developed ways to promote their involvement and input. Triad meetings are held at the beginning and mid-point of the year with both the candidate and mentor using an

initial meeting form with discussion topics. Reviewers were able to confirm through interviews that candidates and mentors use the preliminary program transition plan as a guide for initial discussions that grow to include topics that include professional growth goal(s), measurable outcomes, professional learning opportunities and reflection throughout the year.

Program modifications in recent years have been made to accommodate Covid-19 statewide protocols and substitute teacher shortages. Orientations, seminars, and trainings were moved to a virtual format and/or recorded for ease of access. The format for mentor and candidate observations continues to be flexible based on individual site conditions and restrictions. Formal survey opportunities for program constituents are provided regularly to give their input about their experience and elements of the program that could be adjusted to better support success.

Reviewers verified that candidates are surveyed at the end of each seminar and asked to provide program and mentor effectiveness feedback. Mentors reported that they complete surveys at the end of each training and are asked to provide program feedback and share any mentoring concerns. Additionally, if a candidate or mentor has an issue or concern, they have multiple opportunities to communicate with program leadership to share concerns. Site administrators also confirmed that they are surveyed at the end of the year and asked to provide program feedback.

Course of Study (Curriculum and Field Experience)

Interviews verified that candidates are informed about the induction program and its expectations through the Human Resources department of each employing district and assist the teacher with enrolling in EDCOE TIP. Candidates begin by attending the new teacher orientation where program materials, requirements, and structure are reviewed. Strengths and areas of growth are identified along the CTP so a candidate and their mentor may collaboratively design strategic professional growth goals in an ILP.

Interviews confirmed that candidates and mentors are provided a completion guide, specifically designed by credential type, which provides steps to the induction process and ways to interact with the ILP. The discussion topics guide the candidate and mentor through the inquiry process and development of the candidate's ILP. At critical points throughout the inquiry cycle, the completion guide prompts the candidate to log into their eCourse online platform to reflect on their discussions with mentors and/or document and reflect on completed action steps.

The ILP is populated via the eCourse in which all candidates are registered. Multiple interviews confirm that the ILP provides the road map for the candidate's induction work and consists of the following phases: gathering data, setting goals, developing an action plan, implementing the action plan, and reflecting on professional growth. Candidates gather data on their current teaching environment and the resources and challenges it offers. Using the robust discussion questions provided by the completion guide, candidates benefit from a minimum of four mentor observations throughout the year. These observations are tied to candidate goals and the action plan outlined in the ILP. Mentor interviews revealed the depth to which the

mentoring process supports the candidates' consistent practice of reflection on the effectiveness of their instruction. One mentor stated, "The ILP guidance questions prompted great conversations around observation and feedback, things like why do you want me to look at certain students/parts of the lesson...? What feedback do you want from me...? How will this help you grow....? How will it help the students grow? This made the observation feel productive, not evaluative."

Candidates complete self-selected professional development each year as a part of their research used to improve teaching practices as described in the action plan portion of the ILP. Candidates have the opportunity to observe a minimum of two colleagues during their action plan period and are observed by their mentors four times throughout the year. The program offers additional support through an online resource page which includes links to the California content standards, EDCOE professional development opportunities, and specific resources that support a variety of CSTP areas including English Learners, special education, technology, and subject specific topics.

One area in which the team found inconsistent evidence was in the mentors' ability to periodically review the ILP with candidates and make adjustments as needed. Mentors stated and the program confirmed that mentors are not given access to the ILP from the program nor does the completion guide direct mentors to periodically review the ILP with the candidate as required by the standard. In order to view the ILP, the mentor must request that the candidate share the ILP with them. Reviewers are unclear about how a mentor who does not request access to the ILP, can periodically review the document with the candidate. During mentor interviews, one mentor expressed that having access would be helpful in their work. "It would be really cool if they had a place where we could see the uploaded ILP, so we could have that document up during our Zoom meetings so I could see what she is seeing. It would be a beneficial resource." Another mentor stated, "I had to look at screenshots. Even if it was a read-only document, I would like to see where they think they are and what their plan is. I'd just like to review it before an observation."

Assessment of Candidates

Through successful completion of activities outlined in the ILP, the program coordinators assess and verify a candidate's growth towards mastery in the CSTP. Documented evidence, which includes action plan steps and reflection, professional growth goals, and measurable outcomes is reviewed. The completion certificate document identifies the requirements the program uses to verify candidates who have satisfactorily completed all activities and requirements at the end of each year and completing candidates are recommended by the induction coordinators for their clear credential.

Candidates are expected to meet all requirements outlined in the candidate agreement. Candidate and mentor interviews confirmed that if a candidate needs more assistance to meet the program's qualifications, extra individualized support is provided. The recommendation for a clear credential process is reviewed during the year-two candidates' last seminar and restated in the completion email sent to each candidate. Once all program and clear credential

requirements are met, credential recommendations are made solely by the director or coordinators of professional development for the EDCOE Teacher Induction Program to the Commission on Teacher Credentialing.

Findings on Standards

After review of the institutional reports, supporting documentation, outcomes data including assessment and survey results, as well as the completion of interviews with candidates, program completers, mentors, employers, and county office personnel, the team determined that all program standards are met for the El Dorado County Office of Education Teacher Induction Program except for the following:

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

Reviewers found inconsistent evidence of the following element of Standard 4: *Guidance and clear expectations for the mentoring experience provided by the program must include: Periodically reviewing the ILP with candidates and making adjustments as needed.*

Standard language directs the program to ensure that the mentor has the ability to periodically review the ILP with candidates. The program structure does not currently provide access for mentors to view candidates' ILPs. The completion guide does not direct mentors to periodically review the ILP with the candidate as required by the standard. In order to view the ILP, the mentor must request that the candidate share the ILP with them. While reviewers heard in interviews that many candidates do share their ILP with their mentors, reviewers are unclear about how a mentor who does not request access to the ILP can periodically review the document with their candidate. During mentor interviews, several mentors expressed that having access to the ILP would be helpful in their work.

INSTITUTION SUMMARY

Unit leaders, program staff, mentors, candidates, and all other constituent groups were welcoming and responsive throughout the review process. At each level, support was a consistent theme. Candidates reported feeling supported by their mentors, program staff confirmed they feel supported by the institution, and the evidence shows that the unit supports the induction program. In interviews, reviewers heard that the program is exemplary, highly valued, has a positive impact on candidate performance, and is designed to foster an individualized experience for each candidate. Unit wide, all constituent interviews verified that the EDCOE’s system of support and growth is understood and deeply valued. Evidence shows that EDCOE’s teacher induction program is meeting a need in both their local region and throughout the state to support novice teachers.

While interviews with candidates and mentors confirm that the program’s mentoring design is one of its strengths, reviewers found that adjustments are needed to systematize mentors’ access to candidates’ ILP. Mentor access to the ILP is critical to the program’s ability to ensure the quality of program services that each candidate receives.

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
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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 strength of the EDCOE and its teacher induction program is its core belief that providing a quality education for each child is its greatest responsibility. Institution leadership shared that the induction program is “responsiveness to the needs of students and teachers as they navigate an ever-changing climate” and that the culture of the program exudes “collaborative continuous improvement.” Another leader stated, “The program meets teachers where they are and guides them to the next level.” Interviews with mentors and candidates confirm both the responsiveness of the program to candidate needs and the support of site leaders through triad meetings, observations, and informal check-ins. In addition, budget reports and interviews with county office leadership confirm that resources are allocated sufficiently based on evolving program needs from the unique districts they serve.

EDCOE plays a key role in providing educational coherence and alignment throughout the county as it communicates regularly with its 15 districts through in-person meetings, email, and Zoom conferences. Program leaders serve on the Curriculum and Instruction Leadership Committee (CILC) which is a collaborative entity made up of the EDCOE’s deputy superintendent, district superintendents, county office curriculum leaders, and SELPA coordinators. Surveys, CILC meeting agendas, and interviews with site administrators and mentors confirm that program leaders involve all stakeholders in the coordination and

improvement of the teacher induction program. Mentors shared, “In addition to completing surveys of our own, we see data several times a year at our mentor-only meetings where we have an opportunity to provide feedback.” Interviews and agendas also show that program leadership meets biannually with local institutions of higher education and serves as part of the Capital Region Induction Network in order to promote collaboration between all facets of educator preparation.

The spirit of service, responsiveness, and collaboration colors every aspect of the teacher induction experience. ILP documents demonstrate, and candidate interviews confirm, that the induction program relies heavily on responsive, relationship-based, professional learning experiences accessed, guided and/or provided by the mentor. Training slideshows and agendas confirm extensive and ongoing mentor training in adult learning theory and just-in-time coaching with a particular emphasis on classroom observation. The Commission’s Accreditation Data Dashboard noted that mentor feedback from classroom observations was one of the most powerful supports provided. In addition to coaching techniques, mentors learn how to guide candidates through the plan/teach/reflect/apply model. According to candidates and program leaders, mentors demonstrate effective professional practices in teaching and learning, scholarship, and service.

The program coordinators and the administrative assistant closely monitor candidate progress through the eCourse system and provide individualized feedback regarding completion of credential requirements. In addition, the program systematically ensures candidates have met all requirements prior to the recommendation of the clear credential through the Commission on Teacher Credentialing.

Interviews with institution leadership confirm there are continued efforts and priority given to promote inclusion and celebrate diversity throughout the districts served by the program. One leader stated, “It is our charge to be responsive to the needs of the whole child and the whole teacher as well... we do our best to remove barriers to their success.”

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

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>
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

EDCOE accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications as evidenced through program interviews. Once candidates are identified, EDCOE provides thorough onboarding support, advice, and assistance to its candidates to promote successful entry to and retention in the profession. It was confirmed by interviews with site leadership, support personnel, and candidates that appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. It was evident that the program uses multiple measures to monitor candidate progress in meeting program requirements while the evidence of guidance and assistance efforts by the EDCOE TIP demonstrates that there is a coherent system of support in place as well.

As verified through the program calendar, once enrollment and mentor pairing are confirmed, candidates attend an orientation where each candidate receives a completion guide which includes the program’s requirements and the EDCOE TIP calendar that includes all seminar dates and coursework completion due dates to support timely and successful completion of the program. The candidate’s coursework is reviewed at intervals throughout the year and at the teacher’s request by program coordinators. The EDCOE TIP handbook is also reviewed during orientation and includes program completion support and the grievance policy. The mentors confirmed that following the orientation they begin meeting with their candidates on a weekly basis to support, advise, and provide feedback regarding the candidate's growth goals, inquiry cycles, and overall growth and development as an educational professional.

The EDCOE TIP website provides information and resources to guide the candidate throughout their induction experience. In addition, the program’s discussion guide serves as a roadmap to the completion of the candidate’s ILP which submitted to the program’s eCourse. Through successful completion of activities outlined in the ILP, the program assesses and verifies a candidate’s growth towards mastery in the CSTP. The program coordinators review

documented evidence, which includes evidence and reflection of action steps, professional growth goals, and measurable outcomes. In addition, the program leaders monitor seminar attendance and mentor meeting logs to ensure all activities and proper support are provided. In interviews, candidates and mentors confirmed that these procedures are followed throughout the teacher induction experience.

The EDCOE TIP leadership maintains a database to assess candidates' individual progress and timely requirements. This database is updated throughout the year and is used by program coordinators to determine the candidates' completion of the EDCOE induction program. The database information also provides the program coordinators a list of candidates who may be in need of additional advice and assistance throughout the year. The program leaders collect this data to ensure candidate performance expectations are met. Feedback from mentor, candidate, and administrator interviews confirmed the program's collaborative approach to assisting candidates in their growth and success. A completion certificate identifies the requirements the program uses to verify candidates who have satisfactorily completed all program activities and requirements at the end of each year and program completers are recommended for their clear credential.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

EDCOE 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 as evidenced by interviews and program documentation. The coursework was verified as housed in the program’s eCourse which includes the CSTP self-assessment, ILP, inquiry cycle, action plan, and professional growth reflection. It was noted in program interviews with candidates, mentors, and administrators that the ILP, which includes goals, reflections, and measurable outcomes from the CSTP, were collaboratively planned with the candidate, the mentor, and with input from site administrator. Program leadership monitors the ILP development and provides the candidate with additional feedback. The program handbooks, completion guides, and website also reveal a planned sequence of coursework and clinical experiences. Interviews with candidates, faculty and administrators confirm that the program is designed to systematically coordinate coursework with a variety of fieldwork experiences that address the range of students and/or services identified in the program standards. It was verified through interviews with program leadership that EDCOE TIP places a high priority in retaining well-qualified mentors. Program leaders, mentors, and candidates confirm that mentors are identified and assigned to each candidate within 30 days of enrollment in the program while the tracking spreadsheet confirms that the mentors and candidates are matched according to the credentials held, grade level and/or subject area, as appropriate to the participant’s employment. As stated by program leadership, highly qualified, well-trained mentors are a critical factor in program quality because they directly support the induction process for the candidate. For that reason, the program requires all mentors to participate in initial and ongoing professional development (new mentor

training, returning mentor training, and network day). In interviews, mentors confirmed they received training throughout the year. The vision of EDCOE TIP is to “provide new educators with a high-quality, job-embedded, individualized program that is grounded in a system of mentoring, support, and professional learning to support each candidate’s growth and development by building upon the knowledge and skills gained during their preliminary preparation program to build habits of mind for effective teaching practices and to develop life-long learners.”

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

EDCOE’s approach to continuous improvement includes an ongoing collection and study of data from all constituency groups in regard to candidate competence and program effectiveness. During interviews with leadership, candidates, completers, and the Curriculum Instruction Leadership Committee (CILC), it was evident that consistent data-driven program improvements enhance candidates’ experience and support candidate growth.

These multiple measures are used to assess and provide specific data on the effectiveness of the program, course of study, support services provided and level of candidate competence. In interviews it was stated by a candidate, “This program really respected us as professionals in the right way at the right time without it being too much.” As documented in the program’s multi-year assessment timeline, survey data is regularly collected, shared, and discussed with program leadership, CILC, and program staff in order to continuously improve the program design. Data sources include program surveys administered to candidate and site administrators, mentor training surveys, the ILP, mentor meeting logs, and end-of-the-year surveys.

It was also confirmed through multiple completed surveys that the induction program obtains input from a variety of constituents including mentors, candidates, site, and district administrators. Additionally, through interviews with site administrators it was confirmed that they provide feedback through ongoing conversations with mentors and the program coordinator. Mentors confirmed they also provide input on program design to induction coordinators during and after their mentor meetings. Candidates stated they have opportunities to provide input on their induction experience through conversations with mentors and program surveys. Additionally, candidates also complete a completer survey once recommended for their clear credential. A highlight of the 2020 completer data from the Accreditation Data Dashboard (ADD) was that 85% of teachers surveyed agreed that the EDCOE TIP was effective in responding to their individual needs.

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.

As evidenced by completed ILPs, and confirmed by candidate interviews, the EDCOE TIP ensures that each candidate's professional practice meets state adopted standards and demonstrates growth in the CSTP. Program leadership monitors the progress and completion of the ILP, which includes the candidate’s self-assessment on the CSTP.

Completer data from the ADD also shows that a majority of candidates feel they have grown in their skills and abilities as measured by the CSTP. Data from 2020-2021 has an average of 88% of teachers feeling “adequately prepared” or “well-prepared” in all standards. In addition, the majority of candidates see their mentors as being “helpful” or “very helpful” in the development of all aspects of their teaching practice.

Not only do candidates feel they have grown, but survey results and interviews reveal that district administrators also see growth in their novice teachers as they progress through induction. Site administrators noted that the support and guidance provided to candidates via

the mentor and the ILP was “personalized” and “responsive to individual needs.””

Administrators shared examples of their teachers who have improved their skills and gained confidence in their professional practice. One stated, “Everything they are doing in the program is benefiting them in the classroom.” Another shared, “The program has helped her find her voice among her peers. I watched her use her ILP and data as an argument to work with guiding reading in a new way...she had the data to back up what she knew in her heart.”

As they come to the end of their induction journey, each candidate summarizes evidence of their growth and the impact they have had on students and school communities in a narrative essay. This process provides an opportunity for candidates to share key artifacts gathered from their classroom practice, summarize their journey using the ILP, and reflect on their growth over the entire induction experience. Once the final essay is submitted and all requirements are met, the recommendation is made to the Commission and the program directs candidates on how to apply for their clear credential. One program completer stated in the interview, “I had a feeling of catharsis about what I had accomplished during the process as I wrote the reflection essay. It was important work and beneficial for me in my career.”