

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

Professional Services Division

January 2023

Overview of this Report

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

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction Program (TIP)	6	6	0	0
Clear Administrative Services Credential (CASC)	5	5	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: West Covina Unified School District (Foothill Consortium)

Dates of Visit: October 10-12, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
February 2-4, 2015	Letter

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with program administrators, professional development staff, mentors, coaches, candidates, completers, collaborative partners, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

After review of all relevant preconditions for West Covina Unified School District, all have been determined to be met.

Program Standards

All Program Standards for the West Covina Unified School District's Teacher Induction Program and the Clear Administrative Services credentialing program were determined to be met.

Common Standards

All Common Standards for West Covina Unified School District were determined to be met.

Overall Recommendation

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

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
Clear Administrative Services

In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.
- West Covina Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- West Covina Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

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Programs Reviewers:

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Accreditation Data Dashboard	InductionSupport.com
Accreditation Website	Mentor and coach application, recruitment flyer, and recruitment
Assessment Materials	Mentor self-assessment
Candidate Advisement Materials	Mentor/Coach candidate feedback form
Candidate Files	MOU
Candidate Handbooks	Organizational Chart
Coach and mentor pairing document	Orientation materials
Committee Minutes and Presentations	Preconditions Responses
Common Standards Addendum	Professional learning materials
Common Standards Submission	Program Review Addendum
Course of Study	Program Review Submission
Credential Recommendation Process document	Program Vision Document
District agreement	Progress monitoring tool and reports
Evidence of mentor and coach support	Stakeholder Involvement
Faculty Vitae	Survey Results
ILP and IIP	Verification of Completion documents

Interviews Conducted

Stakeholders	TOTAL
Candidates	72
Completers	23
Employers	22
Institutional Administration	4
Program Administration	7
TIP Steering Committee	15
Program Director	1
Office Manager	1
Professional Development Personnel	8
Lead Mentors	5
Mentors & Coaches	34
Collaboration Partners (IHE & LEA)	9
Credential Analysts and Staff	5
Advisory Board Members	19
TOTAL	225

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

West Covina Unified School District (WCUSD) was established in 1915, with a single school and less than a dozen students. Today it serves over 14,000 students in fifteen local area schools and two charter schools. The District is committed to ensuring the curriculum remains relevant and promotes 21st-century learning tools. By offering a variety of placement options, flexible course scheduling, small class sizes, and more student attendance days, the district meets the educational needs of students and ensures they are prepared for college and career success.

West Covina established a three-district partnership with Charter Oak Unified School District and Claremont Unified School District in 1999 to provide Beginning Teacher Support and Assessment (BTSA) Induction services to their teachers needing to clear their preliminary teaching credential. In 2005, the consortium added Bonita Unified School District and subsequently changed their name to the Foothill Consortium. Glendora USD was added in 2006 to constitute the current five-district membership of the Consortium. Nearby Baldwin Park Unified School District and Upland Unified School District have annual Memorandums of Understanding with the Foothill Consortium to participate in both teacher and administrative induction. Charter and private schools are able to participate in the consortium's credentialing programs on an as-needed basis.

All member districts of the Foothill Consortium are located in the eastern San Gabriel Valley, adjacent to the west boundary of San Bernardino County. All districts serve a culturally diverse population and have representation from all levels of socioeconomic status. The table below shows the student population of each district as well as student demographics including the top five races/ethnic groups as reported by U.S. News and World Report.

District Name	Student Pop	Eng. Learner	Free/Reduce Lunch	Hispanic/Latino	White	Asian/Pac.Islands	2+ Races	Black
Bonita USD	9, 669	6.8%	24.0%	54.6%	24.5%	8.9%	9.3%	2.4%
Charter Oak USD	4,522	8.4%	36.1%	71.1%	15.0%	7.6%	3.1%	2.5%
Claremont USD	6,744	8.2%	18.5%	44.1%	31.3%	12.0%	7.8%	4.4%
Glendora USD	6,833	8.0%	17.3%	45.6%	34.6%	12.6%	5.5%	1.2%
West Covina USD	14, 996	8.9%	45.4%	76.4%	4.0%	15.6%	1.3%	2.3%

Education Unit

The five partner districts participate in both the Teacher Induction Program and the Clear Administrative Services Credentialing program, and participate in the consortium's leadership team, Consortium Assistant Superintendent Team (CAST), via an assigned assistant

superintendent. CAST meetings are held three times annually and determine policy, fiscal and administrative decisions for both programs. Each assistant superintendent then selects a district principal and mentor to join them for membership in the Induction programs’ Advisory Board, augmented by the Teacher Induction Program (TIP) lead assessors and a special education representative. The Advisory Board’s responsibilities are to develop and analyze surveys, discuss program development, and conduct an annual analysis of the programs’ design. Separate from these governance boards are the TIP Steering Committee and Administrative Services Focus Group, whose main focus is program design and continuous program improvement. The steering committee and the focus group have been invaluable to the director in crafting and implementing the current teacher and administrative services induction programs.

West Covina Unified School District’s Human Resources Department houses both educator programs that they sponsor. The program employs a full-time program director and a full-time program support person to handle day-to-day administration and long-term implementation as shown by the recent addition of a part-time clerk as well. Mentors and coaches are selected through a rigorous selection process and must be approved by the CAST prior their employment. Professional development is multi-faceted and encompasses district offerings as well as a plethora of online options.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction Program	45	144
Clear Administrative Services	3	12

The Visit

This site visit was conducted virtually. The team and institutional stakeholders 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

Program Design

West Covina USD's Foothill Consortium is led by a full-time program director selected from one of its member districts who is responsible for the overall operation of the program. Supporting the program director are four part time lead mentors who assist with mentor training and support as well as candidate assessment. Clerical staff supporting the program with daily operations includes a full-time office manager and a new part-time clerk. The director leads collaboratively with the Consortium Assistant Superintendent Team (CAST), composed of one Assistant Superintendent from each member district. This team provides general program oversight, including program review, mentor selection, and program budgeting.

Communication is one of the hallmarks of the WCUSD's Foothill Consortium, from candidate matriculation from preliminary preparation programs to their recommendation for a clear teaching credential. The program director meets with the WCUSD Superintendent periodically to discuss the program's status and needs. Several governance bodies (the CAST, the advisory board, and the steering committee) work together to make program decisions and communicate those changes to program participants. The program director maintains a robust website that includes programmatic details and professional development opportunities. The office manager sends biweekly newsletters as well as emails and even texts as needed. Mentors work with district credential analysts to verify candidates have completed the program and are ready for the recommendation for a clear teaching credential.

The program communicates with preliminary teaching programs regarding candidates' development and growth, building on the knowledge and skills gained there. Candidate and mentor interviews confirmed that the Individual Development Plan (IDP) bridged from preliminary work to their induction experience as it identifies preliminary program work strengths to be used as the candidates set goals in the CSTP-aligned Individual Learning Plan. In an interview, one candidate remarked that while the IDP development in their preliminary program and induction share similarities, "induction is more hands-on... and streamlined" making the work more relevant.

As described in the program's handbook mentors provide just-in-time support for candidates in the form of regular meetings. The mentoring design provides multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession through CSTP-aligned benchmarks that the program calls Milestones (five each year) which are built into the ILP that is housed online at Inductionsupport.com. Lead mentors assist the

program director in reviewing these milestones which record candidates' growth in the CSTP. Mentors and candidates report that mentors are available beyond these required meeting times, making themselves available to candidates in a variety of avenues including phone calls, text messages, and video conferencing. Both mentor and candidate interviews confirm that these meetings occur either in person or via Zoom video conferencing, as some candidates and mentors may not be geographically near each other. These meetings, which according to mentors are individualized to meet each candidate's "unique needs" ultimately help candidates meet their identified professional goals. Weekly meeting topics, as evidenced by the regular documentation of ILP Milestones as well as mentor logs, include mentor observations of candidates, reflective conversations to debrief mentor observations, and discussions on analysis of the candidate's teaching practice. Each of these coaching conversations contributes toward candidates developing enduring professional skills.

Interviews held with candidates, completers, and mentors, confirmed that West Covina USD assigns qualified mentors, according to its mentor selection criteria which is outlined in the program handbook and website. Submitting a formal application includes one's professional resumé, two letters of recommendation, and video responses to prompts discussing inclusion and equity issues. During interviews, positive comments were often made regarding how well candidates and mentors were matched. A clear strength of the program is the director's initial entrance meeting with the candidates, where he spends time getting to know them in order to make the best possible mentor match for them, a process for which candidates repeatedly expressed appreciation during their interviews. Mentors then begin work with the candidate on their ILP and are trained to use the ILP and its milestone activities to guide candidates towards developing goals that meet their growth needs both in the CSTP and in their classroom practice.

Another hallmark of the program is the plethora of opportunities that constituent groups have to provide input on their induction experience. Formal surveys are augmented by informal conversations with the program director; many interviews confirmed that every meeting he conducts concludes with the opportunity to voice concerns, needs and possible changes. The program then uses the input gathered to provide formative feedback to mentors on their work, benchmark checks on candidate participation, and discussions of possible changes with governance groups. Clear procedures are in place and communicated to all constituents for the reassignment of mentors, if the pairing of candidate and mentor is not effective; this is accomplished via open lines of communication with the director, though this has seldom been necessary.

The program regularly assesses the quality of services provided by mentors to candidates, through regularly administered surveys given to candidates as well as informal, constant communication with them. The surveys ask about the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan via milestones benchmark checks. The program director monitors interaction time every six weeks and provides feedback to mentors on their average one hour a week of candidate support. Mentor interviews confirm this regular feedback loop that occurs from the program director via inductionsupport.com.

Often course correcting while maintaining an organized and stable experience, the program is highly reflective. Two highlights of recent modifications made based on stakeholder input include moving towards a digital format from physical binders, and leveraging video conferencing tools throughout the program.

Course of Study (Curriculum and Field Experience)

As evidenced in the program’s handbook, website, and confirmed by candidate and mentor interviews, the ILP identifies a candidate-selected CSTP elements of focus that afford candidates’ opportunities to reflect on student learning as well as processes for goal setting and monitoring candidate growth during their inquiry cycles. The ILP is considered a living document that can be altered as the candidate conducts their inquiry cycle and further refines their measurements of growth, goals and completion.

The program handbook and website, as well as interviews with site administrators, mentors, and candidates all confirm that ILP milestones are used to develop and monitor the Individual Learning Plan, including CSTP-aligned goals based on teachers’ individual needs, reflective of their teaching context, and in consultation with the site administrator through the triad (a meeting held with their mentor and site principal, prior to writing the ILP). Program documents state that “candidates gain an understanding of school and district initiatives during their triad meeting, which leads to their repeated cycles of inquiry and professional learning plan.”

A wealth of professional development opportunities, organized by specific CSTP, are available on the program’s website, designed to strengthen the candidate’s professional practice and contribute to the candidate’s future retention in the profession. Sessions may be provided by professional development staff within the consortium’s partner districts or video sessions available online. Interviews held with Year 2 candidates confirm that candidates viewed the professional development offerings as both “relevant” and “valuable.” One constituent commented jokingly that they identified a need and within five days a video on that topic had been uploaded to the program’s library of professional development offerings.

The mentor guides the candidate through the initial writing of the ILP with input from the site administrator. Together, the mentor and candidate develop goals, write an action plan, and complete the outlined steps of the inquiry. The ILP milestones serve as the program tool to identify candidate competencies that ultimately lead to the recommendation for the credential. Candidates and mentors regularly review the ILP together as a part of the ILP milestone documentation, making adjustments as needed.

Assessment of Candidates

Foothill Consortium has a thorough review process to ensure candidates demonstrate growth toward mastery of all six CSTP. Candidates are assessed both formatively and summatively. The mentor meets regularly with the candidate formatively providing support through the inquiries, and ILP milestones. For a summative review, the mentor reviews the candidate’s portfolio, followed by a transition meeting where the program director evaluates the ILP before holding a

summative submission meeting with the submission review team where the candidate presents how they have grown in all six CSTP throughout their participation in the teacher induction program.

After it has been verified that the candidate meets all program requirements as outlined above, the candidate's electronic portfolio advances to a member of the advisory board. This individual provides the final approval for clear teaching credential recommendation. Once the portfolio and teacher growth documentation has been approved, the program director verifies the candidate has satisfactorily completed all program requirements and a recommendation for the credential is made on a Verification of Completion and Progress Monitoring Report. This report is forwarded to the West Covina USD credential analyst, who makes the clear credential recommendation to the Commission and works with the candidate to complete all necessary steps in the process.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with a variety of constituencies including program administrators, professional development staff, mentors, coaches, candidates, completers, collaborative partners, and local school personnel, the team determined that all program standards are met for the Teacher Induction Program.

Clear Administrative Services

Program Design

West Covina's Foothill Consortium Clear Administrative Services Credential Program (CASC) provides a pathway for administrators serving on a preliminary administrative services credential to clear that credential, through a two-year, job-embedded administrative induction program. The program, in partnership with the Teacher Induction Program, is led by a full-time director selected from one of the consortium's five member-districts. The director is supported by a full-time office manager who will be joined within a week by a part-time office clerk. The program director leads with the guidance of the Consortium Assistant Superintendent Team (CAST), as well as an advisory board that provides consultation about the program design. The advisory board membership includes one assistant superintendent, one principal, and one mentor from each of the five member-districts, as well as local university partners and lead mentors. A thorough review of program documents as well as constituent interviews confirm this organization structure.

Communication is foundational to the work of all the consortium's constituent groups through in-person and virtual trainings, meetings, website materials, the consortium's YouTube channel, print materials, and routine emails to all program participants. The induction website also maintains several options for candidates to communicate with induction leadership including progress check-ins, resource support requests, and special circumstance or grievance notifications. A review of documents and interviews with candidates confirmed candidates, coaches, and other constituents received regular communication regarding program

requirements. During interviews, candidates commented that the availability of program documents, resources, personnel, and information through the website is a strength of the program. It was also noted that the program director is extremely thorough in showing constituents where to find program information.

The program utilizes a blended coaching model of mentoring practices that focuses on candidate strengths to build greater competency in the California Professional Standards for Education Leaders (CPSEL). All coaches complete a two-part basic coaching training, utilizing Laura Lipton's *Mentoring Matters* and West Ed's *Moving Leadership Standards into Everyday Work: Descriptions of Practice (DoP)*. Coaches receive training on program expectations and design as well as effective coaching techniques and strategies. A review of meeting and training documents for coaches provide evidence that coaches are receiving information and ongoing training on coaching stances, the CPSEL, candidate assessment systems, and distinctive program components. Interviews with both coaches and candidates confirmed that coaches are receiving ongoing training. Several coaches noted the coach website contained helpful resources while a specific coach shared that the program director provided them with one-on-one coach training as they were paired with a candidate who was a late hire.

All coaches in WCUSD's CASC program must have a minimum of five years of successful administrative leadership experience and hold a clear administrative services credential. The coach application process is rigorous, as evidenced by coaches' comments during interviews. Coach applications are reviewed by both the program director and a CAST member, with coach selections based on set criteria. Coach/candidate matches are made by the program director and occur within thirty days of the candidate enrolling in the CASC program. Interviews confirmed this process is in place, with some candidates sharing they were matched prior to their first day of contracted work. Additionally, there is a clear process for a candidate to request a change in coach if the match is not a solid fit; candidates are made aware of this process through a mandatory coach and candidate meeting.

Constituents in the WCUSD's CASC program provide input, including program feedback, through surveys which are administered to coaches and candidates at mid-year, end-of-year, and after each professional development. In addition, candidates are surveyed about the quality of perceived effectiveness of support via the candidate feedback tool. Interviews with candidates, coaches, and other constituents reveal that survey data is used to guide programmatic change and inform practice.

A review of documents confirms that the program assesses the quality of services through multiple data sources, such as candidate input, documentation of candidate progress, completion rates, portfolio reviews, and formative benchmark assessments. Candidates, coaches, and other constituent interviews provided evidence that the program director seeks out continuous feedback and routinely makes program adjustments based on received feedback.

Course of Study (Curriculum and Field Experience)

The three major components of the CASC program are professional learning, individualized coaching, and candidate assessment, delivered over a two-year candidate enrollment period. These components are documented and reflected in each candidates' Individual Induction Plan (IIP), which serves as the roadmap for their induction experience. The candidate begins their IIP by completing a self-assessment using both the Descriptions of Practice and the Clifton StrengthsFinder®, and through this process identifies one element of each of the six CPSEL that serve as their focal points during induction. In addition, the candidate engages in and completes four inquiries, assessed through a "Milestones" process each year. The inquiry is grounded in Dr. Deming's cycle for continuous improvement: Plan, Do, Study, Act. Candidates demonstrate growth on the CPSEL by recording reflections on the IIP. Candidates are provided opportunities to revise, extend or establish new goals on their IIP at the beginning of each new Inquiry. Candidates, completers, and coaches reported that the IIP is revisited throughout the year. Coaches noted the IIP is developed based on job embedded experience and confirmed the IIP is used to determine the completion of the induction program as well as the basis used for recommending candidates for a clear administrative services credential.

Candidates are provided several pathways to access professional learning, which is connected to their context for leading and supports their goals. One candidate shared, "The program does a great job of giving all the requirements, and modeling what we need to do on the website." It was reported by professional development providers, site administrators, candidates and coaches that the professional development offerings contained deep content, were of high value, connected to candidates' context for leading, supported candidates' previously identified professional goals, and covered a range of topics. One professional development provider commented, "I would present for the program director and his group any day. It is the most reinforcing process. I love it!"

Each candidate is provided a coach that collaborates with the candidate in each step of the development and implementation of the Individual Induction Plan. Coaches are trained to address the IIP regularly in coaching meetings and to use coaching stances and strategies to promote candidate agency as they guide the candidate in planning action steps, reviewing planning considerations, gathering evidence, and reflecting on the impact of actions. Coaches support the candidate in identifying needed professional learning and reflecting on growth in the CPSEL. The coach and candidate share responsibility for documenting meetings and topics discussed on their "interaction log", which provides a running record of collaborative coaching work. A review of documents from coaching meetings confirmed that coaches are provided training in coaching stances, the IIP, candidate assessment, and the coaches role in the IIP. Interviews with coaches confirmed they receive training to guide and support candidates and assist candidates in evaluating site data in relation to the CPSEL and their IIP goal.

Assessment of Candidates

Throughout the program, candidates are supported in their efforts to self-assess and receive formative feedback on their growth in the CPSEL in the context of their job-embedded inquiry. Candidate progress is monitored through the milestone tracking tool and the progress monitoring report. The culmination of candidates' work is an exit review panel presentation,

summarizing their work toward their IIP goals over the past two years, and presenting evidence of their growth in all CPSEL. To complete the program, candidates must demonstrate competency by receiving a rating of 3 or higher in each of the six CPSEL. The exit panel uses a rubric to rate candidate competency in each of the six CPSEL. Any candidate who does not yet meet all program requirements or whose practice in any CPSEL does not meet the minimum standard meets with the program director and is given additional time to revise their portfolio. A sample review of inquiries and their subsequent milestone tool, IIP, assessor panel comments, and formative assessment data support the assessment process. Additionally, interviews with candidates and completers verified they received clear feedback on their portfolios and were informed of the assessment process. As one completer commented, "The program director gave me a tough nudge to re-work my documents." Another candidate shared that individual meetings occur as needed with the program director to go over candidate progress in the program.

Candidates are recommended for a clear credential based on demonstration of competency within all six CPSEL and meeting all program requirements for the clear credential. A verification form is sent from the program director to the district's credential analyst who then completes the recommendation. Candidates receive a transcript and letter of completion indicating they have met all requirements for recommendation for the clear credential. The letter outlines the steps needed to apply for the clear credential. The Director meets individually with each candidate to review records, finalize the recommendation, and forward it to West Covina USD's Human Resources credential analysts. The credential analysts track the progress of the credential application until it is finalized and recorded. A review of documentation from orientation and interviews with program staff verified this process for recommending candidates. One credential analyst noted that the communication is strong between induction and the credentialing office, noting that it is a "pretty streamlined process."

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with a variety of constituent groups such as program administrators, professional development staff, mentors, coaches, candidates, completers, collaborative partners, and local school personnel, the team determined that all program standards are met for the Clear Administrative Services Credentialing (CASC) program.

INSTITUTION SUMMARY

Throughout the West Covina USD's Foothill Consortium programs the site visit team recognized five reoccurring themes-- transparency, communication, continuous improvement, and individualization. The program director is valued for his leadership within the program and in boarder educational community. All constituents remarked on how they appreciated the dedication, responsiveness, and organization of the program director and the office manager.

Shared leadership is foundational in the WCUSD educator preparation programs. While the program director takes action in making program changes and meeting individual needs, program leadership is involved in every step of that process. From providing guidance on program decisions, to allocating adequate funding and fiscal oversight to the programs, to gathering constituent input and advice on prospective changes, WCUSD programs are highly communicative and active in the day-to-day activities of the programs.

The director and the program leadership’s deep commitment to the constant use of data and the acceptance of feedback has resulted in creating programs that are streamlined, individualized and responsive to the needs of all constituents. Education specialist candidates shared how their milestone documents are unique because they focus on their caseloads and the needs of their students. Another candidate shared how they were encouraged to include work they are doing for their master programs within their milestone inquiries. Other candidates mentioned how any special need they had was resolved as the program director identified and shared applicable resources.

The program director takes the time to meet with each candidate to gain an understanding of the candidate’s goals and needs which results in the best mentor or coach match. The consistent communication and support from the program director guides candidates to focus on using data to reflect on the growth of their professional practice. Year two induction candidates and induction candidate completers shared how collecting data and using that data to meet the needs of their students has become automatic for them in their everyday classroom practice.

Indicative of the success of the program is the retention rate for candidates in the WCUSD’s programs. 99-100% of teacher candidates over the last three years, and 100% of administrator candidates in the initial year of the program have been retained in the profession, with the one missing teacher candidate choosing to shift her educator participation to the counseling arena.

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 constituencies 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
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

WCUSD’s Foothill Consortium prides itself in embodying key words of their program vision statement--being collaborative, authentic, reflective, personalized and meaningful. In 2020, to ensure the vision represented constituents across both programs the steering committee used survey data to collaboratively create the programs’ vision. This vision is embodied throughout both the teacher and administrator induction programs. Interviews with all constituents confirm that they have an active role in the programs. The induction completer group shared

that one of the changes they saw based on their feedback was the streamlining and organization of the teacher candidates' Individual Learning Plan (ILP). The Leadership Team, known as the Consortium Assistant Superintendent Team (CAST), the advisory board, and teacher induction steering community members all shared that there is a constant sharing of program data and they use that data to make decisions across both programs. One of the most effective changes in teacher induction, was the move away from the binder system to the induction ILP being housed on line, after being strengthened and streamlined, "making it more about quality than quantity" according to one mentor.

To ensure that only qualified faculty are hired and retained, the hiring process for mentors and coaches is rigorous. It includes an interview video that is reviewed by at least one member of the CAST team and the director of the programs. Both applications require the applicant to answer a question about experience in working with diverse populations.

Candidates confirmed that they give feedback about their mentor/coach on the mid-year and end of the year surveys. In addition, the director shared that he annually reviews both self-assessments and mid-year mentor and coach feedback. This tool allows the mentor or coach and candidate to have a conversation about what is working and ways to enhance their collaborative skills. Additionally, the director meets with each candidate at the end of the year to identify changes to improve program design.

Communication is a hallmark of the West Covina USD's educator preparation programs. Every constituent group cited the work done by the program director to keep them informed and meet individual needs. Multiple interviewees remarked on the program director's passion for the work, expressed through his organization, presence, guidance, and welcoming demeanor. A full-time office manager contributes to the strong communication through bi-weekly newsletters, email reminders, and shepherding of the credential recommendation process. Finally, a coach commented that the ability to observe a candidate conducting day-to-day tasks deepened his communication with his candidate greatly.

The multifaceted nature of both educator preparation programs is another foundational component in WCUSD. Each partnering district shows their commitment through participation in a variety of governance boards, survey responses and analyses, and employment of a lens of continuous improvement. Every constituent group that was interviewed spoke of their strong program understanding while giving and receiving support from other facets and groups in the programs. Many discussed the richness of their experience in mentoring and coaching conversations, robust professional development, and accessibility of a variety of program personnel.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

West Covina USD’s Foothill Consortium programs are dedicated to recruiting, hiring and supporting a diverse candidate pool and workforce. CAST presentations, handbooks, and interviews with CAST members as well as the Superintendent of West Covina USD all confirm that district partners understand the importance of diversity. All partner districts expressed commitment to recruiting candidates with diverse backgrounds, knowledge, and skills that will support the diverse student populations found in their districts. The partner districts recruit teachers and administrators from local institutions of higher education that also have diverse populations. The West Covina USD Superintendent emphasized how important it is for students to see teachers who looked like them and how both the district and the program are constantly working to see more diversity throughout the district’s employees. The director of the programs shared data at the opening meeting illustrating that their efforts are paying off as they see an increase in the hiring teachers who identified as being an ethnicity other than white.

In both CASC and TIP there are clear and extensive support systems that help retain program candidates. Both programs begin with an entrance meeting led by the director that reviews each candidate’s credential, their journey while in the program, and the self-identified needs and goals of the candidate. Once in the program, candidates receive support from the program leadership as well as individualized mentoring and peer support groups. Both CASC and induction candidates commented on the response of the program leadership and how the

mentoring was tailored to their needs. One induction candidate remarked that her mentor not only knew her needs but knew her students' needs because of how often they talked. At the end of year one candidates participate in a benchmark or transition meeting where progress is discussed and if any changes need to be made while the end of the second year features a cumulative presentation regarding the candidates' growth over their years in the program.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The center of West Covina USD's induction programs is support, provided to the candidate by their mentor or coach. This time together includes both "just in time" support to address the personalized needs of the candidate, as well as longer-term guidance through the development of a teacher's Individual Learning Plan (ILP) or an administrator's Individual Induction Plan (IIP). Once goals and activities are developed, mentors/coaches facilitate guided reflective conversations on professional practice, centered on the candidate's goals. Mentors' and coaches' reflective conversations discuss professional effectiveness, self-assessment, analysis of data, and the use of data to inform decisions. Several constituent groups reported that the content of their programs is timely, job embedded, and "of vital importance." Site administrators noted that one of the strengths of the program is how integrated the program is with an educator's daily experience, stating "we get excited when we see the mentors are reinforcing the things we are trying to do with our staff already." Participants describe the program as "authentic, with it really being what the candidates need and reflecting what they are doing." In interviews, a site administrator noted, "The program is extremely strong because the candidates that come out of it are well-prepared."

All constituent groups reported that the program is highly responsive to the needs of its individual participants, including the pairing of candidates to their mentor or coach. This attentiveness results in effective candidate and mentor/coach matches, where candidates in both programs report that they were "matched perfectly" and that their mentor/coach was "very knowledgeable." A rigorous application process is used for becoming a mentor or coach, including video responses, written narrative, recommendations, and verification of experience by both the program director and the Consortium Assistant Superintendent Team. When matching a candidate to a mentor/coach, a pairing worksheet to ensure candidates are effectively paired. Site administrators additionally reported that it is "evident mentors received great training to work with their mentees."

Both programs offer ongoing training and support for mentors and coaches via professional development, newsletters, in-person meetings, and a wide variety of communication methods as reported in constituent interviews, with communication being repeatedly cited as highly effective, transparent, and expeditious. Mentor and coach professional development is aligned to program standards and based upon feedback provided by mentors, coaches, the steering committee, and the advisory board. This training and support includes, coaching/mentoring by the program director and other mentors, goal setting, best practices in adult learning, support for individual mentoring/coaching challenges, and reflection on their professional practice. In addition to the collaboration provided during professional development activities, mentors are provided with regular opportunities to engage with mentoring peers in professional learning networks. Mentors report that the "mentor roundtables" are highly valuable, as they can connect with other educators to have their questions answered. As reported in constituent interviews, many mentors and coaches expressed appreciation for the many opportunities provided them to network with other professionals also serving in a mentoring role.

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 constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The programs rely on three collaborative constituent groups--the Consortium Assistant Superintendent Team (CAST), the Advisory Board, and the TIP steering committee--to review data for continuous improvement. Both at the unit level and within its programs, it is common practice to 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. At all points of the feedback loop, candidates, mentors, and coaches feel included and heard. WCUSD's Foothill Consortium evaluates and demonstrates its positive impact on schools through a variety of data sources gathered from diverse educational partners and participants. Multiple sources of data are also at the center of their continuous improvement process. These sources examine the extent to which candidates are prepared to enter professional practice (candidate effectiveness) as well as the quality of the preparation (program effectiveness), gather from feedback from key constituents interviewed. Additionally, the steering committee and the advisory board both reported that they provide feedback for consideration and/or change, both formatively (via email, phone calls, and other contact with the program director) and summatively (via surveys after each meeting and in other roles in the program). The programs utilize feedback from a variety of constituents to regularly make positive changes in the program. In all constituent groups interviewed, participants unanimously agreed that they have seen changes based on the feedback they have provided. When asked to elaborate, one mentor stated, "(The program is) incredibly responsive to any concerns, and what makes all participants buy into the program is that the changes actually come from participant feedback." One advisory board member stated, "Data is at the core of all of our decision making, and it is extremely transparent." Interview participants

further elaborated that all data is examined, with attention and concern given to each response received—even negative feedback. Interviewed institution of higher education partners reported that the required contents of the Individual Learning Plan (ILP) and an Individual Induction Plan (IIP) are reviewed for relevance through “open dialogue to help improve and strengthen” candidate portfolios. As further explanation, one IHE partner stated, “The leaders are very encouraging of a collaborative framework,” while highlighting that partners from “all levels, all districts, and varying voices” are what leads to their success as an advisory group.

Multiple constituent groups were able to identify specific changes that had resulted from feedback given to the program. Most notably, the advisory board, steering committee, mentors, and candidates all mentioned the programs’ move from paper ILP documents to digital ILP documents in 2019. Both candidates and the steering committee further reported that changes, in response to feedback, have been ongoing in subsequent years following the digital movement. Overwhelmingly, and across constituent groups, interview participants reported that multiple opportunities for formal and informal feedback are given, and taken into consideration with changes often following.

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.

For both its educator preparation programs, WCUSD’s Foothill Consortium measures the positive impact on candidate learning and competence on teaching and learning through a review process they call “Milestones.” Milestones are programmatic markers, noted in the electronic database, used to track the progress of a candidate and provide entry points for feedback conversations, both with mentors/coaches and the program director. Candidates are surveyed to determine how their induction experience has impacted their professional practice and how they will use the information learned in their induction program throughout their career. School site administrators reported that this structure allows the CSTP to be prioritized through the lens of what that particular teacher needs. Mentors and candidates alike communicated that the milestone review process allows for feedback from the program, as well as a chance to “pivot” to alternate strategies in a timely manner. In both programs,

candidates have the opportunity to demonstrate their learning through close-of-program meetings (a submission meeting for teacher induction candidates and an exit interview for administrator induction candidates). School site administrators and members of the advisory board both shared that reviewing the assessments of the participating candidates is "an enjoyable process where we have been able to see that it is a positive all-around experience for the teachers, and it's a pleasure for us to know they are going through such a great program."

Throughout the program's numerous constituent groups, collaboration is a foundational expectation for each group. The program director meets annually with site principals to review the program year to year to gather information to ensure a meaningful and purposeful experience for candidates. Site principals reported that these annual meetings are supplemented with phone calls, emails, and in-person meetings, and this ongoing communication further ensures that the induction program remains relevant and impactful. The program believes the highest evidence of their impact comes in the form of the feedback they receive from their candidates, which was confirmed in the interview process. "I don't know how teachers survive without induction" and "I'd be a different teacher without induction" are quotes representative of the overall feedback from candidates who have participated in WCUSD's Foothill Consortium induction programs. One completer reported that, while no longer in the program, he finds himself daily completing the best practices learned in the program.

After completion of the program, candidates are surveyed on the impact the program has made on their practice. Retention data gathered by the program shows that 99-100% of candidates in the last three years remain in education one year after completing induction. One candidate, three years ago, remained in education, but took action to serve as a school counselor, which accounts for the 99% retention rate in 2019. District personnel reported that they "feel confident that when a teacher goes into the program" they will gain skills that will be gained and used in years to come."