

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Chino Valley Unified School District

Professional Services Division

January 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Chino Valley 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 with Stipulations** 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 with Concerns
2) Candidate Recruitment and Support	Met with Concerns
3) Course of Study, Fieldwork and Clinical Practice	Met with Concerns
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	5	1	0

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

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

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

Institution: Chino Valley Unified School District

Dates of Visit: November 13-15, 2023

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
This program went inactive and partnered with the Walnut Valley Unified School District Consortium. It was reactivated as the Chino Valley Unified School District Induction program by the Committee on Accreditation in March 2019 .	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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, candidates, completers, mentors, 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

All Preconditions were determined to be aligned.

Program Standards

Program standards have all been **Met** with the exception of Program Standard 6: Program Responsibilities for Assuring Quality of Program Services, which was **Met with Concerns**.

Common Standards

Common Standards 1, 2, and 3 were **Met with Concerns** and Common Standards 4 and 5 were **Met**.

Overall Recommendation

Based on the fact that the team found all program standards except one to be met, two Common Standards met, and three Common Standards Met with Concerns, the team recommends **Accreditation with Stipulations**. The team recommends the following stipulations:

Within one year, Chino Valley Unified School District’s Teacher Induction Program will provide evidence demonstrating that:

- 1) the induction program receives sufficient resources to allow for effective operation of the program. The resources must enable the induction program to effectively operate in terms of coordination, admission, advisement, curriculum, professional development and instruction, and field-based supervision and clinical experiences.
- 2) the induction program has implemented a process to provide additional support to struggling candidates.
- 3) that mentors are evaluated, retained, and recognized in a systematic manner including feedback on their work and establishment of collaborative relationships.

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

Teacher Induction Program

In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.
- Chino Valley Unified School district be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Chino Valley Unified School District continues 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

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Precondition Responses	Induction Program Syllabi
Common Standards Submission	Meeting agendas and minutes
Common Standards Addendum	Candidate ILP examples
Program Review Submission	Assessment Materials
Program Review Addendum	Survey Results
Candidate Handbook	Examination Results
Accreditation Website	Accreditation Data Dashboard
Superintendent Assurances Letter	

Interviews Conducted

Constituencies	TOTAL
Candidates	30 (4 ECO)
Completers	11
Principals	15
Institutional Administration (Superintendent and Assistant Superintendent)	2
Program Coordinator	1
Lead Induction Mentors and Induction Mentors	20
Credential Analyst and HR Staff	2
Professional Development Coordinators	2
Advisory Board Members	9
TOTAL	92

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

Chino Valley Unified School District (CVUSD) is located in San Bernardino County, 35 miles east of Los Angeles, and serves students from the cities of Chino, Chino Hills, and the southwestern part of the city of Ontario, with a population of those areas totaling approximately 220,000. CVUSD serves 26,601 students and employs 3,561 staff members (including substitute teachers), with 1,239 of them serving as teachers. CVUSD is comprised of 36 schools with 20 elementary schools, two K-8 schools, five junior high schools, four high schools, one continuation high school, one community day school, one court appointed school, one charter school, and one adult learning center.

The district has adopted a mission, vision, and core values as part of their strategic plan. The CVUSD mission is that their students possess the personal and academic skills to be successful, responsible, and productive. Students are motivated, self-confident, and life-long learners. They exhibit integrity and contribute to the well-being of their communities. They successfully solve problems using their intellectual capacity and appropriate technology tools. They respect the ideas of other people, while holding true to their own convictions. Students recognize that academic achievement is essential to competing in the global economic setting. They face the future knowing that their goals are within their reach, by continuing their education and through their individual commitment and hard work. CVUSD's mission is to provide all students with a rigorous and relevant education in a safe learning environment. The district's core values focus on high academic expectations for all students, the importance of support from parents/guardians and community partners, and building character, among other values.

The student population of CVUSD in 2022-2023 included 55.4% Hispanic/Latinx, 20% Asian, 11.6% white, 4.9% Filipino, 3.8% African American, 2.8% two or more races, .2% Pacific Islander, .1% American Indian or Alaska Native, and .4% not reporting. Of the total student population, 9.9% are classified as English Language Learners. The district has a 49.57% unduplicated pupil count, 50% of students are socioeconomically disadvantaged, 47.4% of students qualify for free and reduced lunch, 7.10% of families live below the poverty line, 10.6% of families qualify for food stamps/SNAP benefits, and there are 149 students classified as foster youth.

Education Unit

Chino Valley Unified School District (CVUSD) is a local education agency that sponsors a teacher induction program. The program serves novice teachers from within the district's boundaries and is housed within the human resources department. The day-to-day operations of the program are run by a single coordinator of teacher support who reports directly to the associate superintendent of human resources, and who spends approximately 50% of her time devoted to induction activities. The coordinator is supported by the human resources department, credential technicians, site administrators, 10 lead induction mentors, and 66 induction mentors. The coordinator works closely with lead mentors and mentors to ensure that induction candidates are making sufficient progress to meet their Individualized Learning Plan (ILP) goals. In addition, the coordinator facilitates professional development and training, organizes, and runs advisory group meetings, and communicates with principals and credential specialists as needed. The coordinator makes recommendations for credentials for induction

candidates. For the 2023-24 academic year, the CVUSD program is serving 113 induction candidates (59 first year and 54 second year).

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	77	113

The Visit

This site visit was conducted virtually. Institutional and program 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

Working under the guidance and supervision of the Assistant Superintendent of Human Resources, the Coordinator of Teacher Support maintains responsibility for the overall direction, management, and supervision of the Chino Valley Teacher Induction Program (CVTIP). The Coordinator of Teacher Support meets weekly with the Assistant Superintendent of Human Resources to share program information.

Program management, under the direction of the Coordinator of Teacher Support is guided by an advisory team, composed of representatives from various constituency groups including district administration, university and induction partners, mentors, and induction candidates, who meet three times a year. The leadership structure of the CVTIP also includes lead mentors who serve as liaisons to the induction mentors, providing individualized support through regular communication.

Qualifications for lead mentors include prior mentoring experience and the ability to provide differentiated support to induction mentors to enhance their mentoring skills and increase their effectiveness in coaching Year One, Year Two, and Early Completion Option (ECO) candidates. Lead mentors are tasked with supporting the induction mentors in increasing the effectiveness

of their mentoring practice and assisting the Coordinator of Teacher Support in various programmatic processes. Lead mentors described “developing candidates into reflective teachers” and supporting their own mentees in addition to the mentors of other candidates. There are currently ten lead mentors who meet monthly with the Coordinator of Teacher Support.

Mentor qualifications include holding a clear California teaching credential, a minimum of three years of teaching experience with positive evaluations and demonstrating a commitment to professional growth and learning. A written application and pre-position questionnaire must be completed and submitted to the Coordinator of Teacher Support to be considered for the position of mentor. Mentors describe their role as “meeting (candidates) where they are with specific things and moving them forward” in their teaching practice.

Once hired, new mentors participate in initial coaching and program training, followed by monthly meetings. Established mentors meet bi-monthly for continuing support. Mentor training is designed to incorporate adult learning theory as well as guidance on how to use the local program tools to support candidates as they work toward mastery of the California Standards for the Teaching Profession (CSTP).

Course of Study (Curriculum and Field Experience)

The Coordinator of Teacher Support initially meets with the induction candidate, assigns them a mentor, and enrolls them in Google Classroom, which is the platform through which mentors and candidates submit required documentation and access materials. Interviews and program documentation confirm that mentor-candidate pairing decisions are always based on credentials held, grade level and/or content taught. Whenever possible, pairings occur at the same school site.

Each year of the induction program, candidates work with their mentors to develop a SMART Individualized Learning Plan (ILP) goal encompassing their preliminary program Individual Development Plan (IDP), as well as district and site goals. To develop the goal, Year One candidates first discuss the IDP from their teacher preparation program, if it is available. Where the IDP is not available, candidates discuss their preliminary credential program experience and goals with their mentors. Year One and Year Two candidates review district goals and site goals, which, when appropriate, are incorporated into the ILP Goals and Evidence of Practice document. The mentor then facilitates a conversation to aid the candidate in crafting a teacher centered ILP SMART goal, bridging district, site, and individual candidate goals as a focus for the year. In interviews, candidates stated they are asked what is relevant for their growth and the growth of their students in developing their goals. Interviews with current program candidates, as well as program completers, confirmed that the ILP is collaboratively developed and that candidates are encouraged to incorporate their IDP, district, and site goals into their ILP goals.

At the beginning of each trimester, candidates select two elements of a CSTP related to their ILP goal as a focus and must collaborate with their mentor to assess themselves on each element using the Continuum of Teaching Practice document provided via Google Classroom.

Working with their mentors, candidates then write an inquiry question related to their ILP goal and develop an action plan for the trimester. Mentors noted the plans are “not one size fits all and everyone develops a unique plan tailored to their specific needs at the time of each (inquiry) cycle.” Interviews with site principals confirmed that their input is considered when determining the CSTP focus and ILP goal. One administrator characterized the process as “a team decision.” Weekly reflections on activities and progress monitoring are recorded in the ILP Goals and Evidence of Practice document and the mentor activity logs. This inquiry cycle process is completed each trimester.

Mentors and candidates meet for an average of one hour each week for just-in-time mentoring and co-assessing the effectiveness of instruction, analyzing student and other data, and using the data to inform future planning and instruction. In interviews, mentors described their role as support for “not making (candidates) fit into a program but making the program fit (candidate) needs.” After each meeting, mentors are asked to submit a Mentor Activity Log to the Mentor Google Classroom. Candidates reported their mentors “lead through the program, making sure there is a relationship, not a hierarchy.”

Candidates are expected to complete one Professional Learning Opportunity (PLO) and attend the inquiry cycle focus group meeting each inquiry cycle, for a total of three per year. PLOs are self-selected learning experiences that are related to the ILP goal or inquiry question for that inquiry cycle. Mentors are encouraged to discuss available professional development opportunities with candidates and support them in selecting opportunities that support their ILP goals and related inquiry questions. The district provides a variety of professional development sessions, as well as the opportunity to participate in the Cluster 4 professional development workshops. Interviews confirmed there is a “menu” of professional development options available to teachers and that specific offerings are determined “based on feedback from district-wide surveys of students, parents, and teachers,” as well as “district areas of emphasis for the year.” Evidence of participation in a PLO is recorded on the ILP Goals and Evidence of Practice document and uploaded to Google Classroom once during each inquiry cycle.

While the review of programmatic documentation and constituent interviews confirmed the CVTIP collects both qualitative and quantitative data to evaluate the effectiveness of the program, including candidate and mentor surveys at the end of each inquiry cycle in the fall, winter, and spring and review of the CTC program completers’ surveys, reviewers were unable to find evidence that the program leadership provides formative feedback to mentors on their work with candidates.

Assessment of Candidates

To demonstrate growth in their teaching practice, candidates complete a CSTP self-assessment, and three inquiry cycles each year. Each inquiry cycle requires the candidate to identify and write an inquiry question to focus their efforts and challenge them to move their teaching practice forward more effectively and efficiently in their chosen CSTP focus. Candidates reported that they work with mentors to identify “something that is relevant” for them and

something they “can develop” based on the CSTPs. Interviews and data review confirmed candidates assess themselves on their chosen CSTP elements at the beginning and end of each inquiry cycle.

Mentors record reflections and time logs in candidates’ digital portfolios shared through Google Classroom. The portfolio entries are reviewed by the coordinator or mentors trained in the portfolio review process and feedback is sent to candidates indicating their submission met standard or expressing a need for revision. At this time, two mentors are trained and utilize the Induction Requirements Met or Exceeded Rubric shared with both Year One and Year Two candidates in Google Classroom. Portfolio reviewers examine the preponderance of evidence supporting the candidate’s progress toward meeting program competencies.

At the end of each year, candidates who have satisfactorily completed all program requirements meet in a brief Zoom meeting with the Coordinator of Teacher Support. She is responsible for recommending candidates for the clear credential. Though candidates who have completed induction but are ineligible for the clear credential due to outstanding Commission requirements, such as the RICA, are also notified that these requirements must be met before the candidate can be recommended, reviewers were unable to substantiate an implemented process to provide additional support to struggling candidates.

Findings on Standards

After review of the institutional reports, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, principals, advisory board members, district staff, and mentors, the team determined that all program standards are met for the Chino Valley Unified School District Induction Program except for Program Standard 6.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

The review team confirmed through interviews and document review that consistent, formative feedback to mentors was not provided.

INSTITUTION SUMMARY

Chino Valley Unified School District (CVUSD) provides a single district induction program to candidates teaching with multiple subject, single subject, and education specialist preliminary credentials. Prior to 2013, CVUSD sponsored a single district Beginning Teacher Support and Assessment (BTSA) Induction Program. Due to a reduction in the number of teachers, the program moved to inactive status in 2013. The few incoming teachers with preliminary credentials needing an induction program participated in the Walnut Valley Induction Consortium. Increasing teacher employment led to the decision by CVUSD leadership to reinstate a single district program, and a coordinator of teacher support was hired in 2018 to write and implement a new program. The 2019-20 school year was the first year of implementation for the new program. The Chino Valley Teacher Induction Program (CVTIP) is

overseen by the Assistant Superintendent of Human Resources who directly supervises the Coordinator of Teacher Support. The Coordinator of Teacher Support works closely with a team of lead mentors who help with the training and support of the program mentors. Lead mentors and mentors have full-time certificated positions and serve the induction program on an extra-time basis.

Mentors are assigned to like-credential and teaching assignment mentees and meet weekly working through three cycles of inquiry each year focused on growth in the California Standards for the Teaching Profession (CSTP). Inquiry cycles include the selection of individual professional learning opportunities, among other required elements. The program has designed core tools which include the Individual Learning Plan (ILP) and Fall Triad (i.e., meeting with the site administrator, induction candidate, and mentor). Other tools are related to lesson planning, observation, and evidence of progress, which include context for teaching tools. These tools are documents mentors and candidates work on together and link to the ILP to provide evidence of the candidates’ progression in the inquiry cycles and to create a portfolio of evidence.

A strength of the program is candidate and mentor participation in the ongoing weekly conversations focused on growing in the CSTP. Candidates and mentors indicated a high level of satisfaction with each other and the continuous support the mentor provides as the candidate develops as a teacher.

While the Coordinator of Teacher Support is clearly responsive to the needs of both mentors and candidates, the unit expects the Coordinator of Teacher Support to implement the program as well as attend to significant duties unrelated to induction. In addition, there is no established system for feedback to mentors on their performance as a mentor.

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.	Inconsistently
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.	Inconsistently
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 with Concerns

Summary of information applicable to the standard

Document review and interviews confirmed that the CVUSD has an established, research-based vision which is shared through the Induction Program Handbook, which can be accessed electronically through the district website. Shared decision-making based on the district vision takes place through the advisory committee, which meets three times a year to review data and make recommendations to the Coordinator of Teacher Support. The advisory committee includes constituents from the partner universities, a representative from GoReact (an online

system for mentors to provide feedback and critiquing of videos of induction candidates' teaching), district administration, the union president, and induction mentors. Data reviewed by the committee includes survey information from mentors and candidates as well as candidate progress toward the California clear teaching credential. Through the advisory committee and involvement with the Cluster 4 induction community, the program leadership has ongoing collaboration with and input from the greater education community.

The CVTIP daily operations are fully executed by the Coordinator of Teacher Support. Interviews indicated that the Coordinator of Teacher Support has significant duties and responsibilities outside of the induction program. The Coordinator of Teacher Support reports to the Assistant Superintendent of Human Resources and can request clerical assistance from Human Resources but has no assigned ongoing clerical support. Lead mentors help with program operations as an extra duty. Induction candidates can access professional development resources from the district from various departments and sources including site-based professional learning opportunities. As a single district program, the Coordinator of Teacher Support has full authority to run the program. The Coordinator of Teacher Support meets weekly with the Assistant Superintendent of Human Resources and the other district program coordinators who report to the Assistant Superintendent of Human Resources. Any information that needs to be provided to the superintendent is shared by the assistant superintendent in weekly cabinet-level meetings.

CVTIP maintains a mentor application process ensuring appropriate qualifications are met before serving as a mentor. The program seeks out mentors who excel in their practice and can establish positive relationships with colleagues. Mentors are systematically trained on a monthly basis both in the role of mentoring and in areas that impact teaching across the district. In interviews, mentors referred to mentor training as a strength of the program. "We are trained on lots of topics including the importance of candidate mental health and how to effectively communicate with candidates." "We also have time to speak with each other mentor to mentor and share challenges and wins." Mentors are retained in their position solely by a decision by the Coordinator of Teacher Support who is familiar with the work of the mentors through ongoing monitoring of the progress of candidates.

Candidates are encouraged to reflect on their growth throughout the program. One completer shared in an interview, "The ILP was a living document ... having the same document throughout the program showed our growth and progression." CVTIP has a clear process for ensuring that candidates meet the program requirements before being recommended for the California clear teaching credential. A monitoring document is maintained to track the progress of candidates. The Coordinator of Teacher Support (or the credential analysts, if necessary) make the final recommendation to the Commission on Teacher Credentialing based on the confirmation of successful completion of induction requirements.

Rationale for the Finding

Reviewers were unable to verify that "the institution provides the unit with sufficient resources for the effective operation of" the induction program. While it is clear to reviewers that each

candidate has a mentor and participates in the development and implementation of the ILP, interviews indicate that there are other elements of the Common Standards and Program Standards that are not being implemented either due to a lack of time or resources. These elements centered on evaluating mentors and providing them feedback in addition to providing systematic and ongoing support for struggling candidates. According to interviews, the expectation is that the program is run solely by the coordinator. However, also confirmed through interviews, approximately only 50% of the duties of the Coordinator of Teacher Support are allocated to the induction program and 50% of her time is allocated to responsibilities not related to induction. Other resources have not been available to assume these other responsibilities that are not being fully implemented.

Document review confirmed by interviews indicated that a system for mentor selection and training exists, however, the “retention of faculty (mentors) who represent diversity and excellence” was not clear. There is no established system for feedback to mentors on their performance as a mentor.

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.	Inconsistently

Finding on Common Standard 2: Met with Concerns

Summary of information applicable to the standard

Document review and interviews confirm the Coordinator of Teacher Support is notified by Human Resources (HR) when a teacher is hired with a preliminary credential. These candidates then go through the enrollment process for induction and are assigned a mentor who begins

meeting with the candidate on a weekly basis. Hiring of candidates occurs through the HR Department, that continuously works to diversify the teaching pool in the district through partnerships with local universities and participation in a variety of job fairs.

Interviews confirmed that candidates are advised and guided from the beginning of the program by mentors, lead mentors, and the Coordinator of Teacher Support. Candidates have orientation and guidance documents and a comprehensive program handbook. The majority of candidates progress successfully through the program. The process for supporting struggling candidates is not clearly defined as it is based on verbal communication between and among the candidate, mentor, lead mentor and/or the Coordinator of Teacher Support.

Rationale for the Finding

Reviewers did not find an implemented process to identify and support struggling candidates. While there is a process detailed in the Candidate Handbook, interviews concluded that this is not followed, and that common practice is that the mentor or candidate calls the Coordinator of Teacher Support for help when issues arise. Mentors shared in interviews that support varies in nature and intensity depending on the school site.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

The CVTIP implements a planned sequence of coursework around a robust mentoring system that supports the development and growth of the candidates. This work begins with the mentor gaining knowledge of the candidate through various means including their preservice documentation, administrator input through a triad meeting, and an assessment of the candidate on the Continuum of Practice. These are recorded in the candidate’s Individualized Learning Plan, including professional goals, inquiry questions and actions to meet the CSTP.

Support is provided weekly and just-in-time to candidates to provide feedback with an emphasis on reflection of their teaching practice. Document reviews and interviews confirmed that this consistent support is provided to the candidates. Several candidates stated in interviews that the mentors break down the process of teaching so they can better understand the CSTP and help their students. One candidate stated, “My mentor is a good sounding board which helps when I keep asking questions.” Another candidate stated that mentors “see things you don’t see because of their experience, and they help to push and extend our thinking.” This positive impact builds a trusting and open mentor and candidate relationship, allowing candidates to feel comfortable with trying new things in their classrooms.

The candidates are assigned qualified mentors who provide guidance and support with research-based coaching models, including adult learning theory and appropriate program tools. An example of an effective program tool is the “Evidence of Practice” document, which is used to support discussion and reflection during candidate meetings.

Mentor training occurs throughout the year, starting with an initial training at the beginning of the year, with ongoing monthly training to meet the needs of the mentors and candidates. These training sessions include topics such as mentor matches, inquiry cycle processes, triads,

planning for candidate meetings, social-emotional learning, and use of coaching tools. One new mentor mentioned during an interview that she appreciated the materials provided that helped her support her assigned induction candidate.

Rationale for the Finding

There was not sufficient evidence through document review and interviews that mentors are evaluated in a systematic and consistent manner, including feedback on their work and the establishment of collaborative relationships. Survey information gathered from candidates regarding their mentors’ performance is presented to the advisory board for review, but this information is not provided as feedback to mentors.

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 CVTIP implements a continuous improvement model that involves gathering program data from candidates and mentors during the year. The data that is gathered includes gender, age, preservice school(s), candidate and mentor program totals, and various evaluations and surveys, providing sufficient evidence that the program regularly collects and analyzes data to improve programs and services. Progress in the program is documented in Google Classroom using assignments and tools to allow candidates and mentors the opportunity to interact synchronously and asynchronously. As indicated in one interview with the professional development providers, specific candidate growth was observed during the training.

Through document reviews and interviews, evidence was provided that constituents have the opportunity to gather and analyze data during mentor meetings and advisory board meetings

with the coordinator. During the triennial advisory board meetings, multiple representatives from various agencies come together to discuss the program data and provide input for the program, sometimes resulting in a program change. The variety of members on the advisory board allows for multiple perspectives and opinions in the discussions about and decisions for that part of the program.

Based on the assessment cycle graphic provided by CVTIP, data is reviewed with mentors up to three times per year including mentor attendance, program and training, inquiry cycle of candidates and mentors, and end-of-year and retention information. The data is shared during the advisory board meetings and analyzed. The advisory board discussions typically result in addressing strengths and shifts needed for the program. Data from candidates also included effectiveness of the induction experience at an 89% rating (121/136) at a score of 5 (excellent) and 78% (107/137) at a score of 5 (always) of mentors answering questions in a timely manner. Several candidates' anecdotal feedback included positive statements with one candidate also adding, "Induction has been helpful with its resources and tools for my first official year of teaching."

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The CVTIP shows through documentation that it is committed to training mentors to provide new teachers with the tools necessary to be successful in the profession. These tools include learning about coaching best practices, setting goals, as well as implementing and reflecting on effective teaching practices with adopted curriculum. Once accepted as a mentor, there are required meetings throughout the year to support them and discuss the progress of the candidates. Lead mentors also participate in additional meetings with the Coordinator of Teacher Support. Candidate interviews confirmed that the program is designed to support candidate growth and skills including ILP reflection, weekly meetings with candidates, and survey data. They use a variety of qualitative and quantitative measures to collect data for

evaluation of the induction program. Ongoing progress monitoring of candidate performance ensures candidates meet the commission-adopted competency requirements.

The program has a positive impact on candidate competence in teaching and learning. There is confirmation of effective program design for candidates to learn, grow, and develop competence in the CSTP throughout participation in the program. This is achieved using Google Classroom, regular mentor-candidate meetings, and interactions with the Coordinator of Teacher Support. The multi-faceted approach is necessary to encourage continuous growth of candidates throughout the program.

The impact of the program is measured through qualitative and quantitative data including descriptive statistics, which indicates the program's positive impact on candidate competence in teaching and learning. Evident in all the interviews was the importance of the strong relationships that exist between the mentors and candidates. There was an overwhelming amount of positive feedback from the interviews with principals, candidates, and other constituents in this regard. The impact was also evident with the intentional support given to the candidates. Candidates indicated that induction is an important safety net, and they feel supported as new teachers. One principal noted the positive impact of induction on their school site, "Induction helps to bring human capital to the table knowing that every site has its own culture, and each mentor works with their teacher and their growth plan."