

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Oak Grove School District**

Professional Services Division

March 2024

Overview of this Report

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

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

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

Program Standards

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

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

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

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

Institution: Oak Grove School District

Dates of Visit: January 29-31, 2024

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
February 23, 2016 Site Visit Report	Accreditation With Major Stipulations
May 1, 2017 Revisit Report	Accreditation

Rationale:

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

Preconditions

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

Program Standards

All Program Standards have been determined to be **met**.

Common Standards

All Common Standards have been determined to be **met**.

Overall Recommendation

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

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

Teacher Induction

In addition, staff recommends that:

- Oak Grove School District's response to the preconditions be accepted.
- Oak Grove School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Oak Grove 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

Team Lead:

Christina Petriccione
San Bernardino Unified School District

Program Reviewer:

Ashley Tarquin
Encinitas Union School District

Common Standards:

David Rivas
Antelope Valley High School District

Staff to the Visit:

Rosemary Wrenn, Ed.D.
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Material
Exit Interview Rubric
Accreditation Website
Faculty Vitae
Candidate Files
Assessment Materials

Program Guide (Candidate Handbook)
Survey Results
Individual Learning Plans (ILPs)
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Examination Results
Program Completion Transcript
Professional Development Offerings
Calendar

Interviews Conducted

Constituencies	TOTAL
Candidates	31
Completers	21
Institutional Administration	4
Program Coordinators	4
Induction PLC Members	7
Site Administrators	20
Mentors	38
Credential Analyst	1
Steering Committee/Advisory Board Members	13
TOTAL	139

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

Oak Grove School District (OGSD) is a diverse community, mirroring that of the state of California. Located just 60 miles south of San Francisco, OGSD is in the southeastern corner of San Jose, California bounded by Capitol Expressway to the north, Canoas Creek to the west, Bernal Road to the south and the foothills to the east.

The district's mission and core values are important to its success. OGSD works hard "to ensure every child's potential is achieved" through their core values of student learning, positive interdependence, quality performance, inclusivity, integrity, and respect.

Oak Grove School District has a total student enrollment of approximately 8,700 from grades TK-8. There are 15 elementary schools and three intermediate schools. Six out of the 18 schools receive Title I funds. School enrollment ranges from 272 to 517 students per campus. English learners make up 25% of students with 58 languages spoken in the district. Approximately 38% of students are socioeconomically disadvantaged and fewer than four percent are McKinney-Vento.

According to the most recent California Basic Educational Data System (CBEDS) data, 51% of students identify as Hispanic or Latinx, 26% Asian; 2.6% Black or African American, 13% White, 7% Two or More Races, and less than 1% of the following groups: American Indian or Alaskan Native, Hawaiian or Pacific Islander, Undefined or Declined to State.

Oak Grove School District's focus is driven by the Local Control Accountability Plan (LCAP) and school site-specific Single Plan for Student Achievement (SPSA), which identify short, intermediate, and long-term goals. In all activities, the safety of students as well as student success in the areas of math and reading/language arts are paramount. Student performance goals have been integrated into the state and federal accountability systems. Annually, the LCAP and SPSAs are updated with various constituent groups while the District Vision Advisory Committee (DVAC) reviews the core values, the vision, and the annual goals.

Education Unit

The OGSD Induction Program has been operating since it was known as the Beginning Teacher Support and Assessment (BTSA) program. In fact, the current Induction Coordinator was a new teacher in the BTSA program 20 years ago.

Program leadership consists of the Assistant Superintendent of Human Resources and the Induction Coordinator. The steering committee (advisory board) meets, reviews data, and provides input. For the 23-24 school year, the Teacher Induction Program has 31 mentors to serve 35 candidates. Of the candidates, eight are Year 2 candidates and the remainder are Year 1 candidates. Five candidates are in the process of clearing their single subject credential, and eight candidates are in the process of clearing their Education Specialist credential. The remainder are clearing their multiple subject credentials, and several have bilingual authorizations as well.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	19	35

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 REPORT

Teacher Induction

Program Design

The OGSD Induction Program is led by the Coordinator of Educational Services and Human Resources, who reports to the Assistant Superintendent of Human Resources. Approximately 15% of the coordinator's job is allocated to designing and implementing the Induction Program. Duties include overseeing program personnel, developing professional learning opportunities for mentors and candidates, running monthly meetings, reviewing and providing feedback on Individual Learning Plans (ILPs), facilitating colloquium and exit interviews, and implementing and supporting the 31 current mentors and 35 current candidates in the program. There are 23 mentors who are full time classroom teachers each supporting one candidate with one mentor supporting two candidates. Six mentors are Teachers on Special Assignment (TOSAs), and one mentor is a former teacher on a service agreement. Interviews confirmed that all constituent groups highly value the members of the leadership team. Candidates, mentors, and district administrators highlighted the availability, positive communication, and responsiveness of the program leadership both for program input and guidance. A Year 2 candidate mentioned that “the OGSD program is a lot more personal and the Program Coordinator is quick to provide additional feedback.” The credential analyst stated that, “the information that is conveyed to me is very clear so there are no questions that I have. It’s a streamlined, clear process.”

Interviews and documents confirmed program leadership communicates with constituent groups through multiple means. An administrator confirmed, “We can always reach out to the program coordinator if we have questions, concerns or clarifications and our input is always valued.” Regular leadership consultation is provided by the Induction Steering Committee which meets monthly and is facilitated by the Program Coordinator. Committee constituents include district and site administrators, coaches, former Induction teachers, Oak Grove Educators Association (OGEA) union and IHE representatives, and the credential analyst.

The Induction Coordinator conducts monthly group and individual meetings with candidates via Google Meet and in person. A Year 1 candidate found the strengths of the program to be, “the welcomeness and inclusivity of it. The program coordinator and district personnel make us feel supported. Every meeting has been a positive and safe space.”

The Induction Coordinator participates in the Commission's Induction Cluster 2 meetings and annual Induction Conference, meets monthly with mentors and also with the Induction Professional Learning Community (PLC), a group of local Induction Coordinators, to discuss best practices and ensure programs are designed to meet Commission standards. Twice a year, the PLC includes representatives from local higher education institutions San Jose State University and Santa Clara University.

Mentoring design in the program

The OGSD Induction Program is a two-year, mentor-based, inquiry-driven program. All mentors have taught three or more years prior to their assignment. Human Resources identifies new hires needing induction and the credential analyst coordinates with the Induction Coordinator, Education Specialist Coordinator, and Coordinator of English Learners to determine an appropriate mentor. All mentors are verified by their supervisor/principal as highly qualified, and paired carefully with their inductees, based on credential, site, and/or grade level of the mentee when possible. A Year 2 candidate shared, “I really appreciate that my coach is in the same school as me teaching the same subjects as I am.”

Mentors provide an average of one hour of weekly support to candidates. A Year 1 candidate stated, “An average mentor meeting is at least an hour. First 30 minutes is about how things went, and I can bring up concerns. Second half is to plan because we are in the same grade level. She helps me guide my CSTPs on the ILP.” A program completer shared that their mentor was, “Always available to answer questions, making time to debrief, providing hands-on assistance with my students, and modeling new curriculum. There are resources she provided that I have been using years after. I've grown into a better teacher because of her.” OGSD provides professional learning opportunities for mentors through a personalized and data-driven model, leveraging reflective questions to empower teachers to internalize this reflective habit of mind.

All mentors participate in monthly professional development led by the Induction Coordinator via book studies, discussing effective strategies like mentoring moves and providing qualitative feedback, along with dedicated collaboration time to collectively address emerging challenges. Some resources include *Cognitive Coaching*, *The Art of Coaching*, by Elena Aguilar, *Mentoring Matters*, by Laura Lipton and Bruce Wellman, and other articles focused on building skills to support new teachers in a variety of scenarios.

Mentors build a trusting relationship, facilitate coaching cycles, participate in ILP development, and provide just-in-time support. Their role is supportive and non-evaluative. Mentors submit a reflective log once a month detailing the support they provide their candidate, including when

they meet and general strengths and concerns that the Induction Coordinator can address in the larger group.

The program consistently seeks ways to improve and uses data to inform the cycle of continuous improvement. Notably, equity work is the emphasis for the 2023-2024 school year. The program actively gathers input from candidates and mentors through mid and end-of-year surveys. Feedback is also solicited during Induction Steering Committee meetings, the annual CTC Completer's Survey, and when candidates share their perspectives regularly after workshops. In addition to these structured channels, the Induction Coordinator regularly seeks informal feedback from mentors and candidates to understand what is effective and identify potential areas for improvement. A Year 2 candidate confirmed that, "the program coordinator provides us with a survey asking if we get an adequate amount of time for observation, our ILP, and support from our mentor. She also asks for input on how we can use our time together as a group more effectively." OGSD continually refines the program, ensuring it addresses the specific needs of teachers and elevating the overall program quality. The program collects annual feedback from candidates on mentor effectiveness using Sinclair Surveys and analyzes results to determine next steps. The Induction Coordinator conducts regular reviews of monthly logs, providing formative feedback to mentors and mentors self-assess fostering a responsive learning environment.

OGSD has made several changes to the program over the last few years. Candidates now self-select their professional development and identify support connections that will assist them in meeting their CSTP related goals. Beginning in 2023-24, all mentors attend monthly professional learning virtually to discuss ILP information and strengthen coaching through practice and discussion. The equity focus is based on data from surveys and the steering committee's recommendation. Previously a majority of mentors were full time release coaches. An administrator mentioned that they, "Find it helpful that this year mentees are paired with a mentor teacher that is on site. I have found that the partnership is a lot more conducive to having those collaborative conversations and time to debrief. Easy to have those conversations all the time with consistency."

Course of Study (Curriculum and Field Experience)

This is a two-year program, unless candidates qualify for the Early Completion Option (ECO), with specific qualifications outlined in the Program Guide. Those who meet ECO criteria undergo an interview process facilitated by the Induction Coordinator, a member of the Induction Steering Committee and/or a teacher's union representative. ECO candidates complete the same course of work as Year 2 candidates, with modifications as necessary.

All Year 1 and Year 2 teachers new to the district must attend an annual orientation. Within their first month, candidates rank themselves across all 38 elements of the CSTP continuum. They actively participate in two coaching cycles annually, meet regularly with their mentors and reflect on their goals using relevant data. A program completer shared, "I really saw a lot of value in the ILP. As much as I enjoyed talking with my mentor, the ILP gave me perspective on how to see data. I collected data to see what worked and didn't, from a numbers perspective. It

organized my thinking.” A “triad of communication” between candidate, mentor, and administrator ensures optimum support.

Candidates recognize the ILP is designed and implemented for their professional growth and development, not for evaluation for employment purposes. A Year 2 candidate explained that “with the ILP, we get to decide which CSTP we are going to focus on and then develop our inquiry question with question stems to support us. We then look for support connections and then further reflect on how they will benefit our students.” Candidates submit their ILPs biannually through Google Classroom. The coordinator thoroughly reviews each ILP, posing insightful questions to stimulate reflective thinking. Candidates may resubmit their ILP as many times as necessary to meet the rubric.

Candidates use their preliminary program transition plan as a foundation for discussions when selecting the goals to prioritize each year. One triad meeting per year is required, scheduled around teacher goal-setting time. During this collaborative discussion, the mentor and principal offer feedback, contributing insights into potential learning opportunities focused on the candidate’s professional growth goal. An administrator affirmed, “We discuss goals for the teacher, and I get feedback on what support I can provide to the team.” The Induction Coordinator also fosters the development of the ILP with frequent reminders and ongoing support.

There is an ILP for each CSTP and candidates self-assess on the continuum prior to beginning each inquiry cycle. Candidates select a CSTP, creating a goal on a specific element using measurable outcomes to identify growth during the 6-8 week cycle. Mentors provide weekly collaboration, “just in time” support, and foster candidate growth and reflection. A mentor confirmed that the program includes, “lots of reflection”. A candidate explained, “we reflect on what worked, which helps us determine what is next. At least half an hour of the minimum one hour per week meeting, is spent doing some sort of reflection, mostly talking through.” OGSD believes the process of documenting their thinking will foster ongoing reflection after the conclusion of induction. A program completer exclaimed, “You get out what you put into it. The program coordinator really helped us see that. For me, I am better at critiquing myself and really finding what I can do to make a better lesson.” Program mentors also engage in regular reflection. A mentor mentioned that “Monthly logs include focus questions to work on with mentees to go in deeper during reflective conversations.”

OGSD has a robust district professional development plan that supports all teachers in their growth and development, offering peer-led professional development through OGSD University, in addition to regular professional development that is required for Year 1 and Year 2 teachers, such as Universal Design for Learning (UDL) and Guided Reading training. A mentor shared, “One of the topics that my mentee brought up was, how do we focus our teaching in TK, towards preschool or kindergarten? We set up observations of both.”

Assessment of Candidates

Candidates undergo a comprehensive assessment process to ensure their continuous growth toward mastery of the six CSTPs. Each year, they complete two ILPs featuring self-assessments at the beginning and end of each cycle. Mentors actively contribute to this assessment process by collaborating with candidates weekly and providing feedback to the Induction Coordinator through monthly logs and engaging in one-on-one conversations, addressing any concerns. The program completion process includes a candidate exit interview with the program coordinator to review their transcript and confirm program completion. Year 2 candidates share their insights and learning experiences with Year 1 candidates, and leadership, including principals, assistant superintendents, and the superintendent, at the end-of-year Colloquium. This collaborative sharing enhances the overall learning community within the program.

As noted in the handbook and confirmed in interviews, once a candidate meets all of the Induction requirements, they meet with the Induction Coordinator to review the renewal code and complete their transcript. The credential analyst verified that, “when the program is complete the coordinator brings me completed transcripts, along with attachments confirming completion of any additional requirements.” After ensuring the candidate has met all requirements, the credential analyst submits the application and recommendation for a clear credential to the Commission.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with OGSD administration, program coordinators, staff, candidates, completers, mentors, steering committee, PLC, and site administrators, the team determined that all program standards are met for the Teacher Induction Program.

INSTITUTION SUMMARY

The OGSD Induction Program is a reflective program placing the best interests and support of teachers at its core. It is evident that the program prioritizes the well-being of teachers, fostering opportunities for growth and reflection, ultimately resulting in positive outcomes for students and the community. Their mission and vision permeate the culture of both the district and its induction program and is evident in the actions of program leaders and statements from all constituent groups.

The OGSD Induction Program seamlessly integrates into the overarching district culture of support for teachers and students. The district actively recruits candidates who mirror the diversity of the local community through establishing partnerships with specific organizations and programs that connect with candidates from diverse demographic groups.

The reflective process of the induction program is deeply embedded within the best practices of the entire district. Several highlights from the interviews underscore the strengths of the program and OGSD's support for its teachers in their growth and reflection journey. One candidate expressed, "If there was an Induction Coordinator of the year award, I would nominate the program coordinator every time." Another noted, "I'm not exaggerating when I say that the district and the program coordinator are really singular in their commitment to teacher learning." Candidates emphasized the invaluable support they receive from their mentors, with one stating, "Teachers feel supported by their mentors and feel that the reflection process and the work they are doing has an impact on their teaching and their students." Another candidate highlighted the sense of camaraderie fostered within the program, stating, "What I have felt especially after many conversations with the program coordinator, my mentor, and our colleagues, I found that Oak Grove has done a really great job of making the process like a family."

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

OGSD's Induction program vision is to "engage teachers in a meaningful experience of individualized professional growth and development by immersing in reflective work through a robust system of mentoring" supporting the mission, "to provide our students with teachers who reflect on their practice, collaborate with others, and seek opportunities to grow professionally." The mission and vision are embedded in the culture of the district and displayed through actions of all from the superintendent to program leaders, to mentors and

candidates. The program is led by the Assistant Superintendent of Human Resources and the Induction Coordinator. Multiple district and program leaders described the OGSD Induction Program as being a priority for funding in the district Local Control and Accountability Plan (LCAP) with one sharing, “This is an ongoing program that is very important to us, and we make sure there are resources allocated every year for it.” Documentation including meeting slides and minutes shows the steering committee meets monthly and consistently shares program data and receives input from key constituent groups. Members of the steering committee stated in interviews, “The program leadership listens to our concerns and makes modifications so that the program can be better for future educators.” Interviews and program documentation confirmed multiple positive program improvements resulting from feedback such as a streamlined process for multiple release days for colleague observations by candidates as well as multiple release days for mentors to support their candidates in their classrooms.

Program leadership meets candidates' needs by providing job-embedded professional development opportunities, coupled with personalized guidance from their mentors. Multiple candidates expressed appreciation for the professional development stating, “I found OG University [teacher-led professional development program] to be extremely valuable, extremely helpful and it is still going on at this time.” Documentation and interviews substantiate clear qualifications for mentors and appropriate candidate/mentor pairings consisting of an annotated list of personnel, published experience and qualification requirements, mentor resumes, mentor applications, and a spreadsheet showing mentor/candidate matches with credentials. Candidates stated one of the best supports in the program comes from their mentors stating, “Teachers feel supported by their mentors and feel that the reflection process and the work they are doing has an impact on their teaching and their students.”

The program handbook, online resources, mentors, and program leaders, provide clear guidance and support for the candidate's journey. The process for completing Clear Credential requirements involves candidates gathering evidence of their progress in meeting program standards, growth in CSTPs, and Continuum of Teaching Practice (CTP). Evidence includes various items including formative assessments, ILPs, lesson plans, student work, and proof of growth in relation to CSTEP, induction program standards, and academic content standards. First year candidates attend orientation with the Induction Coordinator and all required documentation is reviewed by the Induction Program at the end of each year. If all requirements are satisfied by the end of Year 2, the Induction Coordinator signs a verification of completion and submits it to Human Resources (HR). HR then initiates the online filing process for the Clear Credential with the Commission and informs the candidate that the Commission will communicate next steps.

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

A review of program documentation substantiated through interviews confirms the institution intentionally recruits and admits eligible candidates to the teacher induction program based on specific and clear criteria that include multiple measures of candidate qualifications. The induction program guide includes the eligibility criteria in the sample application for the induction program. Interviews with program leadership described multiple methods for purposeful recruitment of candidates to intentionally diversify the educator pool in California and the district including partnerships with Historically Black Colleges (HBCUs) as hiring pipelines, recruiting multilingual candidates at the California Association for Bilingual Education (CABE), and intentionally placing potential candidates in Teacher Residency Programs in classrooms within the district. Discussions with the superintendent and district leadership revealed deliberate efforts to actively recruit candidates who reflect the diversity of the local community by "identifying candidates from demographic groups reflecting the community and making sure we are available in specific settings to connect with people and recruit." Documentation and interviews with program constituents affirm the availability of qualified personnel dedicated to supporting each candidate throughout the two-year induction process, ensuring their successful entry and retention in the teaching profession. A steering committee member stated, "I'm not exaggerating when I say that Oak Grove and the induction coordinator are really singular in their commitment to teacher learning."

The program requirements include an ILP rooted in self-reflection based on the CSTPs. Documentation and interviews confirm that the process is regularly supported by mentors, receives input from site administrators, and it is well-established and comprehended by both mentors and candidates. Interviews with current candidates and program completers revealed appreciation for support from their mentors, the program coordinator, and the professional development opportunities provided by the district. One candidate stated, “What I have felt especially after many conversations with the program coordinator, my mentor and our colleagues, I found that Oak Grove has done a really great job of making the process like a family.”

Clear evidence exists of a well-defined process for achieving competency and meeting performance expectations is documented in the program handbook, which offers essential information about program prerequisites for all constituents. Documentation and interviews support a well-defined process for meeting competency and performance expectations which delineates the requirements for both the first and second years of the program as well as ECO eligibility and requirements. Candidates receive this handbook during their orientation and refer to it throughout the year with their mentors. Expected collaboration and roles are defined along with suggested planning and pacing, grievance procedures, and procedure for requesting an extension if program requirements are not met within the timeline. A verification of completion procedure involving the mentor, candidate, administrator, and induction coordinator is documented in the handbook. In an annual Colloquium, Year 2 and ECO candidates showcase their learning with participation from the District Board of Trustees, Executive Team, administrators, Year 1 candidates, and family members who are invited to attend and ask questions. One candidate shared, “The colloquium was a lot of hard work, and I was very grateful to be able to present and show all my hard work and what accomplishments I had made.”

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 <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

Summary of information applicable to the standard

Interviews with candidates confirm that OGSD has designed and implemented a sequence of coursework hosted in Google Classroom, clearly outlined in the Program Guide (handbook). Candidates begin teacher induction by meeting with the Induction Coordinator. Then, candidates embark on two cycles of inquiry spanning two years for a total of four cycles.

Based on interviews with candidates, mentors, and completers, the initial step involves candidates drafting CSTP-aligned goals through a self-assessment on the CTP, collaboratively with their mentors. This process includes selecting a CSTP domain and narrowing down their focus to a specific element. Site administrators contribute input to goal writing early in the process through a triad meeting, a detail corroborated in the handbook, addendum, and administrator interviews. They also actively engage in the broader support system, as one administrator highlighted, "Induction also ensures that if new staff want to invite their mentor to their goal-setting meetings, they are welcome to do that."

Candidates have the opportunity to observe other teachers, including their mentors, facilitated by allocated funds to cover substitute teacher costs. Both mentors and candidates, as revealed in interviews, consider this dedicated observation time a strength of the program.

A district official said that “what benefits beginning teachers often spills out to benefit all teachers.” As such, all teachers in the district have access to a menu of PD options, and induction candidates are encouraged to attend these in support of their ILP goals.

The program also boasts a close relationship with local institutions of higher education that strengthens the pipeline of teacher candidates, as confirmed by the steering committee interview.

The handbook, completed ILPs, and interviews with mentors and candidates confirmed that 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. The handbook indicates that “from the onset of the entry into the program, the teachers are informed that they need to gather evidence to document progress in meeting the program standards, growth in the [CSTP], and Continuum of Teaching Practice.” Candidate interviews confirm that they engage in a cycle of inquiry documented in two ILPs each year. The program continues to update this sequence in ways that meet the needs of their candidates on an individual basis by gathering midyear and end of year survey data feedback. Interviews with mentor groups and documents reviewed confirmed that mentors are trained in a systematic manner and that clinical practice experiences are taking place in school settings that reflect California standards and student diversity. One mentor stated, “we are given articles as resources [through our Google Classroom], then I share with our teachers... One example is an article shared related to a PD on racial biases.” Mentors take a self-assessment and create a growth plan in addition to a mentor survey.

The program provides mentors feedback in multiple ways including candidate surveys on the mentor’s performance. The Induction Coordinator trains mentors on timely topics such as supporting candidates in classroom management and in equity and diversity content. Mentors, like candidates and all staff, can choose from a year-long menu of teacher-led professional development, known as OGSD University.

Interviews with site administrators and mentors, and documentation confirm mentors are selected by principal recommendation and matched with candidates by credential held, grade-level, and school site proximity to their candidates.

Mentors are evaluated, supported, and provided feedback through weekly logs submitted monthly to the coordinator. During interviews, one mentor confirmed, “At the end of logs we get feedback,” and another chimed in, “Yeah, a lot of feedback.” A new mentor shared that the Induction Coordinator also provided feedback through an observation of a mentoring conversation, adding that, “she gave me feedback that was supportive and links to sites with resources based on conversation she observed.”

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 induction program has a multifaceted approach to continuous improvement, involving the coordinator's monthly participation in a Professional Learning Community (PLC) where induction coordinators from the surrounding area convene regularly. A PLC member stated, "We discuss anything related to the program, such as the ILP... We also collaborate with local IHEs and connect with them. Any questions we have, we bring to this group first." According to documentation and interviews, the program analyzes data gathered twice yearly through the Sinclair Group along with internal program surveys. An Induction Coordinator from a neighboring program, who is part of the PLC, mentioned that the group, "stays in contact by email regularly between monthly meetings."

All constituent groups, including candidates, mentors, completers, and site administrators, contribute feedback. Even the community provides informal feedback to the program, as highlighted in OGSD's Accreditation Background Information presentation slides quoting parents commending the program for its impact on their children due to the training their teachers have received. One parent noted, "My daughter had the privilege of being mentored by not just one, but three incredibly supportive teachers who participated in the OGSD induction program. Their guidance has had a profound impact on her growth and development."

Based on the interview with the PLC, two significant changes have emerged as a result of the group's collaboration: the exchange of ideas on managing ECO candidates and the sharing of best practices to address the unique needs of teachers who relocate from out of state. This was

confirmed in an interview by a Year 1 candidate, who commended the high level of individualized support she received, particularly given her unique out-of-state situation.

The program also strives for continuous improvement by examining data through several lenses. The steering committee, at monthly meetings, looks at data gathered from large scale surveys administered twice yearly, which includes feedback from induction candidates. One steering committee member stated that, “We have monthly meetings, and we go over the data at that time. We have an opportunity to review it, discuss it, and suggest changes or applaud successes.”

During interviews, steering committee members mentioned several times that they felt their input was valued, indicated by the changes that were made in light of the feedback they provided. One member recollected, “One of the biggest changes that shows that our feedback is valued is the increase in substitute release time to observe/support teachers – we now get three half-days a year to go in and support our teachers in the class,” a comment that was echoed by multiple constituents, including one who noted they were also able to, “observe other teachers not only at our own site but at other sites that are focusing on areas that we need to improve or related to our ILPs that we are focusing on.” Mentors, candidates, and site administrators all raved about the ability to be able to observe other teachers.

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 induction program ensures that candidates meet state-adopted standards and demonstrate growth in the CSTPs through multiple self-assessments along the CTP, and they document their assessments and evidence of growth on their ILP. The ILP undergoes monitoring and assessment by the program coordinator at various benchmarks using a rubric. A first-year candidate mentioned, "We have to get 100% on the rubric, but we get feedback and can resubmit until we reach 100%. We receive a lot of feedback." Interviews with candidates

and mentors confirm that mentors document candidates' strengths and areas of concern along the CSTP in mentor logs, providing additional feedback on the candidates' progress with the standards.

Interviews with site and district administrators, mentors, and candidates affirmed opportunities exist for candidates to develop and demonstrate practices that positively impact teaching and learning. Opportunities include participation in district-wide teacher-led professional development through OGSD University and at training sessions during monthly induction meetings.

The program coordinator highlighted that parents, who are also district employees, have expressed surprise upon learning that some teachers are new, underscoring the program's impact as presented in the Accreditation Background Information presentation. The coordinator also noted that, according to principal evaluations across the district, induction candidates often outperform veteran teachers, scoring at or above standards, surpassing the performance of the rest of the teaching staff. A notable 85% of teachers in the induction program are meeting or exceeding standards, serving as a testament to the program effectively meeting their needs.

Program data reveals 95% of teachers who successfully complete the induction program intend to remain in the profession, highlighting the enduring influence of the program. This sentiment was reinforced during interviews with program completers. One completer shared, "My mentor is still someone I talk to on a weekly basis. She supported me even after I exited the program. I value the strong relationship I built with her."

District coordinators, including a former mentor, further validate the sustained positive effects by describing employment within the district as "attractive" to prospective candidates. This attractiveness is attributed to the perceived opportunities for professional growth, which in turn helps in both attracting and retaining teachers. Additionally, a coordinator emphasized that this program feeds and supports the district as a whole, "affirming that many program completers become mentors and contribute to professional development initiatives. Notably, one such graduate took a lead role in conducting workshops on LGBTQ+ issues in education.

The superintendent emphasized the positive impact of the Induction Program on student learning. An assistant superintendent provided insight into how the district's LCAP explicitly incorporates their core values, with teacher induction being a key focus. Specifically, Goal 1 directly emphasizes teacher induction as a high priority, especially in terms of hiring, investing in, and supporting new teachers.