

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

Mt. Diablo Unified School District

Professional Services Division

January 2024

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	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: Mt. Diablo Unified School District

Dates of Visit: October 16-17, 2023

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 2008	Accreditation with Stipulations
March 2009	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 candidates, program completers, program and unit personnel, mentors, site administrators, and other constituencies. 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 for the Teacher Induction program offered by Mt. Diablo Unified School District were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based on the fact that the team found that all program standards were **met** and all Common Standards were **met**, the team unanimously 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:

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

Accreditation Team

Team Lead:

LaVonne Chastain
Kings County Office of Education (retired)

Program Reviewer:

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Common Standards:

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Staff to the Visit:

Hart Boyd
Commission on Teacher Credentialing

Lynn Larsen
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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Organizational Chart
Candidate Advisement Materials
Induction Website
Accreditation Website
Advisory Board Agendas/Minutes
Teacher Recruitment Materials
Flowcharts
Meeting Notes
Weekly Forum Agendas
ILP Review Examples

Peer Shadowing Documents
Program Overview Presentation
Peer Buddy Notes
Coaching and Equity Reflection Notes
Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	43
Completers	25
Site Administrators	12
Institutional Administration	5
Program Administrators	1
Program Coordinators	2
Mentors	7
Advisory Board Members	18
IHE Partners	1
Credential Analysts and Staff	6
TOTAL	120

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

Mt. Diablo Unified School District (MDUSD) is a public school district located in Contra Costa County in the East Bay. MDUSD is comprised of 28,908 students in grades PK-12. MDUSD's student body is made up of 43.6% Hispanic, 25.7% White, 7.4% Asian, 7.4% two or more races, 4.2% Filipino, 3% African American, 0.6% Pacific Islander, and 0.1% American Indian students. Additionally, 48.7% of students are socioeconomically disadvantaged, 21.1% are English language learners, 13.1% are students with disabilities, 1% are homeless, and 0.3% are foster youth. MDUSD is made up of an infant program, preschool program, 29 TK-5 elementary schools, one K-8 grade school, nine middle schools, five high schools, three special education schools, one continuation high school, two small continuation high schools, one home and hospital program, one independent study program, one K-8 virtual academy, one adult education program, and two independent charter schools.

Education Unit

MDUSD is the lead educational agency for the Mt. Diablo Teacher Induction and Support Program (TISP). The TISP mission states that the program is dedicated to providing an equitable and respectful educational experience for every student by supporting educators in enhancing their skills and knowledge and reflecting on their practice. The program employs six full-time mentors and one part-time mentor. There are 104 candidates enrolled in the program, including general education, special education, and international/visiting teachers. The Assistant Director of Educational Services reports to the Chief of Educational Services who serves as the unit head. The Assistant Director of Educational Services serves as the program administrator while also serving as a liaison between the two program coordinators and unit head. The program coordinators are responsible for the daily oversight of the program. The coordinators also serve as the lead mentors of the program and directly oversee the program's mentors. An advisory board, consisting of institutions of higher education, union, and administrative representatives meets and provides input for the program. District credential analysts assist candidates in filing for their clear credential. Site administrators provide support for candidates and communicate as needed with the assigned mentors.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	44	104

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

The Mt. Diablo Unified School District (MDUSD) Teacher Induction and Support Program (TISP) program serves 56 schools, including 5 high schools, 9 alternative schools, 9 middle schools, and 33 elementary schools. There are six full-time release mentors, including two program coordinators and one part-time mentor. The program is authorized to clear general education and special education credentials. The program works under the Assistant Director of Educational Services to provide a two-year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the candidate's first year of teaching with a preliminary credential. The program is available to all teachers working in MDUSD whose preliminary credential requires recommendation for clearance from an approved induction program.

MDUSD's induction program falls under the purview of the Educational Services Department. The Assistant Director of Educational Services serves as the program administrator and liaison between the program coordinators/lead mentors and the Chief of Educational Services. The program coordinators are responsible for the daily oversight of the program, including the assignment of candidates to caseloads, professional development and mentor support, coordination with district administrators, communication with credential analysts, Individualized Learning Plan (ILP) design, and Commission on Teacher Credentialing (Commission) reporting.

All program mentors work collaboratively and meet weekly in forums for professional development and collaboration. Questions and concerns are reported to the program coordinators who communicate directly with the Assistant Director of Educational Services. Frequent texting, email, and shared files are used to ensure clear communication among all team members.

MDUSD's program provides full-time release for all program mentors with the exception of a part-time mentor. Mentors are assigned candidates based on Commission guidelines and meet with the candidates in person for a minimum of one hour each week. Mentors collaborate to design a robust mentoring program, which is then individualized to meet the exact needs of each teacher. Mentors make use of both informal and formal observations, shared resources that have been vetted, and collaborative instructional rounds to provide extensive feedback to induction candidates.

The program provides opportunities for candidates to demonstrate classroom application of the principles, theories, and methods learned during preliminary credential coursework. The

program identifies and assigns a mentor to each candidate within the first 30 days of candidate enrollment in the program, matching the mentor and candidate according to credential held, grade level, and/or subject area, as appropriate to the candidate's employment. Additionally, the program ensures that each candidate receives an average of at least one hour per week of individualized support provided by the mentor.

Program mentors must have a minimum of eight years successful teaching experience in a K-12 classroom and, at least, five years successful teaching experience in MDUSD. Mentors must possess a clear teaching credential and have successful experiences in mentoring, excellent interpersonal communication, as well as skills in organization and writing. Knowledge of research-based practices, adult learning theory, new teacher development, California standards, and performance levels for students are prerequisites for prospective mentors to be considered for an interview. Mentors must understand the California Standards for the Teaching Profession (CSTPs), have experience facilitating or providing professional development to colleagues, and possess an excellent evaluation record. Knowledge and application of culturally responsive pedagogy and an understanding of factors of equity within MDUSD are also necessary. All mentors are trained in *Mentoring Matters* and transformational coaching for equity. Professional development, created by and for mentors, is provided weekly during forums. Additionally, mentors must reapply for the position every three years. The application involves submitting letters of recommendation and providing evidence of professional growth and knowledge, particularly around equity.

Candidates complete both mid- and end-of-year surveys that allow for candidate feedback on the quality of services. Candidates are encouraged to provide regular feedback to their mentors, so the process can be adjusted to meet each candidate's needs. Data on the efficacy of program services is also collected during formal and informal meetings with administrative staff. Through ongoing collaboration with both site and district administrators, the induction team ensures that site and district initiatives are represented and that feedback provided to site and district administrators by students, families, community members, and the state are communicated to all mentors. This information is reviewed at weekly forums and implemented when feasible. Interviews confirmed that the program also has a post-meeting survey for each participant at the end of advisory board meetings – program coordinators follow up with any questions or ideas that may arise from those surveys and meetings which occur twice annually.

Over the past two years, MDUSD's induction program has created a vision statement that reflects their focus of "supporting the growth of anti-racist educators in our district, so that all students become independent learners." As a result, the ILP has been modified to include a stronger emphasis on building a candidate's culturally responsive pedagogy. Candidates, mentors, and advisory board members all commented how strong the support is for their focal scholars including African American, homeless, and foster youth populations as well as LGBTQIIA+ students.

MDUSD's program has transitioned to a shared leadership model. Mentors work together to make decisions such as changes made to the ILP, professional development for candidates, and

training for the mentoring team. Additionally, interviews with the advisory board confirmed that as a direct result of analyzing data, more time for instructional rounds has been incorporated and now occurs earlier in the timeline of the ILP process.

Human resources personnel share the names of teachers eligible for induction with MDUSD's program. These names are compiled in a Google spreadsheet that is shared with the program coordinators. During onboarding, human resources staff support all teachers in completing an intake form, which advises the prospective candidates of the induction requirements. Human resources personnel also monitor the list throughout the year to ensure that teachers who might need induction mid-year are brought to the program's attention.

Once prospective candidates are notified that they are eligible for the program, they attend an orientation which provides information about the program. Program mentors then support them in completing a TISP Agreement, which details the program and requirements. Program coordinators assign a mentor within the first 30 days of each participant's enrollment in the program matching the mentor and participating teacher according to the criteria identified above. During interviews, site administrators and candidates noted that they appreciate the expertise of the assigned mentors not only in matching with subject matter, but also in the other areas of focus such as special education, quality teaching strategies, equity, and addressing bias.

Course of Study (Mentor/Coaching System)

The ILP is a robust action plan centered around the CSTPs and is individualized for each candidate. Candidates may choose which CSTP and element to focus on based on strengths and needs identified on the preliminary program's Individual Development Plan (IDP), teacher interests, growth goals, informal observations from mentors, and input from administrators. Candidate goals are collaboratively developed with guidance from their mentors, and input from administrators, regarding site and district initiatives and corresponding CSTP focus obtained at site administrator meetings, are also key factors in this process. Each candidate's teaching assignment and targeted observation feedback are also considered in the development of the ILP.

All candidates engage in ongoing reflection on the effectiveness of their teaching practice and progress toward mastery of the CSTPs. Through focused cycles of inquiry, candidates implement research-based best practices aligned with their goals and analyze student data that informs next steps for planning and instruction. Developing as a culturally responsive, anti-racist educator is also an integral component of the ILP which is in alignment with guidance from the California Collaborative for Educational Excellence (CCEE). Candidates continually reflect on the impact of their culturally responsive practices on student achievement.

Candidates meet a minimum of an hour a week with their mentors. During interviews, a candidate stated that, in addition to a weekly meeting, "I can email or text anytime." Interviews with candidates and mentors confirmed that weekly meetings begin by discussing three things

that are going well. Candidates and mentors will then continue with candidate needs, revisiting ILP goals, and discussing progress in the cycle of inquiry.

In addition to weekly meetings, candidate progress toward meeting program requirements is monitored and documented through monthly mini-reviews and formal mid- and end-of-year reviews. For formal reviews, candidate ILPs are peer-reviewed and scored using rubrics. If a candidate receives less than a score of 2, they are provided with written feedback regarding what is needed to meet the passing score. Additional support and feedback are provided through a meeting with the candidate. Candidates confirmed that they meet with their mentors and review the scoring and discuss next steps/recommendations made as a result of the scoring process.

Optional whole group professional learning opportunities are provided throughout the year for candidates, including a four-part classroom management series and sessions on how to structure and implement differentiated small group instruction. Twice annually, candidates are invited to participate in Networking Enrichment and Support for Teachers (NEST), an Edcamp-style event that leverages the knowledge and experiences of attendees on topics determined by interest surveys. Candidates may observe exemplary teachers execute best practices that align with a candidate's professional growth goals via instructional rounds, classroom visits, or recorded lessons depending on the needs of the candidate. Every ILP includes a vetted instructional resources page with up-to-date best practices on a range of topics such as classroom management, culturally responsive pedagogy, and differentiation. During interviews, candidates noted that these resources are particularly helpful and appreciated that they are accessible and easy to use.

Mentors individualize the use of these resources to support just-in-time needs as well as long-term growth around professional goals. To enhance a robust mentoring system, mentors are able to elicit the expertise of content coaches to strengthen candidate professional practice. During interviews, one candidate noted that their mentor will send resources saying "thinking of you" when they come across something that applies to a particular goal or situation the candidate may be working on.

Candidates complete both mid- and end-of-year surveys, which offer them opportunities to provide input on the quality of services. Candidates are encouraged to provide regular feedback to their mentors so the process can be adjusted to meet each candidate's needs. Data on the efficacy of program services is also collected during formal and informal meetings with administrative staff. Through ongoing collaboration with both site and district administrators, the program team ensures that site and district initiatives are represented and that feedback provided to site and district administrators by students, families, community members and the state is communicated to all mentors. This information is reviewed at weekly forums and changes are implemented when needed.

Assessment of Candidates

Twice each school year, candidate ILPs are assessed by an ILP review panel according to the following criteria: depth of reflection; evidence of growth; and demonstration of applied knowledge and skills in the areas of academic content and subject-specific pedagogy, instructional technology, equity, health and safety, working with multilingual learners, special populations, and students of color. Emphasis is placed on students traditionally underserved in MDUSD: African Americans, foster youth, and students experiencing homelessness. Submitted evidence is assessed using a leveled rating system: Level 1 indicates little or no evidence of standard requirements and Level 2 indicates satisfactory evidence of standard requirements. To meet induction requirements, all submitted evidence must meet Level 2 proficiency. Candidates have the opportunity to revise and resubmit any portion of the ILP that does not meet requirements within a clearly stated timeframe.

Program coordinators noted that if adequate progress is not being made by a candidate, mentor practice is examined and the team or “buddy mentors” consult to create a plan to move the candidate forward. If additional support is needed, an intervention plan can be put in place. As part of the intervention plan, the coordinator(s), mentor, and candidate meet to develop a plan to accelerate their growth through an asset-based lens. Candidates can revise and resubmit any portion of their ILP plan that does not meet requirements.

After being hired in the district, an orientation is held where candidates are formally enrolled in the induction program. During this orientation, there is an overview of the program and the program's expectations. Twice annually, candidates reflect on their growth towards mastery of the CSTPs through a CSTP self-assessment using the Continuum of Teaching Practice (CTP). Evidence of growth in practice is documented by mentors through the use of three informal and two formal observations. One candidate shared that this process helped them gain confidence in their practice and to see all the things that they were doing to meet the standards and improve.

Surveys are given to candidates as well as administrators twice a year. This data is analyzed by the mentor team as they look for pluses and deltas, and they share this data with their advisory board as well as district leadership.

The shared leadership model encourages the team to analyze all data from forums, ILP reviews, surveys, and rubrics. Interviews confirmed that mentors work with program and district leadership as a team and do an end-of-year data collecting process whereby they are checking all elements of their program and feedback to see if adjustments are needed for the following year. The team looks for commonalities and works together to decide how to best meet the needs of their candidates. The coordinators then share the suggested changes with the Assistant Director of Education Services, and then the information is examined from the district lens.

Mentors assist candidates with logging into their Commission account and confirming that all personal information is accurate. Candidates are responsible for submitting any necessary

evidence for clear credential requirements (e.g., TPA results and CPR) to their assigned credential analyst, with the guidance of the mentor as needed. Once a candidate's ILP is approved by the ILP review panel and all required elements of the completion transcript are met, the induction office sends a verification form for each credential being cleared to the candidate's district credential analyst, who then submits an application for the clear credential to the Commission. Candidates are provided with written instructions, which are explained by the mentor, regarding their role and timelines for the credential clearing process. Through a shared Google spreadsheet, the credential analyst and induction coordinators closely monitor the progress of each candidate's process to clear their credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, program completers, program and unit personnel, mentors, site administrators, and other constituencies, the team determined that all program standards are **met** for the Teacher Induction program.

INSTITUTION SUMMARY

MDUSD’s induction program is fully integrated into the districtwide culture of support for teachers and their students. The district leadership has created an organization of many levels of professional development that is focused on creating effective educators and student success. As stated by one of MDUSD’s leaders, “We are very proud of the continuous improvement of our induction program, its leaders, and mentors. We are always striving to ensure each teacher in our district is supported in order to better equip our students.” Leaders at all levels in the district work in tandem to support district initiatives based on research and data, and new teachers are given ongoing support.

The highly regarded Teacher Induction program staff, which includes two induction coordinators and an administrator, is responsible for the ongoing management, coordination, and improvement of all aspects of the induction program. Induction staff meets regularly to make decisions for program improvement, oversee the selection of highly qualified mentors, and support of candidates, including working with and communicating directly with site administrators. The advisory board consists of mentors, site and district leaders, as well as program completers, teachers, parents, students, community members, and representatives from institutions of higher education. The advisory board meets two times per year to discuss matriculation, program effectiveness and vision, and to ensure appropriate support is available to all mentors and candidates.

The foundation and heart of MDUSD’s induction program is mentor support centered on achievement of individualized candidate goals and growth in professional practice. The work of induction is based on the development of the ILP, which guides candidate reflection and development of effective practices. Constituents at all levels communicated the common objective of developing, sustaining, and retaining good teachers in their district, and candidates spoke of their appreciation for the support that their mentors provided. As one candidate said, “I have been very impressed with the professionalism and follow through from the program and my mentor. The just-in-time support is amazing as is the ability to get help and advice. I so look forward to our weekly visits [with my 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>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant 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

MDUSD’s Teacher Induction program demonstrates a research-based vision of teaching and learning for its candidates. Interviews with institutional leadership, program leaders, mentors, and advisory board members confirmed that the program engages candidates in a meaningful experience of individualized professional growth and development by immersing them in reflective work through a robust system of mentoring. Program and district leaders expressed that the program strives to retain teachers and achieve educational equity by grounding their practice in ongoing cycles of inquiry focused on progression towards mastery of the CSTPs. Site administrators and district leaders reported that mentors are highly skilled at supporting candidates while ensuring the full range of diverse learners meet the state-adopted content standards. Candidates reported that their mentors are highly capable and supportive, effectively balancing long-term analysis of teaching practice through the ILP with just-in-time support. As one candidate noted, “My mentor has helped me focus on being efficient with all the technical stuff of teaching, but always in such a kind and welcoming way. She listens to me and is always so encouraging. I can’t imagine beginning a career like this without the support we receive from this program.”

Mentors are paired with a “buddy mentor” and they connect with each other frequently, both at induction meetings and informally at their sites. During interviews, both new and veteran mentors expressed how valuable these interactions with their peers are. One mentor noted, “The support from other mentors is a great thing in our program. We support each other and share our goals with each other.” Mentors also receive professional development that is developed in collaboration with the program coordinators and based on district initiatives.

The induction program is part of the district’s Local Control and Accountability Plan (LCAP), and the district provides resources for a full-time program administrator, two program coordinators, four full-time release mentors, one quarter-time release mentor, program expenses, substitute teachers for observation opportunities, learning materials for mentors and candidates, and conference attendance for candidates, mentors, and coordinators.

Documentation from human resources showed that a clearly delineated process is established to ensure candidates are enrolled in the program in a timely manner and have met all program requirements when they are recommended for a clear credential.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

Interviews with MDUSD’s leaders and site administrators confirm the induction program is designed so that candidates are recruited and supported to ensure successful retention in the profession. MDUSD recruits a diverse pool of teachers who reflect the background of the students they serve. In MDUSD, teachers are recruited through multiple means including targeted social media advertisements, community outreach efforts, and attendance at local and state conferences (e.g., California Association for Bilingual Education). MDUSD’s Director of Human Resources stated, “We value all teachers” and confirmed the current hiring focus is on recruiting LatinX and African American educators. New teachers are often graduates from the district, and MDUSD is currently offering signing bonuses for former MDUSD students in high-need subject areas (i.e., math, science, special education, and bilingual). District leadership noted that meetings with local community churches and increasing the substitute teaching pay has supplemented the district’s efforts to recruit a diverse teaching staff.

Human resources personnel confirmed that new hires are identified through an intake form or via a Google spreadsheet and enrolled in the induction program based on their preliminary credential status. Once identified, the program notifies the candidates regarding induction orientation where they are formally enrolled in the program and receive the program overview, expectations, and handbook. Candidates are intentionally matched with an appropriate mentor (i.e., like-credential, content area, grade level, etc.) at the start of the year and visited by them for just-in-time support. Additionally, all new candidates attend the MDUSD new staff orientation as part of the onboarding process.

Continual and varied advice and assistance is offered to all candidates by mentors and coordinators. Mentors are trained to provide this assistance and advice throughout the year

and then, in turn, supply all-inclusive and individualized support to their candidate. During weekly mentor forums, mentors utilize a buddy system to calibrate candidate ILP activities, problem-solve, and network around facilitating additional support from site and/or district staff as needed to benefit candidate growth.

MDUSD’s mentors and coordinators monitor candidate progress towards attaining program requirements while they are enrolled in the program. Candidate progress toward meeting program requirements, both ILP and professional growth activities, are monitored and documented through monthly mini-reviews and formal mid- and end-of-year reviews. For the formal reviews, candidate ILPs are peer-reviewed and scored using the ILP review and feedback sheet. Should a candidate not achieve a rating of 2, they are provided with written feedback regarding what is needed to meet the requirements. When necessary, additional layers of support may be identified through a meeting with the candidate, mentor, and coordinator, resulting in an Intervention Action Plan. Expectations and timelines are noted on the Intervention Action Plan outlining additional support and regular check-ins until the candidate is able to meet the documented expectations. While this intervention process is utilized when candidates are not making adequate progress on the CSTPs, mentors noted that it is “asset-based, just like what we expect them to do with students.”

Candidates are recommended for clear credentials by human resources credential analysts following verification of completion of all program requirements from the program coordinator via a completion transcript. The clear credential recommendation process is outlined for candidates on the Process for Clearing Your Credential flow chart provided by the mentor.

District leadership, human resources staff, and site administrators report that the reputation of a highly supportive induction program positively affects recruitment and retention of teachers. The human resources director remarked that the induction program is a “selling point” for new teachers and that retention rates have remained high in MDUSD, which is a testament to the support new teachers have received during this time. The theme heard across interviews from district leaders is the induction program’s positive effect on recruiting and retaining high quality teachers.

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

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

MDUSD is a diverse district with a wide range of learners, including special education, English learners, and socioeconomically disadvantaged students. Program staff and candidates expressed how they address the diversity of their students and the ways the program prepares them for working with their students. One way the program ensures mentors are well-trained on issues of diversity and equity is to pay for them to attend conferences on this topic (e.g., Coaching for Equity). In addition, the induction program maintains a rigorous process for vetting and hiring full-time release mentors. Some requirements include attending specific district initiative training, meeting with program leadership consistently, developing a working

relationship built on trust and collegiality with all of their candidates, and reapplying for their position every three years. However, the current full-time release (and one part-time release) mentors overwhelmingly stated how much they enjoy the time they spend with their candidates. As one mentor said, “It is such an honor to serve students in this way.”

Interviews from a variety of constituents confirm that the MDUSD induction program is a well-planned program that is committed to excellence and designed to provide candidates with authentic opportunities to learn, practice, and develop their pedagogy. Documents reviewed and interviews with candidates and program leadership 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 program continues to update this sequence in ways that best meet the needs of their candidates based on individual candidate and mentor feedback. Interviews and documents reviewed also confirmed that mentors are trained, evaluated, and recognized in a systematic manner and that clinical practice experiences are taking place in school settings that reflect California standards and the diversity of California’s students. The program provides mentors feedback in a variety of ways, namely through survey data. Mentors are also trained in equity and diversity content, and in turn, bring this learning forward to the candidates.

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 completion 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

There is significant evidence confirming that the induction program implements a continuous improvement process and makes adjustments based on frequent data analysis. Candidates,

advisory board members, and site administrators reported that they complete surveys in addition to having the ability to engage in constant communication with mentors and program leadership to provide informal feedback. Documentation of such data collection and analysis appears on the advisory board agendas and mentor forum agendas/minutes where data analysis occurs, including the identification of next actions. Feedback from educational partners is consistently utilized to make programmatic changes. Recent examples of this were provided by site administrators regarding instructional rounds occurring earlier in the year, the addition of equity-focused reflective questions in the ILP, and the inclusion of co-administrators in the initial site administrator meetings conducted with program mentors.

The advisory board is currently composed of program completers, district leadership, site administrators, parent representatives, content specialists, an institution of higher education representative, and a board member. During interviews, advisory board members shared that data analysis occurs and that the program has significantly evolved and improved based on the data-based changes implemented. Many district leaders, who were former candidates in the program, emphasized how the program has “gotten better and better each year,” and that it is “not the same program it was... for the better” based on the intentional use and analysis of formal and informal data obtained from constituents.

Site administrators communicate with mentors and program coordinators both at the beginning of the year and regularly throughout the year to streamline support, assess progress, and inform candidate ILP goals. Mentors and site administrators remarked how induction in MDUSD is responsive to candidate needs, and support is aligned to specific site/district initiatives, particularly in the area of equitable classrooms and culturally responsive pedagogy. One site administrator noted the value of having open communication with mentors, and that when there is an issue, support is responsive and “stepped up a notch” to include more frequent check-in times with the site administrator.

The induction program is committed to producing well-prepared, exemplary professionals to serve MDUSD students. Candidates reported that their mentors are highly skilled at providing both just-in-time and long-term support through ILP activities that include focused cycles of inquiry. A completer commented that the focused cycles of inquiry were “my favorite part of the process. It boosted my professional reflection and helped with trying out new ideas.” Many out-of-country completers stated that they were extremely grateful for the mentor support as they navigated the new educational system and culture. This support extended beyond the classroom with mentors providing assistance with additional testing and/or credential requirements, securing housing, transportation, etc.

The quality of the preparation candidates receive and its effect on student learning is demonstrated during formal mid- and end-of-year ILP reviews and finally at the annual colloquium. Completters noted that the induction program experience has helped them stay focused on students, avoid the isolation of teaching, and achieve a practical understanding of the CSTPs. Moreover, many candidates commented that they stayed in the profession, despite significant challenges, as a direct result of their mentor’s support with one candidate noting, “I

don't think I would still be teaching if it weren't for my mentor. Teaching is an isolating profession, especially for new teachers who don't know anyone."

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.

MDUSD's induction program ensures that candidates are fully prepared to serve as professional educators who know and can demonstrate the knowledge and skills necessary to educate and support all students in meeting state-adopted academic standards. A district leader stated that the program is producing and retaining "confident educators making a difference for all kids." Additionally, the program is dedicated to the district's focus on equitable classrooms, aligning induction activities and mentor guided reflective practice with an ongoing emphasis on implementing culturally responsive pedagogy. The Assistant Director of Educational Services remarked that she is "particularly proud of the equity lens" provided in the program to build an equity mindset and set high expectations for candidates in this priority area. One completer who is a visiting teacher from out-of-country remarked, "I'm a better culturally responsive teacher here" and that "having to think about my own biases and set up success criteria was a game-changer."

Candidate progress toward mastery of the CSTPs is formally assessed twice yearly through mentor/peer-focused and calibrated ILP reviews at the middle and end-of-year. Candidates receive specific, written feedback on their progress following the formal reviews on the ILP review and feedback form. One completer commented that this feedback was a "real specific, humanizing process," and that the feedback was "authentic and positive" noting it was obvious that the mentors took the time to carefully read the ILPs. Another completer commented that the feedback provided by mentors, following informal and formal observations, is "frequent, immediate, and in real-time" which allows for efficient adjustments to classroom practice. A special education completer commented that the ILP "really resonated" with him as it was similar to the IEP process, and he continues to utilize the ILP ideas that were produced through the focused cycles of inquiry beyond his induction experience. Finally, as part of the ILP

activities, candidates utilize the Continuum of Teaching Practice (CTP) to engage in co-assessments of their progress toward mastery of the CSTPs, which aligns to the district's formal evaluation process, and this further equips candidates to engage in the formal evaluation process with confidence.

MDUSD's program evaluates the positive impact on teaching and learning in schools that serve California's students using a mid-year and end-of-year candidate survey and annual site administrator survey. Survey data is analyzed and shared during mentor forums and advisory board meetings. The local survey data indicates that candidates are able to demonstrate the skills necessary to effectively educate their students as a result of their participation in the induction program. Notably, 92.9% of completer survey respondents said the program is effective or very effective at helping candidates develop the skills, habits, or tools needed to grow their teaching practice. Additionally, 85% of completers said the program is very effective in responding to candidate needs. Finally, completers indicated that they were adequately or well-prepared in relation to each CSTP at a rate of 80% or higher across all six of the standards.

Interviews with site administrators confirmed that candidates are "prospering as a result of TISP support" and that the reputation of the program "speaks for itself" as the entire MDUSD community respects the program. Program mentors are dedicated to "making the best teachers possible, setting high standards, and aren't afraid to provide honest support" regarding candidate career choice. The human resources director noted that the induction program is "keeping educators in the system, allowing them to grow in the program, free to try different contexts, and build connections with people."