

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

## Vallejo City Unified School District

Professional Services Division

June 2024

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Vallejo City 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	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

### 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:** Vallejo City Unified School District

**Dates of Visit:** April 29- May 1, 2024

**Accreditation Team Recommendation: Accreditation**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<u>March 2017</u>	<u>Accreditation</u>
<u>March 2016</u>	<u>Accreditation with Stipulations</u>

**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, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All preconditions have been determined to be **aligned**.

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**.

In addition, staff recommends that:

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

- Vallejo City Unified School District be granted full approval 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.

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

#### Accreditation Team

##### Team Lead:

Shelly Groom  
 Valisla Unified School District (Retired)

##### Programs Reviewers:

Sarah Clobes  
 San Bernardino City Unified School District

##### Common Standards:

Gina Smith  
 Stanislaus County Office Education

##### Staff to the Visit:

Timothy Weekes Ed.D.  
 Commission on Teacher Credentialing

#### Documents Reviewed

Common Standards Submission	Precondition Responses
Program Review Submission	Accreditation Data Dashboard
Common Standards Addendum	Induction
Program Review Addendum	Program Guide
BTSA Support Provider job description	Instructional Personnel Table
Program Guidelines	Mentor Training Slideshows
Portfolio Review	Mentor Meeting Agendas
Candidate Advisement Materials	Induction Portfolio Review Document
Early Completion Option (ECO)	Individual Learning Plan Samples
Challenge and Extension Process	Leadership Advisory Feedback Forms
Accreditation/Program Website	Site Administrator Survey Results
Candidate Portfolios	Exit Interview Slideshows
Mentor Time Logs	Mentor Feedback Surveys
Candidate Mid-Year Feedback Form	Candidate Feedback Surveys
Candidate End of Year Form	Leadership Advisory Feedback (LAC) Surveys
Program Summary	Mentor Goals and Assessment of Practice Form
Advise and Assist Individual Action Plan	Mentor Qualifications and Agreement
Teacher Induction Handbook	
Survey Results	

**Interviews Conducted**

<b>Constituencies</b>	<b>TOTAL</b>
Candidates General Education	12
Completers	20
Site Administration	13
District Administration	7
Program Coordinator	1
Support Providers/Mentors	7
Leadership Advisory Council	19
Credential Analyst	1
Support Staff	1
<b>TOTAL</b>	<b>81</b>

*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**

Vallejo, California, is the second largest city in the North Bay region of the Bay Area, located in Solano County on the shores of San Pablo Bay. As of the 2023 census, its population was recorded at 123,564. Vallejo earned the distinction of being the most diverse city in the United States according to a 2012 study by Brown University, which utilized 2010 census data. In 2022, Vallejo was once again named the most diverse small town in America, with a remarkable 77% chance that any two residents would represent a different census racial category. The local population comprises 28% Hispanics, 23% Whites, 23% Asians, 19% Blacks, and 7% individuals of mixed or other heritages.

The Vallejo City Unified School District (VCUSD) serves approximately 10,000 students from transitional kindergarten through grade twelve. Reflecting the diverse community, students come from various backgrounds. The student population comprises 51% Latino, 24% African American, 13% Filipino, and 12% belonging to other groups such as Asian, Native American, Pacific Islander, and White. English Language Learners make up 26% of the student body, while roughly 82% of students are eligible for the Free/Reduced Lunch Program. A dedicated team of approximately 620 classified staff and 580 teachers work towards providing an exceptional education. VCUSD offers a range of educational options, including ten neighborhood elementary schools, a middle school, and five kindergarten through 8<sup>th</sup>- grade, themed choice schools focusing on environmental science, health and fitness, expeditionary learning, dual immersion, and student leadership. Additionally, there is a virtual instruction program available. High school options include two comprehensive high schools and a continuation high school.

## **Education Unit**

The Vallejo City Unified School District Teacher Induction Program is housed in the Student Support Services Division, which is led by the assistant superintendent of student support services. However, to enhance coordination and alignment with other Educational Services, starting from July 1, 2024, the program will be relocated to the Educational Services Division, which is led by the assistant superintendent of educational services.

The coordinator of school support oversees the day-to-day operations and ensures that all aspects of the program run smoothly. The program utilizes a hybrid mentoring model with two types of mentors: full-time release mentors, known as Teacher Leaders of Induction, and contracted retirees who serve as support providers. Currently, there are a total of eight active induction mentors within the district.

**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2022-23)</b>	<b>Number of Candidates Enrolled (2023-24)</b>
Teacher Induction	19	29

**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

Vallejo City Unified School District provides a comprehensive teacher induction program that gives candidates with a preliminary credential the opportunity to clear their credentials through a district-sponsored program. According to the program enrollment data, VCUSD currently has 29 candidates who are being supported by eight mentors. As stated in their brochure, the induction program places a heavy emphasis on equity, English language development, and beginning teacher advocacy. This focus is evident throughout the program in the training provided to candidates and mentors and highlighted through interviews with district leadership. Based on the district's organizational chart and confirmed through interviews with faculty, there is a clear structure in place in which the Coordinator of School Support (program coordinator) supervises the day-to-day operations of the induction program, including assigning and placement of mentors, and reports directly to the Director of Student Support Services while also being supported by the Assistant Superintendent of Student Support Services. However, beginning July 1, 2024, the induction program will be moving to the Educational Services Division with oversight from the Assistant Superintendent of Educational Services and the Director of Professional Learning. The Coordinator of School Support will continue to supervise the day-to-day operations of the program.

Communication throughout the institution is consistent and ongoing amongst educational partners. As stated by the Assistant Superintendent of Student Support Services, the induction program has a "collaborative spirit" which is highlighted throughout the interviews with district leadership. The Director of Student Services stated that he meets weekly with the program coordinator to review data, discuss current projects, and review any communication being sent out. The program coordinator also meets regularly with the Director of Human Resources about the current needs of the program, including the recruitment and hiring of candidates and mentors, collaboration with credential analysts, and the recommendation of candidates for the clear credential. Interviews with the Leadership Advisory Council (LAC) members, including candidates, site administrators, district office personnel, and Institution of Higher Education (IHE) partners from Touro University stated they meet biannually to analyze survey data and collect feedback which informs improvement goals as also outlined in the Teacher Induction Program Handbook. As stated by one university partner, "We appreciate the relationship and all the support to ensure we are providing those high-quality teachers in the classroom to help our students." According to the Professional Learning Requirements documents, and as verified by mentors and candidates, the program coordinator also provides ongoing communication and support through induction orientation, seminars, training, and feedback on coursework and

mentoring. She also makes herself readily available via email, phone, individual meetings, and weekly office hours.

The mentor personnel consists of eight part-time mentors, five of whom are retired teachers who formerly served as educators within VCUSD. As stated in mentor interviews, they provide job-embedded support by meeting with their candidates weekly for a minimum of one hour based on their candidates' needs. The candidates are guided by their mentors through the induction process, which is aligned with the California Standards for the Teaching Profession (CSTP). Candidates self-assess their current level of practice on the Continuum of Teaching Practice (CTP) and determine their professional growth goals in an Individual Learning Plan (ILP). Throughout their induction journey, candidates reflect on their teaching practices and monitor their progress toward their goals through reflective conversations with their mentors.

The VCUSD induction program also contracts with the New Teacher Center (NTC) to provide planning professional development for mentors and participating teachers. As stated in the BTSA Support Provider job description and as verified through interviews, mentors receive training in the use of program tools provided by NTC's online platform and participate in a variety of training; which include monthly forums, three to four professional development sessions per year on district initiatives, collaboration with veteran mentors twice a month, orientation (for candidates and mentors), one to three new mentor training sessions, an Individual Learning Plan seminar, Mentor Goal Setting conferences, and they also have the opportunity to participate in the LAC. One mentor stated, "it's definitely a way to improve our mentoring skills" and "it has been a great experience." As part of the collaborative practices of the induction program, the program coordinator utilizes input from education partners to make informed decisions about goals for the induction program. A program modifications document captures a sequence of changes that have been made over the course of the past eight years in order to best meet the candidates' needs. Some of the modifications include creating a tool guideline form for candidates and mentors, revising mentor expectations for attending exit interviews, and developing an Individual Learning Plan Seminar to provide teachers with additional support in creating their ILP. During interviews, one mentor shared, "I appreciate being able to give the feedback and see the results, not only from us but from the teachers."

#### Course of Study (Curriculum and Field Experience)

The Individual Learning Plan (ILP) is intended to be a "living document" that serves as a roadmap guiding the candidates' learning journey throughout their time in the teacher induction program. Within the ILP, candidates engage in continuous cycles of inquiry, incorporating analysis of student work, lesson planning, and both informal monthly and formal biannual observations conducted by their mentors. Mentors play a pivotal role in supporting candidates as they self-assess their progress along the CTP, aiding them in selecting focus areas and crafting Specific, Measurable, Achievable, Relevant, and Time-Bound (S.M.A.R.T.) goals. This collaborative process allows candidates ongoing opportunities for reflection and goal modification to ensure alignment with their evolving needs.

While the ILP prioritizes candidate growth rather than evaluation, mentors encourage candidates to align their focus areas with the CSTP to foster coherence between site



expectations and candidate development. However, candidates retain autonomy in selecting areas of focus that best serve their learning goals. Within the VCUSD induction program, candidates stated they were paired with mentors possessing matching credentials or relevant experience within the first 30 days of enrollment. This collaborative relationship affords candidates a platform to reflect on their daily teaching practices, identify areas for growth, and establish professional learning goals in a confidential and supportive environment. Through just-in-time support and ongoing dialogue, mentors ensure candidates receive the guidance needed to thrive in their educational journey as confirmed by interviews.

Professional learning opportunities and support are provided for candidates by the program coordinator and other district personnel, such as the Coordinator for Special Education, as outlined in the Professional Learning for Participating Teachers document and affirmed through interviews. The Induction Guidelines succinctly delineate the program's structure, encompassing attendance at the initial orientation, selection of three seminars aligned with district initiatives, participation in weekly collaboration meetings with mentors, completion of an exit interview, and engagement in an end-of-year colloquium. At the outset of the school year, the Induction Program Orientation acquaints candidates with program materials, requirements, and expectations, ensuring their progress toward a clear credential, as attested by both candidates and mentors. According to the Professional Learning document for Participating Teachers and corroborated by mentors and candidates, an Individual Learning Plan Seminar convenes the following month, providing a clear overview of the ILP process. This forum allows the program coordinator to reaffirm the ILP's purpose and enables mentors to support ILP development within their teacher cohorts.

The clear and consistent collaboration that takes place throughout the VCUSD induction program lends itself to being able to make informed decisions as they move through cycles of continuous improvement. The program coordinator actively seeks feedback and input from a variety of constituents and provides time for educational partners to review and analyze data through the LAC, mentor forums, candidate training, and surveys. As stated by two Year 2 candidates, “the Coordinator of Student School Support always makes herself available” and “I feel like I have a voice.”

### Assessment of Candidates

Assessment of candidates within the induction program revolves around their documented growth along the CTP and their ability to provide tangible examples of progress. As outlined in the Teacher Induction Program Handbook and confirmed by candidate interviews, candidates document evidence of growth along the CTP and provide specific examples of progress; including student data, instructional and behavioral strategies implemented, instructional materials produced, and interaction with expert resources. According to the Teacher Induction Portfolio Review and stated by candidates and mentors, there is an ongoing progress monitoring process of the candidates' work throughout the year, including benchmarks of formative (midyear) and summative (end-of-year) assessment. The program coordinator is responsible for providing individual communication via email detailing the completion of

requirements and indicating any necessary follow-up. Candidates requiring additional support are identified through this process and collaborate with induction leadership to determine next steps to maintain enrollment and participation in the program. Additionally, if a mentor has concerns about meeting a candidate's needs for growth, options include informal conversation with induction leadership, informal communication via phone or email, and formal appointment via digital video conference or in person. According to mentor interviews, all efforts are made to maintain confidentiality and preserve the relationship among colleagues when concerns arise.

If a candidate is not making successful progress towards the requirements of the program, the candidate has a specific course of action to follow, which includes: reviewing the Induction Portfolio Review Form provided to identify actions needed to complete those requirements, collaborating with their mentor to revise the work submitted according to the program staff feedback within the timeline provided by program staff, and completing identified actions to complete induction program requirements within the timeline provided by program staff. If the induction candidate has still not met the program requirements and is in need of additional support, they are directed to complete the Advice and Assistance Individual Action Plan with the program coordinator and their mentor where a plan of support is created, and deadlines are set. Other available options include completing an additional semester or year of the VCUSD induction program or initiating the challenge process for non-completion of induction program requirements. The VCUSD induction leadership team makes the final determination regarding the candidate's completion of program requirements based on the evidence presented.

Candidates attend the Induction Program Orientation at the beginning of the year where they are introduced to the requirements and purpose of induction. During that time, candidates review the Teacher Induction Program Guidelines and how they will document their cycles of inquiry on the ILP and receive feedback through ongoing assessment. As confirmed by the program coordinator, candidates participate in a formal midyear and end-of-year goal assessment and use the portfolio review form to track their progress. Mentors also utilize a partner system in which they will review other candidates' work before sending it to the program coordinator for final review and feedback. For example, if a CTP does not match the candidate's goal or leaves out evidence, the program coordinator will follow up with guidance. There is also an internal progress monitoring form to keep track of all candidates' progress and as trends arise, the program coordinator uses that data to inform program improvement needs for future training or revisions of documents.

Once the progress monitoring document is complete, the program coordinator sends a list to the Human Resources Department confirming that candidates have met all requirements for the induction program according to the guidelines. The program coordinator contacts the Director of Human Resources to continue working with the candidate and the Commission to apply for the clear credential. The credential recommendations to the Commission are provided solely by the Assistant Director of Human Resources.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, completers, site administrators, support providers/mentors, leadership advisory council members, and support staff, the team determined that all program standards are **met** for the Teacher Induction Program.

### INSTITUTION SUMMARY

The strength of VCUSD and its teacher induction program is the spirit of mutual support that permeates every aspect of the program. Its core belief that was coherent throughout all interviews during the site visit is that staff and faculty support one another in providing “a vibrant culture of teaching and learning...made up of classrooms that are active, engaging and meaningful.”

It was clear during the visit that the operations of the district and the induction program are collaborative in nature. District leaders, program staff, mentors, candidates, and all other constituent groups were welcoming and responsive throughout the review process. At each level, a positive culture was apparent and support for one another was a consistent theme. Candidates reported feeling supported by their mentors and program staff confirmed they feel supported by the institution. Interviews with unit leadership and supporting documents show that the unit fully supports the induction program.

During the visit, reviewers heard that the program is highly valued and has a positive impact on candidate performance. Throughout the district and the program, all constituent interviews verified that the VCUSD system of support and growth is understood and deeply valued. Evidence shows that the program is meeting the needs of novice teachers and impacting student learning which is supportive of the district’s vision which “advocates for all students, staff, and parents through working together to positively affect student outcomes”.

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The vision of the VCUSD Induction program is founded on the belief that novice teachers benefit from mentors who can “engage and mediate the teacher’s cognitive systems” (Williams, 2012). Institution leadership shared that the induction program “creates a safe space for teachers to learn and grow and develop” through its mentoring system and induction activities. Surveys, Leadership Advisory feedback forms, mentor meeting agendas, and interviews with all constituent groups confirm that collaboration and coordination among district staff, site administrators, mentors, and candidates are ongoing and embedded in the day-to-day work of the program. The Leadership Advisory Council (LAC), which meets twice a year, is made up of multiple institutional constituents including site administrators, district office personnel, professional learning coordinators, institutions of higher education representatives, and mentors, as well as the candidates themselves to ensure the program is being analyzed through all perspectives. One member of the LAC commented, “[the program] has given us the time and space to meet and collaborate around how to best support our new teachers.” VCUSD also

maintains regular contact with local institutions of higher education through their grant-funded residency partnerships with Alder Graduate School of Education and Touro University.

In addition, the interview with the Director of Business Services corroborated examples gathered from site administration and mentor interviews of fiscal support for new teachers through Local Control and Accountability Plan funding in the form of the induction program itself as well as hiring and retaining high-quality mentors, substitute teacher coverage for classroom observations, and additional individualized professional learning.

The pool of mentors is made up of retirees and experienced classroom teachers. The Instructional Personnel Table showed and mentor interviews confirmed that all mentors are highly qualified in their area of study with the majority holding a master's degree or higher. Training agendas and slideshows demonstrate and mentors confirm that mentor training is aligned with induction standards as well as the district's strategic pillars, particularly Pillar 2: Creating Safe and Supportive Learning Environments. The Commission's Accreditation Data Dashboard for 2020-21 noted that mentor support around "creating and maintaining a safe and positive climate" was the most powerful support provided, with 92 percent of completers who completed the survey marking this as "helpful" or "very helpful."

Interviews with site administrators, mentors, and candidates confirm both the responsiveness of the program to candidate needs and the support of site leaders through triad meetings, classroom visits, and informal check-ins. One administrator emphasized the spirit of mutual support, "The initial triad meeting is important. It sets a tone at the beginning of the year that shows we are all collaborating together to support the new teacher. Goals are aligned to standards and we are aligned with each other so it isn't overwhelming."

Individual Learning Plan (ILP) documents and Induction Portfolio Review documents show and interviews confirm that the program coordinator assesses progress at the end of each semester and provides completion paperwork to credential analysts for credential recommendation at the end of the induction process. The system provides individualized feedback regarding the completion of credential requirements. In addition, the program systematically ensures candidates have met all requirements prior to the recommendation of the clear credential through the Commission. Interviews with institution leadership confirm there are continued efforts and priority is given to promote inclusion and celebrate diversity throughout the district. Institution leadership reported that the district is making an effort to "grow our own by creating a pipeline through residency grants with local colleges" and a grant-funded classified staff program. Recruitment teams have also traveled to historically diverse universities to seek highly qualified candidates.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

The institution provides clear criteria for program applicants as evidenced in the Teacher Induction Handbook and an educational partner interviewee who shared that, “Generally during the onboarding process credential analysts will notify candidates of their need to participate in induction. They discuss this during contract signing and let new hires know they will be added to the spreadsheet and the program coordinator will be reaching out to connect and assign a mentor.”

Data from the Accreditation Data Dashboard (ADD) and site visit interviews confirmed that candidates are enrolled in the Commission-approved induction program at the time of hire, or within two months of beginning their teaching assignment. VCUSD purposefully recruits and admits candidates to diversify the educator pool in California and is in ongoing communication with local universities as they work to recruit diverse educators to meet the various needs of the students in Vallejo. One district leader stated, “We try to look for Vallejo or Solano County natives. We go to events or host them as we are looking for diverse candidates. We identified a leadership team to do some travel to go to Historically Black Colleges and Universities to attract diverse teachers. California has not been attractive due to high costs, etc, but we are going to try to take advantage of what California does have to offer.”

The induction program staff works closely with various district divisions to ensure a smooth transition for candidates to successfully be enrolled in and complete their induction work in a very supportive manner. The Teacher Induction Handbook, Program Summary guide, and interviews with participants shared evidence regarding progress in meeting competency and performance expectations that are consistently used to guide advisement and candidate support efforts. During interviews, some school principals shared that, “We do an orientation to get them familiar with the campus and we have our triad meetings. We are always checking in on our new teachers to be sure they have what they need” and “there is district best practice training, also I meet with the teachers and find out what their needs are...” Another interview participant described a connection to education specialist candidates. “I am passionate about this; I remember getting my credential. We were separate. This program isn’t separate for special education teachers. I am a strong advocate for supporting the program. This helps limit legality issues as teachers are prepared. We want to attract and keep qualified employees.”

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>



<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

VCUSD has implemented professional learning opportunities within the district in partnership with its Professional Learning division. The Director of Professional Learning noted in interviews, “ We are making sure that all induction members have the same training, they are meeting requirements and making sure the administration has an understanding of expectations. We make sure mentors have access to our curriculum and resources and connect SEL to the work as well.” The program is working with the New Teacher Center’s electronic platform. The course of study is focused on the knowledge and skills expected of the beginning teachers. This work is integrated into fieldwork and noted on Individual Learning Plan (ILP) forms for each candidate. Mentors and candidates work to complete form reflections which are viewed for a mid-year check to allow for feedback and a final check at the end of the year. Candidates, with the collaboration and support of mentors, regularly examine their professional practice through their ILP. Embedded in the ILP is an analysis of student work with attention to student diversity. Mentors meet with candidates regularly to support them in assessing their progress of practice toward their professional goals as it relates to the California Standards for the Teaching Profession (CSTP).

VCUSD has a clear process and criteria which is explained in the program summary, which result in the selection of mentors who provide effective and knowledgeable support for candidates. Mentors must apply and meet the qualifications listed on the Mentor Qualifications and Agreement form to be selected as mentors. VCUSD places a high priority on recruiting and retaining highly qualified mentors. Mentors are identified and assigned to a participating teacher within 30 days of enrollment in the program. The participating teacher is matched with the mentor with consideration to their credentials held, grade level, and/or subject area. To ensure mentors are highly qualified and well trained, mentors are required to participate in new mentor training, mentor forums, New Teacher Center training, and district professional development on key initiatives. VCUSD ensures that all mentors are certified and experienced in the specific content or performing the services authorized by the credential and can be verified on the program roster. To ensure the program retains only high-quality mentors, mentors are assessed and provided feedback via candidate surveys, mentor log evaluations, mentor self-assessments, and bi-annual 1:1 meetings with the program coordinator. Official feedback is provided to each mentor on the Mentor Goals and Assessment of Practice form.

Candidates submit ILP evidence throughout the year via the candidates’ personalized digital portfolio on the New Teacher Center’s platform. The portfolios are frequently reviewed by the mentors and formally reviewed twice each year by the induction program staff. The mid-year and end-of-year portfolio review provides candidates and mentors with formative feedback intended to support professional growth along the CSTPs and towards program completion. At the end of the year, candidates participate in an exit interview to present a summary of their professional growth throughout the year.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

Based on the documentation shared with the site visit team and evidence gathered during interviews with educational partners, it is evident that the VCUSD Induction program is committed to an active continuous improvement process. Candidates, mentors, site principals, and district staff all shared about the importance of feedback and that they are surveyed multiple times over the course of the school year. This feedback is then reviewed by the induction program and the Leadership Advisory Committee (LAC) to analyze and assess strengths and areas of needed growth. Higher education partners shared “We have attended those meetings and our role is to answer questions they have, how candidates are doing and we provide some input” and “Attending those meetings have been really beneficial.” Collectively, the various forms of feedback are used for program improvement. An LAC member noted, “The induction coordinator keeps track of all changes, this year we did something with the tool guide (mentor evaluation). Many outcomes are tracked so as a group we can go back and look at changes made.”

The program regularly assesses its effectiveness in relation to the course of study offered and supports for candidates as mentioned in some of the interviews. One candidate shared, “I felt like when we had observations, that was where I got more bang for my buck. I had to consider my diverse groups, put together lesson plans, support specific groups, and bring awareness to how I was putting my lessons together.” The program meets twice yearly to analyze and use candidate and program completer data to reflect on the effectiveness of the program and their support. During interviews with the LAC, members shared that “We look at survey data and trends provided to us and take the data to inform next steps.” and “We have a diverse group that is looking at the data, so everyone is being heard. Ensuring the program is getting everything that they need to be top notch.” When asked about the community partnership, one constituent shared “We appreciate the relationship and all the support to ensure we are providing those high-quality teachers in the classroom to help our students...” The VCUSD continuous improvement process includes multiple sources of data and feedback from key constituencies to support the quality of the preparation for the induction program. “LAC allows administrators to hear what is going on. Hearing how all partners connect for the same end goal in mind” and “Data shows improvement, as well as the engagement and joy we are seeing in the classroom. Attendance has improved in the strong teachers' classrooms.”

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

As evidenced by induction portfolios, and confirmed by candidate interviews, the VCUSD Teacher Induction program ensures that each candidate's professional practice meets state-adopted standards and demonstrates growth in the CSTP. Program leadership monitors the progress and completion of the ILP and the accompanying activities which include the candidate’s self-assessment and the Exit Interview presentation on growth in the CSTP. Completer data from the Accreditation Data Dashboard show that nearly all candidates who completed the survey feel they have grown in their skills and abilities as measured by the CSTP. Data from 2020-21 show an average of 97% of teachers feeling “adequately prepared” or “well prepared” in all standards.

Not only do candidates feel they have grown, but survey results and interviews reveal that district administrators also see growth in their novice teachers as they progress through induction. Recent site administrator surveys showed teacher improvement in all areas, with the category “fostering a safe learning environment” showing a significant increase. Site administrators noted during interviews that the support and guidance provided to candidates via their mentors and the ILP process was “invaluable” and “responsive” to the individual needs of the candidate. One site administrator stated, “Teachers feel like the mentor feedback is not evaluative. They can take risks and are not stressed about the outcome.”

Surveys and ILPs show and interviews from mentors, candidates and site administrators all note the impact of the induction program on student learning. One administrator shared the impact on a teacher who began the year with “no classroom management”. As a result of working with her mentor, he stated, “She now has confidence in her teaching, and I observed the kids learning and being engaged in the classroom.”

VCUSD has gathered information from candidates, mentors, site administrators, and district administrators to evidence the impact of the induction program on the district. Through the mentoring of candidates in both “just in time” support and cycles of inquiry for growth in the CSPTS, VCUSD’s Induction program impacts the district by providing a structure of support and mentoring to improve the classroom practice of new teachers in order to meet the needs of all students in district classrooms. An administrator summed it up by saying, “I cannot overemphasize the impact of the mentor on a new teacher who is insecure and overwhelmed. The mentor brings that reassurance. Teachers who are happy teaching create students who are happy learning.”