

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

**Professional Services Division
February 2025**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Montebello 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: Montebello Unified School District

Dates of Visit: January 27-29, 2025

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>March 5, 2018</u>	<u>Accreditation with Probationary Stipulations</u>
<u>June 27, 2019</u>	<u>Accreditation with Stipulations</u>
<u>May 30, 2020</u>	<u>Accreditation</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 for the Teacher Induction program were **met**.

Common Standards

All common standards were **met**.

Overall Recommendation

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

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

Team Lead:

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Common Standards:

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Staff to the Visit:

William Hatrick
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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Candidate Files
Assessment Materials

Candidate Handbooks
Survey Results
Precondition Responses
Accreditation Data Dashboard
Candidates Digital Portfolios
Mentor Training Materials
Mentor Handbook

Interviews Conducted

Constituencies	TOTAL
Candidates	25
Completers	9
Employers	15
Institutional Administration	4
Program Coordinator	1
Mentors	5
Credential Analysts and Staff	1
Advisory Board Members	12
TOTAL	72

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

Montebello Unified School District is located in Los Angeles County and serves the cities of Montebello, Bell Gardens, Commerce, and portions of Los Angeles, Monterey Park, Pico Rivera, Rosemead, and South San Gabriel. Student enrollment is around 20,000 students who attend 17 elementary schools, 6 intermediate schools, 4 comprehensive high schools, and additional campuses. The student population is 95% Hispanic, 77% socioeconomically disadvantaged, 24% English learners, and 17% students with disabilities. Montebello USD has stated that it is committed to providing qualified, competent, caring professionals for every classroom. They indicate that support to newly hired teachers is a high priority, and the district offers a variety of professional development programs to address the unique needs and strengths of beginning teachers.

Education Unit

The Montebello Teacher Induction Program is housed in the educational services division. It is currently led by one program specialist and two mentor teachers. Due to budget cuts and declining enrollment, the number of participants in the program decreased significantly from the prior school year to this one. The program prides itself on providing a two-year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher’s first year of teaching. The program is based on a clearly defined set of goals and outcomes designed around the California Standards for the Teaching Profession Standards (CSTP) to support new teacher growth and student achievement. The mission of the program is to provide new teachers with opportunities to move their teaching practice forward through thoughtful mentoring conversations, reflection, and articulation of teaching practice.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Teacher Induction	114	27

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 **aligned**.

PROGRAM REPORTS Teacher Induction

Program Design

The Montebello Unified Teacher Induction Program (MTIP) operates within the educational services department housed in the district offices of the Montebello Unified School District (MUSD). MTIP operates as a team that incorporates full-time teachers on special assignment (TOSAs) who serve as the program mentors, and a program specialist. Together, this team works collaboratively to manage all aspects of the program. This leadership team meets weekly and engages in ongoing dialogue related to the program and its candidates.

The program specialist and mentors communicate and collaborate within the credential program community in several ways including a program advisory which meets 3 times yearly consisting of district leadership, an IHE member from USC, candidates, human resources representatives, and other staff. The program specialist meets with principals throughout the year, and principals stated that they are well informed and at meetings they are kept apprised of program milestones such as where candidates are in their inquiry cycles. Principals confirmed during interviews that they are “given a timeline or calendar for induction to look for scheduling conflicts and support their candidates”. The MTIP program specialist reports directly to the education services director (which has a current vacancy) and the assistant superintendent of educational services who in turn reports to the MUSD superintendent. The program specialist is responsible for adhering to all induction program standards including the submission of all required program reporting and documentation.

The MTIP is highly collaborative to ensure their candidates receive the support needed to complete the program. The mentors meet weekly with their candidates and monitor their Individualized Learning Plan (ILP) cycles of inquiry as a check-in to assure candidates are on track with ILP milestones and provide support and feedback. When the mentors cannot meet all their candidates’ specific needs, they coordinate for their candidates to have additional support with a consulting mentor based on subject matter, ILP inquiry support, teaching pedagogy and needs based on feedback from observation and reflection. Upon interview of consulting mentors and candidates, support can include weekly as well as just-in-time support, “even daily” when needed. The MTIP uses the established hiring criteria of the Montebello Unified School District. Positions for mentors are posted on EdJoin, and they must have at least five years of teaching experience in a classroom to qualify. The roles and responsibilities of the mentors are articulated in the program handbook which is published on the MTIP site.

The MTIP provides consistent and established training and feedback from their mentors. Much of the feedback and evaluation of mentors is done by the program specialist. Mentors have expressed that their training with the program specialist has been highly valued and included

book studies, the establishment of mentor ILP goals, weekly and monthly meetings with the team, and professional development with resources such as *The Art of Coaching* by Elena Aguilar. Mentors state the program specialist provides further training and reflective feedback by shadowing them in observations of candidates and then providing feedback. When there is a need with a larger group of mentors this feedback has also been provided by videoing the observation process.

The MTIP seeks regular and varied input and feedback from its constituencies and partners for on-going program improvement. This is evident through the implementation of surveys and meetings which provide feedback including professional learning needs, mid-year and end-of-year surveys, and evaluations from meetings and professional development sessions. Constituents including principals and candidates have confirmed being able to give feedback to the program upon interviews during the site visit. Other constituencies state that they also participate and can provide feedback on the induction program through mid-year and end-of-year surveys at advisory, principal meetings and the team leadership meetings. The program specialist meets monthly with the director of education services to keep them updated on the program, collaborate on concerns and seek resources for the program as part of the monthly meetings. The culmination of candidate feedback is from the year two candidates that participate in an exit interview with the program specialist.

Over the past two years, the program specialist, mentors, and the advisory board have analyzed data such as the mid-year and end-of-year surveys in order to give fidelity to the goal of on-going improvement to be sure their constituents are heard and that the program is responsive to feedback. The induction program has recently implemented changes such as reducing the number of meetings and more program streamlining. Candidates and mentors also noted that milestones have helped to really break down the ILP process into pieces that “make it seem easy” to adhere to and stay on track. Milestones are measured and assessed collaboratively by the mentors and the program specialist. Activities that were interpreted as duplicate have been eliminated. Finally, more flexible accommodations for meetings have been made such as having different times for candidate meetings based on their school schedules.

Course of Study (Curriculum and Field Experience)

Candidates that are identified during the hiring process and those that become eligible participate in the induction program and are matched with a mentor within 30 days of enrolling in MTIP. Assignments are based on credential type (multiple subject, single subject, or special education). Mentors meet weekly with their candidates to facilitate the development of goals for their ILP cycles and elicit on-going feedback and coordination of professional development as needed. At the start of the mentoring relationship, candidates are asked to provide the IDP or transition plans as a means to self-reflect and build on for their ILP goals in year 1. The MTIP has a system in place for the adjustment of the mentor/candidate match if a need is expressed by a candidate and this is possible at any point in the program.

The ILP process has been broken down into parts that make completion of three ILP cycles easily accessible to the candidates, as was repeatedly confirmed with interviews of year one candidates and other constituents. The ILP cycles and evidence of growth can be seen in the

candidates' digital portfolios and the year one and year two program meeting and ILP timelines. Mentors facilitate the development of goals with candidates within 60 days of enrollment. Goals draw on the candidate's self-assessment of strengths using the continuum of teaching practice as well as areas of growth using transition plans if applicable. Mentors complete an informal observation and debrief and give feedback to candidates as a part of forming their ILP goals for their cycles of inquiry. Candidates confirmed in interviews that they felt highly supported by their mentors in the early process of forming goals. A site orientation meeting also occurs which includes the mentor, candidate, and principal to coordinate and gain information on site initiatives. The cycles of inquiry are embedded within the ILP, and year one candidates complete one cycle and year two candidates complete 2 cycles. Early Completion Option (ECO) candidates typically complete 2 cycles of inquiry.

As part of the ILP/cycle of inquiry process, mentors and candidates meet weekly and have a "planning phase" which entails development of an inquiry focus question, aligning with the CSTPs, selecting learning opportunities/professional development, creating an action plan, and setting their "achievable growth goals". Candidates expressed that they had significant and regular opportunities to observe veteran teachers and work with a consulting mentor in addition to the weekly meetings with their mentor to develop their goals during the inquiry cycle. During weekly meetings, mentors confirmed that they monitor candidates' progress on the ILP and mentor meeting notes also reflect progress. The program specialist is kept up to date on candidate progress from the mentor at weekly meetings.

The MTIP has several scaffolded processes in place to supervise and evaluate candidates. Program mentors take meeting notes, observe and provide regular feedback to their candidates on a weekly basis. At weekly meetings with the program specialist, data and information regarding candidate progress is discussed and if concerns arise, determinations are made regarding steps to help candidates improve such as working with a consulting mentor, arranging for observations of veteran or master teachers. Mentors confirmed that working with consulting mentors such as veteran teachers is commonly done. Principals stated that they have very easy access with the program leadership if any concerns arise with a candidate, "they are just a phone call away". Interviews confirmed that the induction program is non-evaluative which enables communication between leadership to encourage the success of candidates in the program.

The MTIP has embedded in the program design a system for candidates to participate in professional development as part of the initial ILP/cycle of inquiry goal development. Candidates work with their mentor to plan and complete a minimum of six professional development sessions. Site principals can contribute to this at the initial meeting with the candidate and the mentor as well. Another connection between professional learning and support is the informal observation and feedback process where need and opportunities for professional development can be determined and then facilitated by the mentor and program specialist when needed. Often this process can result in additional observations of veteran teachers and support from a consulting or master teacher. Mentors stated in interviews that

they would easily arrange for a mentor teacher to work with candidates or even do brief observation of lessons to give resources and feedback.

Input is actively sought to ensure ongoing program review and improvement. Program leadership and mentors review data at weekly and monthly meetings in order to make necessary adjustments to the program for improvement. Candidates stated during interviews that they felt that they were able to give substantial feedback to the program with the surveys. Mentors offer input during weekly meetings and provide comprehensive mid-year and end-of-year surveys. Principals confirmed that they contribute by completing mid-year and end-of-year surveys, to be in communication with, and promote a shared understanding of program goals in support of new teachers. The advisory board also makes recommendations for program improvement. The program specialist analyzes these results to identify areas for program improvement, which may include creating a menu of options for professional development, and ensuring candidates are supported. The breakdown of ILP/cycle of inquiry with milestone checks and rubrics for feedback are an example of such input.

Assessment of Candidates

The program specialist and the mentors are in consistent review of the candidates progress at their weekly meetings and collaborations. When a candidate needs intervention to help with their progress, the team works together to provide additional layers of support. This can include extended timelines and the implementation of consulting mentors, as well as connections with veteran teachers and supportive resources.

Once a candidate is onboarded and completes the survey to participate in the program, they are invited to attend the orientation meeting. Candidates confirmed that this process fully informs them of what they will need to do in order to successfully complete the program and obtain a recommendation for their clear credential. If a candidate is on-boarded or hired later in the year, then candidates are referred to the program specialist who will meet with them individually to inform them of the program requirements. This process was confirmed by the credential analyst during their interview.

The program specialist verifies that candidates have satisfactorily completed the program activities and requirements with the mentor, enabling them to be recommended for the Clear credential. Candidates will receive a verification of completion letter, or transportability documentation, which demonstrates the work they have completed by the end of the school year from program specialist. This information is shared with the credential analyst who in turn will set up a meeting with each candidate. At the meeting, the candidate will complete the Clear credential application. Once all documentation is completed including renewal requirements the packet is given to the HR credential analyst, the analyst sends the packet to the commission for the issuance of the clear credential. There is a plan in place to adapt to the online system of recommendation.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers,

mentors, program leadership, and employers, the team determined that all program standards are **met** for the Teacher Induction Program.

INSTITUTION SUMMARY

The Montebello Unified School District's Teacher Induction Program provides strong support for new teachers through experienced mentors and, when needed, consulting mentors matched to their credential or content needs. The program actively engages in continuous improvement by incorporating feedback from candidates, mentors, and site principals. Candidates have praised the program's responsiveness, noting improvements such as streamlined documents and meetings.

Mentors and the program specialist offer additional support when needed, and video observations are utilized to help candidates reflect on their teaching strengths and identify areas for growth. The onboarding process is highly regarded for building candidates' confidence and supporting teacher retention.

The program leverages Google applications for organization and documentation. Candidates create digital portfolios on Google Sites, showcasing their growth and evidence of progress in the California Standards for the Teaching Profession (CSTP), which are shared at the end of the year.

Currently, the district faces staffing reductions due to the expiration of COVID funds, which were previously used to reduce class sizes. Temporary teachers hired during the pandemic were not retained for the 2024-2025 school year. Despite this, the program continues to support 27 teachers with two full-time release mentors and a program specialist.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

The Montebello Teacher Induction Program (MTIP) is a comprehensive two-year professional development program designed to support new teachers in their transition from preliminary teaching credentials to professional clear status. Housed in Educational Services, the induction program collaborates and meets frequently with the human resources and student support services departments to ensure that candidates are receiving consistent support. Deeply rooted in adult learning theory, the program offers a personalized approach to educator development. Each new teacher is strategically paired with a qualified full-time release mentor who provides targeted, individualized guidance tailored to the specific needs of beginning educators.

Consulting mentors are also provided to candidates based on their credentialing and content area needs.

The carefully crafted Individual Learning Plan (ILP) is central to the program's success and serves as a roadmap for the candidate's professional growth. Through three structured cycles of inquiry over two years, candidates engage in deep reflection, systematic skill development, and continuous improvement of their instructional practices. The mentorship model draws upon research from educational experts like Malcolm Knowles and Elena Aguilar, ensuring that new teachers receive practical support that addresses both the technical and emotional challenges of entering the teaching profession.

The program's mentor selection process is rigorous and comprehensive. Teachers who wish to become mentors must have at least five years of classroom teaching experience. Mentors undergo extensive training in advanced coaching techniques, adult learning principles, and program-specific tools. Many of these trainings are provided by the New Teacher Center and Teacher Created Materials and are tailored to the needs of the mentors. This preparation enables them to provide high-quality, multifaceted support that addresses the complex realities of modern classroom instruction. Meeting weekly with their mentors creates a supportive environment for candidates, allowing them to explore their professional challenges, develop strategic solutions, and build confidence in their instructional abilities. A program completer shared, "When I was discussing different strategies with my mentor, he offered to come in and co-teach with me. I got to see him in action and debrief. Seeing the strategy modeled in-person really helped me out."

Participants develop a digital portfolio that demonstrates their growth across the California Standards for the Teaching Profession (CSTP). This documentation serves as a powerful tool for reflection and professional development, allowing candidates to track their progress and celebrate their achievements. One interviewee shared, "Teachers in induction share their growth, it is refreshing to see them identify a problem of practice and then work with their mentor to enhance and grow their practice and provide evidence of progress in their growth."

The MTIP advisory board meets three times a year to discuss ongoing program activities and review feedback from candidates. The board provides input, evaluates current practices, and offers recommendations for program improvement. Notable changes, such as the streamlining of duplicate paperwork, have resulted from their feedback. The advisory board serves as a collaborative platform where members share their perspectives to support the success of both the program and its candidates. One member stated, "I felt heard throughout the process."

By creating a supportive program that values the growth of the candidate, MTIP provides beginning teachers with an opportunity to connect with other beginning teachers, share strategies for meeting the challenges of teaching, and a community that guides the teacher to become a true practitioner. The program not only supports new teachers in mastering instructional practices but also helps them build the confidence, skills, and professional mindset necessary to make a lasting impact on their students and the broader educational community.

The program specialist ensures that candidates have fulfilled all requirements, including renewal codes, necessary for the professional clear recommendation. This information is shared with the MUSD credential analyst who meets with the candidate to finalize the Clear Credential application and any required renewal documents. Once completed, the application packet and payment are submitted to the Commission on Teacher Credentialing.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

MUSD is dedicated to hiring and retaining highly qualified educators and seeks applicants through job fairs and postings on EdJoin. The district also was awarded a classified employee grant to support classified staff who are seeking their teaching credential. Upon hiring, new teachers complete a "New Teacher Survey" to determine eligibility for the district's teacher induction program. A welcome letter guides new hires to an intake and orientation meeting with the MTIP program specialist, where credentials, renewal requirements, the Individual Development Plan (if available), and the Memorandum of Understanding (MOU) are reviewed. Eligibility for the Early Completion Option is also discussed during this meeting.

Within the first 30 days of enrollment in the induction program, candidates are paired with a mentor and notified of their assignment. Mentors provide individualized guidance based on the candidate's unique needs, strengths, and interests. Mentors encourage self-reflection, helping candidates enhance their instructional practices and foster professional growth.

The ILP is collaboratively developed within 60 days of enrollment, incorporating the candidate's strengths, challenges, and instructional context. The ILP may also include elements from the candidate's teacher preparation Individual Development Plan. This process involves a co-assessment of the California Standards for the Teaching Profession (CSTP) by the mentor and candidate. A site orientation meeting with the candidate, mentor, and site administrator supports the understanding of the candidate's teaching assignment and instructional setting.

To support ongoing professional development, MTIP offers a variety of learning opportunities, including in-person meetings, self-paced webinars, and virtual sessions. Candidates are required to attend at least six such opportunities annually. Professional learning activities include observing experienced teachers, attending workshops, participating in webinars, or enrolling in university courses. These experiences are designed to foster continuous learning and instructional improvement.

Throughout the program, candidates receive consistent feedback, both formal and informal, to highlight strengths and address challenges. They electronically submit their ILP five times per year for review by their mentor, using a milestone rubric for assessment. Feedback is provided by the mentors and the program specialist to guide revisions and ensure progress. Candidates are encouraged to demonstrate their growth by aligning their practices with CSTP standards.

MTIP also includes an assist and advisement process to support candidates who may struggle to meet program requirements. In such cases, the candidate, mentor, and program specialist collaboratively develop a completion plan, offering remedial support and accommodations. This approach ensures candidates have the resources and guidance needed to succeed in their professional development journey. One candidate shared, "I was having difficulty after the first cycle, and I sent an email to program leadership and they were able to work with my schedule, and my administrator was able to rearrange my duties. I needed a week, but they provided me with enough time to sit down with my mentor and adjust the timeline for what needed to be done."

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

MTIP requires all candidates to complete an ILP and digital portfolio in year one and in year two. Through the ILP, the candidates complete milestones that help them develop and demonstrate knowledge and skills to educate their students through their work. Within the milestones they are asked to reflect on the CSTPs and then use the plan, teach, apply model to help the candidates learn, practice and demonstrate competencies within the standards. One candidate stated that they liked that the milestones allowed them to reflect and be honest in their reflection. It helps them look at the CSTPs that are the focus of their inquiry question, giving them time to reflect on their practice. They also document their work in their digital portfolio which is shared at their colloquium. Overall, the candidates felt that the work was giving them opportunities to work on areas of need and appreciated the chance to grow in their teaching assignment.

The program specialist is responsible for training and evaluating the mentors who work with the candidates. The mentors create a mentor ILP and reflect on their growth goals. They meet one on one with the program specialist monthly to review their goals. One mentor stated, “I

loved it, had my own ILP as a mentor, reflecting on what I did well and where I needed to grow”. The program specialist also shadows the mentor during an observation of a candidate and then the debrief offering feedback in areas shared by the mentor. In addition to the monthly check-ins and shadowing, the program specialist and mentors have weekly meetings where they gain additional mentoring knowledge that is relevant to them. They also review what is happening with their candidates and the upcoming milestone work.

If the candidate's credential does not match with their mentor, then they are also assigned a consulting mentor with the same credential. This consulting mentor meets with them to offer content specific support. The two mentors are in contact with each other to make sure they are doing all they can to support the candidate. One consulting mentor stated, “We pair up based on content and grade level, modeling opportunities, and meet consistently throughout the year, and help them meet their goals.” The candidates interviewed who had both mentors appreciated the diverse lens and guidance from both mentors.

Currently, both mentors have been in the role for many years. The selection of the consulting mentors happens in different ways. Usually, the consulting mentor completes an application that is approved by their site administrator. They are then put in a pool of mentors that the program can choose from. But there are times when they need a mentor with a specific credential who is not in the pool already. Then they will seek a teacher with that credential who they know to be qualified, or who an administrator recommends being a mentor. MUSD has schools with diverse student populations allowing candidates the opportunity to work with a range of students. This is evident in the district's diverse student population data.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The induction program gets feedback from a variety of sources. They regularly collect and analyze feedback from the candidates, mentors, administrators and advisory board through the use of surveys and in person meetings. They collect data mid-year, end of year, and after each training offered by the program. This feedback helps know what is going well and areas they need to offer more support. This feedback will often lead to changes in the support offered to the candidates if there is a specific need that is not being addressed. This could look like a new professional development in an area of need, or it could lead to possible changes to the program.

At the weekly MTIP meetings, they review and document feedback, identifying trends and actionable steps for improvement. These findings are shared at the advisory board meetings. The board then shares their feedback which directly informs the program changes. One board member shared, “We have the opportunity to review current practices, and provide feedback. They have been able to add or change things to the program to make it stronger. That makes it effective, I felt heard throughout the process.” Overall, the advisory board felt that they regularly reviewed pieces of the induction program and gave feedback around areas of improvement. They appreciated the program and how it was helping the new teachers in the district.

A theme throughout the interviews was that the administration and district leadership felt the teachers who went through the induction program were prepared and had the tools to be successful as an educator. Their induction work and support allowed them to grow, learn about the available resources in the district and make connections to the educational community around them.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The induction program reviews each candidate's work at the milestone due dates to ensure that each candidate is growing and demonstrating the knowledge and skills necessary to support their students. The candidates are given opportunities to adjust their work if it does not meet the standard on the rubric. This helps ensure all candidates are prepared for their teaching assignment. At the end of their induction experience, the candidates share their digital portfolio that demonstrates their growth in the CSTPs while in the induction program.

The induction program conducts a thorough year-round self-evaluation, utilizing surveys and feedback from candidates, mentors, and administrators. This process assesses the positive impact on candidate learning, competence, and overall teaching. Through these surveys, they gauge how candidate participation and support impact professional growth and student learning. Utilizing specific indicators such as candidate testimonials and survey responses throughout the academic year, they assess how the program meets the evolving needs of candidates and contribute positively to education in their community. Their end of year surveys show that the majority of candidates felt the program had a positive impact on their teaching.

Throughout the interviews, it was clear that the induction program was having a positive impact within the district, schools and classrooms. One district employee stated, "I think MTIP is a shining part of the district. When I go to meetings, I have a renewed sense of hope for the future. "