

**Recommendations by the Accreditation Team and Report of Findings of the
Provisional Accreditation Visit for Professional Preparation Programs at
Livermore Valley Joint Unified School District**

Professional Services Division

April 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Livermore Valley Joint 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
Provisional Site Visit Team Report**

Institution: Livermore Valley Joint Unified School District

Dates of Visit: March 24-26, 2025

Accreditation Team Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, 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 recommendation of **Accreditation** for 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 are found to be **met**.

Common Standards

All common standards are found to be **met**.

Overall Recommendation

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

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Livermore Valley Joint Unified School District be permitted to propose new educator preparation programs for approval by the Committee on 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

Accreditation Team

Team Lead:

Julie Sheldon
Walnut Valley Unified School District

Programs Reviewers:

Minluvi Ramos
Compton Unified School District

Common Standards:

Christina Mendez
Los Angeles Unified School District

Staff to the Visit:

Miranda Gutierrez
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Candidate Individualized Learning Plans
Candidate Handbook
Survey Results
Precondition Responses
Examination Results
Accreditation Data Dashboard
Mid-Year Data Analysis 2023-24
Candidate Year-End Overview Directions
Tools for Induction Coaches
Signed MOU
Site Administrator Agreement Form
Candidate Professional Agreement 2023-24 Form

Coach Job Announcement
Induction Director Job Description
TVTIP Coordinator Job Posting
HR Credential Analyst TVTIP Responsibilities
Annotated List of Instructional Personnel
Instructional Personnel Table
Organizational Chart
Location and Delivery Models
Program Summary
TVTIP Intake and Completion Process
Survey Data Analysis Protocol 2023-24
Annotated List of Data Sources
Veteran Teacher Observation Tool
TVTIP Coach Onboarding Materials
Goal Setting Process for Coaches
TVTIP Candidate Year End Survey Data 2023-24
Accreditation and Program Websites

Interviews Conducted

Constituencies	TOTAL
Candidates	37
Completers	23
Site Administrators	20
Institutional Administration	7
Program Coordinators	3
Coaches	10
Regional Partners	7
Credential Analysts	3
Advisory Committee	5
Steering Committee	12
TOTAL	127

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

The Livermore Valley Joint Unified School District (LVJUSD) is committed to the success of all students, and to the provision of a safe, welcoming, and inclusive learning environment to ensure their success. The district has policies in place that embrace the diversity of students and families and the cultural assets they bring to the district. LVJUSD embraces the concept that “All Kids Are our Kids” and declares an unequivocal commitment that all district school campuses and worksites provide a safe, welcoming, and inclusive learning environment for all students. The district continues to actively seek out educational resources and cultivate community partnerships in support of diversity, inclusion, and respect, thereby reinforcing through actions, the commitment to fulfilling the district’s mission for all students, *“Each student will graduate with the skills needed to contribute and thrive in a changing world.”*

The district serves 13,050 students across 19 schools: nine elementary schools, three middle schools, two TK-8 schools, two high schools, one continuation high school, and one alternative high school.

Education Unit

The LVJUSD Teacher Induction program is the Tri Valley Teacher Induction Program (TVTIP) and is a multi-district consortium that includes Dublin Unified School District (DUSD), Castro Valley Unified School District (CVUSD), and Livermore Valley Joint Unified School District. LVJUSD serves as the lead agency and program sponsor of the consortium. Under the leadership of LVJUSD Board of Education and superintendent, the leadership team is overseen by the assistant superintendent of educational services (LVJUSD), the director of accountability and assessment (LVUSD), the assistant superintendent of human resources (CVUSD), the assistant superintendent of human resources (DUSD), and the director of human resources (DUSD). The leadership team, which is comprised of the LVJUSD induction director, the CVUSD TVTIP coordinator, and the DUSD TVTIP coordinator, is responsible for the design and implementation of the induction program.

TVTIP employs coaches who serve as mentors and are fully released from the classroom to provide one-on-one, just-in-time support and job-embedded professional development for new teachers. Coaches guide their candidates through program requirements necessary to earn a California clear credential.

Table 1: Program Review Status

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Teacher Induction	78	100

The Visit

The visit proceeded in accordance with all normal accreditation protocols. The team and institutional constituencies were interviewed via technology.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. The team makes decisions on all common and applicable program standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution has operated the Teacher Induction program for three years during the provisional period.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Teacher Induction

Program Design

The Tri Valley Teacher Induction Program (TVTIP) provides support to eligible teacher candidates as they begin their professional career and is a pathway for teacher candidates to obtain their professional clear credential. The observation-based program supports eligible teachers as they transition from preliminary preparation into their professional career as well as out-of-state trained teachers who possess a California preliminary credential. The consortium's goal is to provide opportunities for teachers to become highly qualified and effective practitioners. The organizational chart and interviews verify that the leadership team is responsible for implementing the induction program.

Interviews confirmed that TVTIP has an advisory committee (planning and decision making committee made up of assistant superintendents, directors, and coordinators from all three districts) and a steering committee (group of educational partners that analyzes data, makes recommendations, and guides program decisions) that meet two to three times annually with the purpose of planning the program, analyzing program data, reviewing the budget, and making decisions regarding the direction of the program to ensure the quality of program services. A member of the steering committee shared, "We give input to the program after looking at survey data and patterns and trends, we ask questions, and we celebrate successes." Another committee member added, "Teachers are district partners throughout."

Candidates are informed about the induction program and its expectations in a variety of ways. Candidates stated that they learned about the program through a survey and during the new

hire day meeting. Another candidate mentioned the “beautiful presentations during meetings and the spreadsheets that are well organized.” During orientation, candidates learn about the pathway to a clear credential and of the program requirements and expectations, including information about the early completion option (ECO). Following that meeting, coaches are matched with the candidates based on their credentials. According to a candidate, “I think it was only a week later that my coach knocked on my door. It was a greet and meet.” Then, weekly meetings started with goal planning and weekly check-ins to ensure candidates’ progress towards the completion of their inquiry cycles. Candidates also reported that their coaches are “really good” about giving them updates on their progress, where they are currently in the program and where they are going. Coaches commented that they work with their program coordinators during team time and they observe “very open dialogue at forums and provide feedback when things come up.”

TVTIP designs and implements a robust mentoring system. The program uses the term ‘coach’ in lieu of ‘mentor’. Coaches support the candidates through both traditional and ECO pathways. The coaches are fully-released teachers on special assignment who meet with the candidates an average of four to six hours per month to provide targeted induction support, including “just-in-time” and individualized teacher development grounded in the California Standards for the Teaching Profession (CSTP). Coaches verified that they received training throughout the year, starting with the new coaches being trained on adult learning theory and having hard conversations. After that, coaches are trained twice a month as a consortium where they conduct book studies and podcasts throughout the year. A coach shared, “I work with a coach buddy throughout the year. We problem solve and she’s been helpful and supportive.”

Coaches hold a variety of credentials in order to support candidates. Coaches differentiate services and support based on individual candidate needs and specific credential requirements. A candidate expressed, “My coach was a former math teacher. She modeled a math lesson in my classroom which was very helpful.” Another candidate shared, “My coach went out of her way to connect me with another English teacher. She went with me to observe the teacher” and the discussion after observation “was very helpful.”

As confirmed during interviews with coaches and the program leaders, TVTIP induction coaches are selected through an interview process for a fully-released teacher on special assignment position. Once hired, new coach orientation is provided through individual district onboarding and monthly consortium coach onboarding. Coaches are also provided with the coach handbook and coach connection website that outlines program information, coach responsibilities and expectations, and program policies and procedures. A coach stated, “The new onboarding training is done together across districts and is also tailored to what our own needs are as well as new coach content.”

As evidenced by candidate, coach, and site administrator interviews, the program sends out mid-year survey and year-end survey opportunities for constituencies to give their input about their experience to drive continued program improvement. Additionally, if a coach or a candidate has an issue or concern, they have a Google Sheet they can fill out anytime to voice

that with the program leader. The steering committee members disclosed, “We look at coaches’ survey data. TVTIP leaders reach out to everybody in the district.” Another commented, “The value that TVTIP brings is amazing.”

Some significant program modifications that were shared during interviews were the updated organizational chart, adding the individualized learning plan (ILP) evidence rubric into the ILP, the defined resubmission process, the teacher candidate interaction logs, updated year-end reflection and overview, using the coordinator ILP interface, updated coach goal setting Google Sheet, documenting their coach buddy observations and conversations, and the updated educational partner table. One coach expressed, “A big shout out to our director. Everything is more efficient now in Google Sheets. All in one place.”

Additional means for constituent input includes suggestions from the site administrators as the program recognizes their important role in the candidate’s professional growth. Principals confirmed their participation in triad meetings either initiated by the candidate or coach. One principal shared, “The teacher was feeling overwhelmed... there was a positive outcome and the teacher felt very supported and the coach was able to follow up.” Another principal added, “We met in alignment with the resources she (candidate) was using” and for the coach’s guidance.

Course of Study (Curriculum and Field Experience)

As outlined in the candidate handbook and confirmed during interviews, TVTIP identifies and assigns a coach to each candidate within the first 30 days of the candidate’s enrollment in the program according to credentials held, grade level, and/or subject area. Continuity of relationship from Year 1 to Year 2, location, and candidate needs are also considered when pairing coaches and teachers. A candidate mentioned that she got her coach in less than two weeks after enrollment and that “It was smooth, no surprises”. In the event that a coach/teacher candidate pairing is not successful and the coach needs to be reassigned, a reassignment request can be made. According to the program coordinator, “We have a grievance process as outlined in the candidate handbook.”

As evidenced in the candidates’ ongoing and completed Individualized Learning Plans (ILPs) and interaction logs, candidates self-assess on the Continuum of Teaching Practice by identifying their current skill level, reflecting on their strengths as well as challenges, and establishing an action plan to increase their skills, knowledge, and abilities as an educator. Twice during the year, candidates revisit their goals to reflect on their progress, discuss challenges and support needed, and revise their action plan.

As confirmed by the program coordinator ILP Interface and candidate interviews, candidates receive timely, personalized, and specific feedback, through the use of a variety of observation and conversation tools. Candidates also receive support for issues and challenges they face within the context of their classroom. A candidate shared, “The observations every other week by my coach and the immediate feedback helped get my class in order.” Additionally, TVTIP also evaluates the coaches through providing feedback during team times. According to one coach,

“The program coordinator has a Google spreadsheet where she can look at each coach’s candidate’s progress in real time. We meet with the coordinator during team time to discuss candidate progress.” Another coach added, “We each set goals and buddy up with a coach with similar goals... meet with buddy to reflect on progress and identify next steps.”

Coaches frequently seek out, research, and share resources with their candidates to support professional growth and their ILP. These resources may include conferences, webinars, articles, books, videos, and more. In addition, the TVTIP consortium publishes a monthly newsletter filled with instructional, social-emotional, and professional learning resources that are not only shared with candidates, but also distributed to administrators, district leadership including board members, and the entire instructional team. Coaches may also set up additional learning opportunities for teacher candidates to observe and reflect on, such as co-teaching together, role-playing, or observing a veteran teacher and reflecting on applications to their classroom instruction. A coach disclosed, “The program has a large spreadsheet with resources for teachers and coaches.” This statement was supported by another coach who stated, “During team time the program coordinators ask coaches what we believe the teachers need... the coordinators then add the resources to the newsletter.” Candidates also confirmed getting resources from the TVTIP newsletter. One candidate added, “Our school gives us a list of PD... choices to pick from depending on [our] need.”

As a program, they gather feedback on program effectiveness from a variety of sources. Coaches collaborate with site administrators at least once per year. One administrator stated, “We provide feedback through the steering committee meetings and surveys.” Candidates complete mid-year and year-end surveys to assess the effectiveness of induction activities and satisfaction with levels of program support. The leadership team and coaches analyze data collected from these surveys and share it with constituencies on the advisory committee and steering committee for further analysis and feedback.

Assessment of Candidates

Candidates and coaches confirmed during the interview that coaches review requirements and progress toward mastery of the CSTPs with the candidates at least three times a year using the orientation protocol, mid-year protocol, and year-end protocol. The program director monitors ILP progress throughout the year via a coordinator ILP interface and reviews each candidate’s ILP to verify the successful completion of all induction activities.

The completed ILPs, the candidate interaction logs, and the candidate interviews confirmed that throughout the year, candidates receive ongoing feedback and many levels of job-embedded support from their coach. Additionally, if a coach notices the candidate's lack of progress, the district coordinator is contacted and if necessary, a support plan is designed and implemented. Furthermore, when extenuating circumstances are identified, the candidate may request a delay in program completion or leave of absence. A coach confirmed, “We have a mid-year review and check each other’s work to see what’s completed and what’s not completed and give an action plan of what we need to do with our candidates before moving forward. Part is being proactive and knowing what is expected and by what date.”

Coaches confirmed they use a coach interface to track each candidate's progress on induction requirements throughout the year. At a mid-year and year-end consortium-wide ILP review, each candidate's ILP is reviewed for both completion and competency by peer coaches and TVTIP coordinators, using the ILP evidence rubric. Besides serving as the process to determine whether the teacher candidate is making progress or is in need of extra support, it serves additional purposes of professional learning for coaches and program accountability. A coach stated, "We have ongoing resources [coach interface] that we can share and {use to} support each other."

During the interview, the credential analyst confirmed that once all requirements have been met, the program director notifies the credential analyst to process the recommendation for the candidate's Clear California teaching credential. The credential analyst disclosed, "We hold our regular TVTIP meetings and let us know who is on track to complete, and who needs more time. We also have a tracking spreadsheet that is shared with us, and in the fall we check to make sure that the candidate completes the credential recommendation process." LVJUSD is the credentialing agency for preliminary credential holders throughout the consortium. Clear California teaching credential recommendations are made in partnership with the LVJUSD director of human resources and the credential analyst. Each district acknowledges and honors their Year 2 completers by presenting them with a certificate in the presence of their students and administrators. This ceremony also includes expressions of appreciation from both students and colleagues for their teacher candidates. Year 2 completers are also recognized and appreciated at a school board meeting. A candidate completing induction this year stated, "I'll miss it (the program) tremendously when I'm done." A steering committee member said, "The value that TVTIP brings is amazing." Another added, "We have such great respect for our TVTIP."

Findings on Standards

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

INSTITUTION SUMMARY

Prior to seeking initial institutional approval, the Tri-Valley Teacher Induction Program, with Pleasanton Unified School District as the program sponsor, became a state-funded, district LEA consortium induction program in 2003 and included Dublin Unified School District, Livermore Valley Joint Unified School District, and Pleasanton Unified School District. In 2019-20, the program sponsor, Pleasanton Unified School District, chose to begin the transition to an independent teacher induction program. The Livermore, Castro Valley, and Dublin districts decided to remain the Tri Valley Teacher Induction Program and apply for initial institutional approval with Livermore Valley Joint Unified School District as the program sponsor. LVJUSD received provisional approval status by the Commission in August 2021 and received Initial Program Approval by the Committee on Accreditation in October 2021.

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
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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 vision of the TVTIP is to accelerate growth and enhance the development of candidates in a thoughtful, sustained, and systematic manner through a quality teacher induction experience, and their motto is, "Supporting teachers, one student at a time." The induction program is a high priority for each of the consortium districts, and each superintendent emphasized in interviews that the induction program is an integral piece of their district's strategic plan. One said, "Our district's strategic plan is in such perfect alignment with the vision of the induction program." Another superintendent noted that "When the budget needed to be cut, TVTIP was a non-negotiable for me and not even on the list for cuts. It has been a draw for teachers to come because of the support that they get."

Interviews and documentation confirm that the program leadership ensures regular communication and collaboration among program staff, district administrators, coaches, and candidates. The director facilitates meetings and collaboration opportunities with various constituency groups including the TVTIP leadership team, advisory committee, steering committee, and human resources credential analysts. The advisory committee, which is comprised of district administrators from each of the consortium districts, meets three to four times a year with the purpose of making budget decisions, reviewing program data and advising the program leadership regarding the direction of the program. One advisory member said, "They involve us in pretty much everything. They keep us up to speed on changes in the program, coach caseload...We're really intimately involved, talking with them about

programming and what professional development should be offered and this (TVTIP) team is most equipped to talk about what new teachers need.”

The steering committee is facilitated by the induction director, and consists of various constituency groups from each of the consortium districts and a local institution of higher education. They meet three times each year to share program information and provide feedback on the program. “The program has impressive responses to teachers’ needs... TVTIP leaders take our feedback and use that to improve practices.”

TVTIP also collaborates regularly with the San Ramon Valley Teacher Induction Program and Pleasanton New Teacher Project through bi-monthly regional coach forums and collaborates bi-annually with Cluster 2 colleagues. A cluster partner said about their collaboration, “One thing we try to do when we meet as a cluster, is help everybody understand what are the most urgent issues we’re having. The collaboration really helps us know more and be able to talk to each other honestly about what is working and how I can use that in my district.” Another said, “We ride the wave of education together.”

The TVTIP program recruits induction coaches with a focus on filling specific areas of need in credential or subject areas. Interviews confirm that coaches engage in a yearly self-assessment and goal setting process, and once they have set professional goals, they reflect and document progress made on these goals with a "coach buddy" during coach forums, and discuss their growth with the director twice yearly. In addition, coach partners shadow each other for a coaching conversation to provide feedback and learn from each other. One coach stated, “We are observed by our coach buddy; what went well, areas of growth. We have those conversations to improve our practice.” In addition, coaches are evaluated in their district’s formal evaluation process, with districts tailoring their evaluations to their specific job context. Multiple interviewees in human resources spoke about the creative ways they’re using to give feedback on performance to the coaches.

At the end of the year, the induction director uses the coordinator interface and the candidate’s ILP to verify each candidate’s satisfactory completion of all induction requirements. Interviews with both coaches and candidates reinforced that communication about induction requirements is both clear and timely. Once all requirements have been met, the credential analyst is notified to process the recommendation for the candidate’s California Clear teaching credential, and this information is shared with a credential analyst in each partner district.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
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

To ensure that all teachers enrolled in the induction program meet the qualifications, each district coordinator communicates regularly with their district's human resources leadership and credential analysts. Together they create a master list of all currently employed and newly hired teachers with their credential status as a tool for identifying induction candidates. Interviews with credential analysts and human resources administrators confirmed that there is a similar system in each district for new hires to complete an information form with credential information. That information is confirmed by the human resources staff, then shared with the coordinator for review. When asked about how the district and TVTIP ensure that only qualified candidates enroll in induction a human resources administrator responded, "Lots of spreadsheets with lots of people who double and triple check. The technicians are checking to make sure that they have the credential to start induction. For teachers hired in the middle of the year, we go through the same process - two entry points - at the beginning of the year and in January."

Interviews with district leadership emphasized their district's goal for recruitment of staff with diverse cultures and backgrounds that more closely mirror those of the students. One superintendent stated, "It really is a concerted effort within the district because we're trying to recruit and retain a diverse teaching staff." Another said, "That is one of our major goals that the demographics of our staff match the demographics of our students." Efforts to recruit include a pipeline for classified staff into teaching, the residency program at CSU East Bay, and attending job fairs where prospective teachers attend. All agreed that providing a quality induction program was a strong recruiting tool for their district.

Interviews with multiple constituency groups confirm that written information is given about the TVTIP program at point of hire and in new teacher orientation meetings, which is presented by each induction coordinator. Candidates also complete an orientation protocol with their assigned coach, who informs them of the induction requirements. If available, candidates share their individual development plan from the preliminary program with their coach at this time to use in the development of their ILP. One completer stated, "It was very well laid out. My coach went through the requirements at the beginning of the program right from our first time meeting. What we would be doing and how we would get there."

There are multiple sources of support within the TVTIP program. The coaches meet with and observe candidates regularly to provide individualized, job-embedded support as they guide candidates through the induction process. When a district coordinator is unable to assign a content-match coach to a candidate, a site-based content support provider is identified, and coaches seek out specific resources based on that candidate's needs. One candidate spoke of this additional support, saying, "I appreciate that she would specifically provide me with resources based on what my needs were... she dove in above and beyond to get me the resources I needed... It was any and every tool that I could ever find, and she got me support in any area." Site administrators state that they communicate with coaches regularly about how to support candidates in reaching their goals, and several constituency groups spoke highly about the timeliness and usefulness of the TVTIP newsletter, which includes professional learning, lesson ideas, and contact information for program leaders.

Candidates consistently praised the clarity of information from the induction leadership and coaches regarding induction requirements for successful completion. As one stated, "It's clean and precise at different points in time; protocols are maintained through mid-year and year end; we use the spreadsheet to check off boxes." Another said, "The reinforcement throughout the process, not just at the beginning but every step of the way every time you meet (we talk about) what the next step will be." Peer coaches review completed induction requirements on the induction transcript using a rubric, and clear feedback is given to both the candidate and coach about what needs to be added if the rubric score reflects that. A coach shared that "We have a rubric, and meet with a coaching buddy to share ILPs and identify if they're lacking and what needs to be added or revised and (the candidates) have 30 days to make those improvements." If a candidate needs more time, a break for a determined period of time, or more specific support, a contract is created and linked to their ILP to capture the agreement and next steps. Interviews with both candidates and coaches revealed that, because of the ongoing and comprehensive support that candidates receive, this type of additional support is not necessary in most cases.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
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 program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

TVTIP regularly collaborates with their consortium partners regarding the criteria and selection of coaches as appropriate to the program. During coach interviews it was shared that, "As part of the selection process we have an interview that includes coordinators across the program as

well as other district personnel.” Credential matches are considered as coach interviews revealed, “...they look for credential matches. When I got hired, I was a credential match so I got the position to provide that support to candidates.” Another coach shared, “They asked about our professional development and how we would aid in that respect.”

TVTIP offers a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. During interviews with program leadership, it was shared that “Every year we do a book study to stay up on educational topics. We weave in content from each chapter into our forums.” Coach interviews revealed, “As a consortium we have book studies and podcasts throughout the year.” TVTIP is grounded in Linda Darling Hammond and incorporates Elena Aguilar’s coaching principles, as reported by their program leadership and coaches. It was reported in interviews with program leadership, district leadership and coaches that the program “...engages in book studies currently incorporating Zaretta Hammond and will be covering Jim Knight next year.” This is supported by forum agendas and slide deck presentations.

In TVTIP, as shared during coach interviews, “New coaches meet one to two times a month to get training on adult learning theory, having hard conversations, and problem solving with scenarios that may come up that first year. After that we have on-going training two times a month. Another coach added, “New onboarding training is done together, across districts. It is also tailored to what our own needs are as well as new coach content.” Still another coach stated, “We work with a new coach buddy throughout the year.”

During candidate interviews, candidates stated that they were matched with their coach, within 30 days of enrollment. Many candidates shared that their coach personally reached out to them prior to the start of the school year or within the first weeks of school. Through program leadership, district leadership, coach, and candidate interviews, it was reported that “Coaches meet with site administrators at the beginning of the year to go over what [the] site focus is.” Throughout the year “administrators and coaches meet to check in and encourage triad meetings as things come up or to provide extra support as needed”. Coaches also stated, “We set goals based on the CSTP at beginning of year. We have midyear check-ins and we track which CSTP we talked about.” Another shared, “We set goals with [our] teachers and reflect on them. The co-assessment process gives teachers a chance to be more reflective about their own progress and where they want to be even beyond induction.” During candidate interviews it was shared, “[Our work] ties to CSTP all our work is based on the standards. They are the heart of it! We really focus on the standards.”

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

Common Standard 4: Continuous Improvement	Team Finding
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

TVTIP implements a comprehensive continuous improvement process that uses multiple data sources to reflect on program effectiveness and the quality of preparation candidates are receiving. Participants in the program confirmed that the program gathers evidence which includes mid-year and year-end surveys from candidates, coaches and administrators, CSTP co-assessments, and feedback on coach effectiveness. Interviews with program leadership and district leadership revealed, “we have a steering committee comprised of teachers, previous completers, previous coaches, assistant superintendents, and coaches. We go over midyear and year-end survey data through a data process protocol. We get feedback on what is and isn’t working and how we can improve. We do coach and candidate surveys at midyear and year-end.” During induction leadership interviews it was shared that they are provided with, “...midyear data, year-end data, candidate teacher data, coach data, administrator survey data, and CA Commission on Teacher Credentialing completer survey data. Data analysis protocols for each group are also shared” to identify patterns and potential changes. Forum meetings, agendas and data analysis protocol links further support this with reflection questions that include “what practice is working, what would elevate it to the next level?” Including “As we refine our program, what procedures or structures would you like to keep, refine, add or remove to improve upon the foundation we currently have?”

In an interview, a higher education partner shared the following example of how responsive the program is to candidate feedback regarding a need in their special education classroom, “TVTIP was able to provide, with input from the candidate, a structure for a meeting giving [paraprofessionals] advanced information setting the instructional support staff up with an instructional organizer. This gave them voice, buy-in and started building trust. The class worked better, ran better, they were then able to focus on student needs and ILP goals in addition to management.” Program leadership shared, “They are amazing at getting feedback. We have steering committees and regular meetings. Across districts share survey data and

meeting data- what we notice, what patterns emerge, where improvements can be made then they survey us for feedback and share back with us. They are very transparent”.

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.

TVTIP ensures that all candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting the state adopted academic standards. The candidates achieve this through their successful completion of their ILP as they cultivate their skills while moving toward mastery of the CSTP. Completers and coaches confirmed this through interviews. When asked how the program is making an impact on teaching practice one completer recalled, “It helps me keep my classroom and curriculum organized and more focused. It helps my confidence overall. My coach makes suggestions based off of what she sees in my practice and really listens to my concerns. Having the support of her builds my confidence.” Still another reported, “My goal is progress monitoring and developing effective assessments. Seeing student growth shows me I am being effective. We look at a lot of student work and seeing my students grow lets me know I am being effective in the classroom.” Current candidate teachers also stated, “My ILP has made me a better teacher overall. My ILP goal was looking at how I can better support students that have IEPs and support plans. Keeping track of my progress with my focus students throughout that semester looking at how my support made his learning better.” Yet another reported, “What we focus on in the inquiry is student specific data and what is affecting student data not only academically but also student behaviors and how they are in the classroom.”

Survey data from constituencies provides evidence that the program has a positive impact on candidate competence and subsequently on student achievement. The state completer survey substantiates the positive impact on candidates. In the 2023-24 state-compiled completer survey, 97.5% of participants stated that the program was helpful or very helpful in helping the candidate impact student learning with regard to teaching practices. In the program completer interview it was stated, “One of the biggest impacts of this program was the inquiry process and really going through that process made me try new things and look at the data for my

students. Using that process to gather that data is something that I do in my classroom every day.” Another program completer stated, “I had a very diverse student group, so [my coach] showed me how I could make connections with my students and how I could use different ways to have a real understanding of what my students needed, and to this day I’m able to do it.” A principal shared the impact on student learning as, “having students thinking metacognitively about what they are doing and the tools they are using is very powerful. [Teachers are] being clear about why they are doing something and the students are learning that from the teachers,” as the administrator explained hearing students talk about their learning during a classroom observation.