

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

## Murrieta Valley Unified School District

Professional Services Division

February 2022

### Overview of this Report

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

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

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

### Program Standards

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

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

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

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

**Institution:** Murrieta Valley Unified School District

**Dates of Visit:** October 11-13, 2021

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">April 2014</a>	<a href="#">Accreditation Letter</a>

**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, candidates, completers, mentors, employers, 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 were found to be **Met**.

Common Standards

All Common Standards were found to be **Met**.

Overall Recommendation

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

In addition, staff recommends that:

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

- Murrieta Valley 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.

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:**

Stacey Tisor  
San Mateo County Office of Education

**Programs Reviewers:**

Beth Kradepohl  
Marin County Office of Education

**Common Standards:**

Beth Bythrow  
Los Angeles Unified School District (retired)

**Staff to the Visit:**

Bob Loux  
Commission on Teacher Credentialing

**Documents Reviewed**

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

Candidate Files  
Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
Accreditation Data Dashboard

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	42
Completers	15
Employers	13
Institutional Administration	12
Program Coordinators	2
Teacher Induction Leadership Team (TILT)	11
Mentors	41
Credential Analysts and Staff	3
Advisory Board Members	10
<b>TOTAL</b>	<b>149</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

Murrieta Valley Unified School District is located Murrieta, a city in southwestern Riverside County, California. The Murrieta Valley Unified School District is a school district comprised of eleven elementary schools, four middle schools, three comprehensive high schools, one continuation high school, one independent study school, an adult education program, a virtual home/school, and an early childhood Education Center. The total district enrollment is 23,400. The district is diverse with their demographics showing a population of White at 43%, Hispanic or Latino 36%, Black or African American 5%, two or more races 7%, Asian 5%, Filipino 4% and America Indian or Alaska Native 0.4%. Thirty percent of their students qualify for free or reduced meals.

### Education Unit

The Murrieta Valley Unified School District Induction Program operates within the Educational Services Department. Educational Services includes an assistant superintendent of the department, an Executive Director of Secondary Curriculum and Instruction and an Executive Director of Elementary Curriculum and Instruction. Both work closely with the induction programs in aligning district goals and priorities and developing a menu of professional development opportunities for candidates.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Teacher Induction	30	57

**The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

**PRECONDITION FINDINGS**

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

## PROGRAM REPORTS

### Teacher Induction

#### Program Design

The Murrieta Valley Unified School District Teacher Induction Program (MVIP) is a state approved two-year, individualized, job-embedded system of mentoring, support, and professional learning for new teachers. The program is overseen by the Assistant Superintendent of Educational Services Department. Program leadership is provided by the Induction Program Director/District Staff Development Coordinator and Induction Program/District English Learners Coordinator. Program leadership facilitates site visits with every site administrator to review candidate progress, as was confirmed in various stakeholder interviews. It was shared by various principals during the interviews how the program director comes out to each school and is proactive to ensure each candidate is well supported.

An advisory committee provides oversight and governing direction for the program. The advisory committee includes four association members representing the elementary school, middle school, high school, and special education. Also included on the advisory team is a representative from an institute of higher learning. This team is responsible for hiring and retention of mentors as well as overseeing the program's budget. Additionally, the program has a Teacher Induction Leadership Team (TILT) composed of lead mentors who function as a steering group. This group assists with program design, evaluation, and facilitation of the program's meetings. Members of this team reported how they valued the ongoing review of survey data to develop next steps for mentors and candidates.

The program does a thorough job of communicating to candidates, mentors, and administrators. Candidates stated in interviews how the program makes the requirements clear with examples and due dates on Canvas. The leadership team also shared how they have helped design exemplars to support the candidates. The Human Resource department shared how they communicate the requirement for teacher induction as part of the onboarding process. Through a review of program documents including the Murrieta Valley Induction Program Sequence and in interviews it is clear the program does an excellent job with communication.

The mentoring design is built on the theories developed by the Cognitive Coaching training which utilizes Laura Lipton's Learning-focused Supervision. Completing these trainings provides mentors with the nuts and bolts of the program, informs them of key district initiatives, and provides support in best practice to accelerate teachers' practice. The accreditation website provided evidence of training materials. In interviews with candidates, it was stated that their mentors are experienced, knowledgeable, and supportive teachers. "Mentor[s] provide support during weekly meetings. My mentor helped me write my first IEP and then reviewed for mistakes like missing dates... she also helped connect me with a behavior specialist for our district," stated a candidate. A candidate described how her mentor "gave me real time support. I had challenges I never thought I would have, and my mentor gave me instant support with all of her background knowledge." Through interviews with candidates and review of

documents provided by the program, it is evident that mentors facilitate reflective, just-in-time mentoring conversations with candidates. Mentors also provide additional job-embedded support and professional learning during weekly meetings to guide candidates in developing their Individual Learning Plan (ILP).

The district recruits permanent, credentialed bargaining unit members who have taught in the district for a minimum of three years to be mentors. The mentor application process uses specific qualifications and selection criteria to best match the newly hired teacher. The program requires continuing mentors to complete a renewal application every three years as part of the mentor evaluation system. During stakeholder interviews it was reported that “[The program leader] consults with the advisory committee and site principals to support the creation of strong mentor matches.”

Stakeholder input is important for the continued effectiveness of the program. MVIP assesses the quality of the services provided through a variety of formative and cumulative assessments given locally, with support of the Teacher Induction Leadership Team and the advisory committee to determine program effectiveness. Principals reported completing an online survey at the end of the year. Each training concludes with an opportunity for both teachers and mentors to provide the program with specific feedback regarding the relevance of the training experience. Stakeholders reported participating in online feedback surveys after network meetings to assess the quality of the training provided by the program and to communicate program suggestions or concerns. The program quickly used the survey feedback to make tweaks and small changes in the program to make the process more effective. The leadership team shared through interviews how it regularly analyzes survey data to modify and improve program requirements. During other regularly scheduled check-ins with various stakeholders, all are asked to provide informal input. This was verified through completer survey data on the Commission’s Data Dashboard where 100% of the responders stated that the program was effective or very effective at responding to their needs, and 94% responded that the professional development that they received strongly matched what they felt they needed in their ILP.

Over the recent two years, the program has updated its ILP. The program has streamlined the ILP and added clear directions and exemplars as confirmed by various stakeholders. Mentors on the TILT Leadership Team reported how the program leadership last year was able to quickly share their online professional development during the COVID-19 school closures not only for new teachers in the program but for the entire district. Various candidates, mentors and principals shared how the Canvas professional learning platform had been updated in recent years to be a robust resource and easy to navigate.

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

The ILP is the guiding document during the candidates’ time in the induction program. MVIP mentors conduct an initial observation of the candidates’ teaching practice as a first step in the ILP goal process. Principals stated how the fall triad meetings were a time for them to share their schools’ initiatives and helped candidates in goal setting. Candidates, mentors, and site administrators emphasized the importance of triad meetings in supporting candidates in the creation of their professional goals. The mentor and candidate review the IDP, class profile,

observation, and principal input to identify a goal. Candidates attend network meetings, conduct mini-inquiries and action research related to their ILPs. Part of the ILP process requires candidates to observe a colleague in support of their Action Research Project. In the spring semester, the mentor conducts a formal observation connected to the ILP Action Research Project. The final reflective step for year-one candidates is to participate in a symposium, while year-two candidates have a colloquium and exit interview. Mentors provide just-in-time support as well as longer term guidance as the candidates fulfill the CSTP-based goals of their ILP. Program completers report that the MVIP ILP process served as a foundation to them becoming life-long learners

Candidates are provided with robust professional development opportunities to reflect on their practice and develop as professionals, as reported during candidate interviews. The team heard in a variety of interviews about the professional development (PD) buffet on Canvas. One candidate shared how she appreciated how the program was so responsive when she requested a specific ECE resource. Candidates have opportunities to attend live trainings or choose from a wide range of recorded trainings and resources. Many candidates made positive comments about the wide range of online PD for student engagement that is available on the Canvas portal. Candidates appreciated the professional learning choices: "Great PD...helping to teach with best practices and curriculum training program."

Mentors facilitate conversations with candidates to support the development of the ILP goals. It was shared by a variety of stakeholders how the goals were collaboratively designed. Candidates reported that goals are flexible and can be updated during the year. One candidate shared how she appreciated how "my mentor...listens, remembers details.... she follows up and revisits week to week." It is clear the mentors are trained to facilitate reflective conversations to support the ILP process.

#### Assessment of Candidates

Candidates are assessed regularly throughout the year, as shared during stakeholder interviews. Regularly the program provides candidates and mentors with specific feedback and next steps linked to their ILP. "I appreciate how the program gave me feedback on my Canvas portal. The program shared video feedback on my lesson," share one candidate. Another candidate stated how the feedback through audio recording was helpful: "Their voices are helpful and encouraging. It never feels judgmental."

When a candidate needs more assistance to meet the program's qualifications, extra individualized support is provided. It was shared during the interviews how, at times, a second mentor is provided to offer specialized support as needed. Mentors state they "feel very comfortable reaching out to the program for support. Program leadership is always very accessible and helpful in guiding mentors and candidates through a problem-solving process to identify how to move forward."

The program utilizes a comprehensive online rubric to cumulatively assess each candidate for competency and completeness. Once all program and clear credential requirements are complete, the program recommends for the candidate's clear teaching credential. Candidates with experience and exceptional skills may complete the program requirements at an



accelerated pace through the Early Completion Option (ECO). Upon successfully completing the program candidates receive a completion confirmation email from the program, verified through interviews as well as documents on the MVIP accreditation website.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews, the team determined that all program standards are met for the Murietta Valley Unified School District Induction Program.

## INSTITUTION SUMMARY

The Murrieta Valley Induction Program (MVIP) supports the district’s, mentors’, and candidates’ needs through mentoring, the individual learning plan (ILP), and a menu of professional learning. The cornerstones of the MVIP are the mentoring that candidates receive and the inquiry focus of the ILP. Candidates are very appreciative that they can focus on their individual needs. The impact of the program extends beyond the first two years of teaching.

All stakeholders were very complimentary of the collaborative nature and the responsiveness of the induction program leadership. Through mentoring, professional learning, and the feedback offered by the program leadership, the MVIP ensures that candidates feel supported and successful in the classroom.

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The Murrieta Valley Induction Program is a single district program that supports both general education teachers and special education teachers across grades K-12. The program's mission statement is, "Inspiring teachers to make inquiry the basis for fostering reflective practice and driving ongoing professional development" which supports the district's mission statement of, "Inspiring every student to think, to learn, to achieve, to care." The Superintendent as well as the Coordinator for Equity, Diversity and Inclusion confirmed that the design of the induction program supports teachers in creating lessons that help every student learn. Year-two candidates and program completers mentioned that they are still using and building on what they have learned from their ILPs .

The Murrieta Valley Induction Program is housed in the educational services department and is coordinated by the Coordinator of Staff Development/Induction Director and the Coordinator of English Learners/Induction Coordinator. In all interviews, program leadership was praised for being responsive to the needs of the district as well as the needs of the candidates and the mentors. One teacher stated that the Induction Director was perfect for this job because he is so warm and welcoming and has a desire for everyone to succeed.

MVUSD is making efforts to hire a diverse workforce by collaborating with families, working with the Men of Color teacher pipeline program, and recruiting from universities outside the area. Once hired, candidates are identified by the credential analysts during the initial hiring meeting. Candidates are are matched with a mentor based on location and grade level/subject matter. Mentors go through a rigorous hiring process which includes an application and a

classroom observation. Candidates stated that their mentors were the most important part of the program and impacted the work that they did in the classroom.

In order to ensure that only qualified candidates are issued a clear credential the induction program leadership monitors the progress of candidates through ILP checkpoints as well as collaboration logs. Program leadership gives both written and verbal feedback on the ILP. One candidate said that the feedback was always positive, helped improve practice, and they “never felt like a failure.” The induction secretary confirmed that a candidate will not receive the application for a clear credential until all induction requirements are completed. Once the application is completed the induction secretary will apply for the clear credential.

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

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Interviews and document reviews with leadership members and school administrators confirm candidates to the Murrieta Valley Induction Program (MVIP) are recruited and supported to ensure their successful entry into the profession. Human Resources personnel as well as candidates report that one of their main reasons for choosing to work in MVIP is the quality and reputation of the induction program. MVIP induction program staff provide advice and assistance and regular and consistent communication about induction requirements and resources. Credential analysts confirmed that all newly employed teachers with preliminary credentials that must be cleared through induction are automatically enrolled and required to

participate in the MVIP. To improve recruitment diversity, Human Resources leadership, in collaboration with the district's Equity Coordinator, are consistently analyzing data and are proactively seeking new strategies to become more intentional in recruitment and hiring practices. This includes the development of new outreach programs coordinated with the county office of education, local universities, and parent and community organizations that will help connect diverse, qualified candidates to job opportunities in the district. The district also encourages the development of substitute teachers and school paraprofessionals who could become teachers as a way to recruit a diverse workforce.

Mentors provide ongoing support to candidates in identifying and coordinating support as needed. Candidates engage in appropriate professional learning aligned to their ILP. Program completers report that the ILP process served as a foundation to them becoming life-long learners, which is clearly aligned with the program's mission; "*...to inspire new teachers to make the inquiry process the basis for their ongoing professional development.*" Interviews with stakeholders provided evidence that the induction leadership is dedicated to providing an individualized, job-embedded induction experience designed to foster growth toward mastery of the standards.

Numerous stakeholders expressed much appreciation of the induction program director, coordinator, support staff, and mentors who continuously provided ongoing clear and precise communication of expectations concerning all aspects of the program. The program director and coordinator take an active role in guiding and supporting each candidate's induction experience, including visiting candidates regularly at their sites, conducting classroom observations, and providing timely and specific feedback. In addition to the in-person feedback, candidates and completers appreciate the opportunities to self-select mini-research and action research inquiries specifically tied to their areas of interests and growth towards mastery of the CSTPs. The rubric-based feedback as well as the detailed written and audio feedback that is provided in the Canvas platform greatly supported their learning.

The program has several systems in place to identify and support candidates who need additional assistance to meet competencies. This includes frequent and timely feedback, a support plan, additional resources, outside professional development, a shadow mentor, and deferment when needed. The program leadership is clearly devoted to candidates' successful mastery of the CSTP and will even "call in the Calvary" if needed.

One candidate remarked, "The coordinator and director are so supportive, accessible, and approachable." Another candidate commented, "They are in constant communication with us, often anticipating our needs before we realize what we need." Numerous candidates said, "Our coordinators really care. They are invested in us".

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The MVIP implements a planned sequence of coursework around three cycles of inquiry each year, guided by the Individual Learning Plan (ILP), as evidenced by documentation, handbooks, and stakeholder interviews. The ILP is organized to allow each candidate to choose an

individualized area of skill set development through the lens of the CSTPs, with input from a site administrator and their mentors. Candidates examine issues of diversity as they establish their ILP goals and conduct, assess, and reflect on results of inquiry experiences. The Class Profile Analysis and the UDL/Learner Variability tasks provide opportunities for reflection on supporting a full range of learners. One completer remarked that “One of the best parts of this program is the ILP process. It helped me to identify issues of practice, and gave me a process to address those issues. I still use these same processes in my teaching today”. Collaboration logs and checklists are used to verify mentors and candidates meet requirements for weekly collaboration and complete all other professional learning experiences. End-of- year culminating activities, including the Year 1 Candidate Symposium and the Year 2 Candidate Colloquium and Exit Interview, ask candidates to highlight evidence of application from their induction experience that demonstrates their experience supporting the full range of learners with equity, access, and diversity.

The advisory committee is instrumental in developing, monitoring and refining the MVIP program. One of its key responsibilities is mentor selection, training, supervision and review. This comprehensive process includes an application, recommendations by site administrators and colleagues, observations, and an interview to ensure those selected possess qualities such as empathy, listening, collaboration, leadership, and positive growth mindset. “The support I received from my mentor was priceless,” a recent completer shared. When asked about feedback they received during the program, a candidate answered, “In providing me with effective feedback, my mentor, the program director and coordinator modeled effective mechanisms that I subsequently now use with my classroom students.”

Newly hired and returning mentors participate in the Mentor Evaluation and Training System, which consists of three components: Mentor Professional Development; Mentor Evaluation and Retention; and the Mentor Individual Learning Plan. Overwhelmingly mentors reported that the training helps them support their mentees and improves their own teaching practice. One mentor reported “I’ve learned so much by helping someone else and I learn a lot from my mentee.” In addition to supporting the candidate in addressing the areas equity and access, all mentors attend UDL training and complete a Culturally Responsive Pedagogy Iris training module. Program leadership monitors survey data and collaboration logs and, along with the advisory committee, determines mentor retention. Program leadership reviews mentor ILPs and provides individual feedback and support.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistently</b>

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The MVIP has developed and implemented a continuous improvement cycle that involves gathering program data from candidates, mentors, and site administrators throughout the year. These data sources include multiple stakeholder surveys, candidate collaboration logs, and Canvas ILP data. 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. Survey information from the Commission data dashboard confirms that the candidates felt the program is very instrumental in supporting and improving their teaching practices with 100% of the responders feeling that the program well prepared or adequately prepared them for their teaching.

The data is analyzed by the program leadership, the advisory committee and the Teacher Induction Leadership Team (TILT). These groups are instrumental in developing, monitoring, and refining the program. The TILT, which is made up of experienced mentors from various grade levels and credentials, including Education Specialists, is responsible for program design and planning. The advisory committee is made up of stakeholders from district and site administrators, mentors, candidates, and higher education representatives. TILT uses both quantitative data, such as the Commission’s surveys and ILP results, as well as anecdotal data from their personal mentoring experiences and the mentors they are supporting, to guide program changes, such as revisions to the ILP and recommendations to the menu of professional development, plan mentor trainings, and prepare for network meetings. The advisory committee is responsible for oversight of all major aspects of the program, such as budget and hiring of mentors. The engagement in this continuous feedback loop helps them “keep our fingers on the pulse of candidate experiences to ensure our planned induction opportunities lead to improvement in candidate competency and student learning.” Working with the advisory committee, the MVIP leadership recently updated a Goal Identification segment to the ILP to include more collaboration with candidates and site administrators.



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

**Finding on Common Standard 5: Met**

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

The MVIP is structured to ensure that candidates get the support and resources to be adequately prepared to demonstrate the knowledge and skills necessary to educate and support all students to be successful. There are multiple opportunities for candidates to develop best practices.

District leadership communicated a strong message of district support for the induction program and shared how the induction program has helped improve all programs in the district. Surveys and interviews with all groups of stakeholders reported that the program has had a positive impact on advancing candidate practice and competence, but also on the mentors’ professional learning and growth. Multiple program completers interviewed stated that they continue to reflect on their teaching practice, and that the program helped to create a network of colleagues at their site and across the district with whom they continue to collaborate. Current candidates spoke about how their CSTP focus and ILP process resulted in clear growth in their teaching practice and understanding of individual student needs. One candidate said, “The ILP process helped me to understand how to address the equity and access needs of individual students who might otherwise have been overlooked.”

Additionally, the Colloquium Table Talk and the Exit Interview which take place at the end of each candidate’s induction experience help the program ensure it is having a positive impact. Through both activities, candidates provide specific evidence of application of how their experiences in the MVIP have impacted their growth and supported their students. Furthermore, the district’s survey data suggests the induction program is having a positive impact. On a recent Candidate Midyear Survey, 100% of candidates found the program to be helpful or very helpful in supporting their professional growth, and 97% found the mini-inquiry process to be helpful or very helpful in supporting their professional learning goals. On the 2019-2020 End-of Year Administrator Survey, 100% of site administrators reported the program had impacted candidate learning and competence to a great or moderate extent. This included such essential areas as “understanding and using academic content standards and academic

frameworks,” “supporting equity, diversity, and access to the core curriculum for all students in the classroom,” and “teaching special populations.” In the 2019-2020 Completer Survey administered by the Commission on Teacher Credentialing, data indicates that 100% of candidates believe the MVIP was effective or very effective “at helping them develop the skills, habits, or tools they needed to grow teaching practice.” In other essential areas, 100% indicated their experiences in the MVIP were helpful or very helpful in improving “teaching practices,” 94% in “using strategies to support English Learners,” 94% in using strategies to support students with disabilities,” and 94% in “minimizing bias and using culturally responsive pedagogy.” Finally, 100% plan to remain in the teaching profession. Moreover, analysis of district retention data of teachers requiring induction also indicates that the vast majority of teachers are continuing to teach in the district beyond their two years of induction. Lastly, the MVIP was named the 2018 Riverside County Model of Academic Excellence and Innovation for its efforts around collaborating with the Special Education Department to support Education Specialist candidates and their students. As a result of this work Education Specialists are also retained at high rates.