

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Ontario-Montclair School District

## Professional Services Division March 2019

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Ontario-Montclair 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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

### Program Standards

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

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:** Ontario-Montclair School District

**Dates of Visit:** January 15-17, 2019

**2018-19 Accreditation**

**Team Recommendation:** Accreditation

<b>Previous History of Accreditation Status</b>
<i>Although Ontario-Montclair School District has operated a Commission approved educator preparation program since 2003, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i>

**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 status of the institution was based upon the following:

Program Standards

All program standards were **Met** for the Teacher Induction Program.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

The overall recommendation for the Ontario-Montclair School District is Accreditation, based upon the findings of all common standards **met**, and all program standard **met**.

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 satisfactory completion of all requirements

## Teacher Induction

In addition, staff recommends that:

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

## Accreditation Team

**Team Leader:**

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Independent Consultant

**Common Standards:**

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**Programs Standards Cluster:**

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**Staff to the Visit**

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Commission on Teacher Credentialing

## Documents Reviewed

Program Standards Review Documents

Ontario Montclair Induction website

Program Standards Review Feedback

Common Standards Review Documents

Program Standards Addendum

Common Standards Review Feedback

Program Summary

Survey Data from local assessments

Completer Survey Results (State assessment)

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	26
Completers	16
Site Administrators	20
Institutional Administration	4
Program Leadership	3
Professional Development Staff	7
Mentors	21
Credential Analysts	2
Advisory Board Members	10
Institutions of Higher Education	2
<b>TOTAL</b>	<b>111</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

**Background Information**

The Ontario-Montclair School District (OMSD), founded in 1884, serves a 26 square mile area which covers most of the city of Ontario, Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third largest elementary district in the state.

More than 22,300 PreK-8 students attend 26 elementary schools, 6 middle schools, and 2 alternative programs. Included in the 32 schools are magnet and academy programs, each of which is uniquely designed to provide an option for students to become fully immersed in an enhanced specially designed course of study, and two alternative programs.

OMSD boasts two California Distinguished Schools, eleven Gold Ribbon Schools, four International Baccalaureate Schools, 2 GATE Magnets, a Science Magnet, 2 Dual Language Academies, and 2 Arts-integrated Magnets, and many AVID Schools, as well as many other recognized programs.

**Education Unit**

Ontario-Montclair’s Teacher Induction program is housed in the Teaching and Learning Division of the district. The Director of Curriculum and Instruction serves as the program director, with day-to-day oversight, and is supported by a full-time release Teacher on Assignment (TOA).

Program oversight is provided by Assistant Superintendent from the Teaching and Learning Division, serving as the program's liaison to the Superintendent's office and cabinet.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2017-18)</b>	<b>Number of Candidates Enrolled (2017-18)</b>
Teacher Induction	21	61

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## **Program Reports Teacher Induction**

### **Program Design**

The Ontario-Montclair School District's Teacher Induction Program (TIP) is an important and valued component of the district's approach to the care and training of their teachers. Indicative of this, several district positions are responsible for oversight of the induction program, providing robust leadership and multiple connections to the district's work. The district's organizational chart and interviews with district leaders verify that TIP exists under the overarching leadership of the Assistant Superintendent of Learning and Teaching alongside the Director of Curriculum and Instruction and a Teacher on Assignment (TOA). Multiple district leaders provided evidence that the Assistant Superintendent meets weekly with the Director of Curriculum and Instruction, along with a team of others from across the district, to analyze a variety of data points related to teaching and learning, including induction data. This analysis identifies patterns of strength/areas of needs, and develops system-wide strategies to better meet the needs of new teachers and their mentors. The director expressed a sincere appreciation for the involvement, collaboration, and unwavering support received from all district leaders. In addition, the director reported that the program was well resourced, in both human and fiscal capital, which has allowed for the advanced development of the OMSD's comprehensive program.

The day to day operations of the program are the responsibility of the Director of Teaching and Learning and the full-time TOA (an induction Lead Mentor) who collaborate on a daily basis to execute the program's vision and design. Interviews confirmed that the Director is responsible for program components that range from the hiring of mentors to recommending the candidates for the credential. Candidates, completers, mentors, and the Director confirmed the high efficiency of the Lead Mentor regarding her responsibilities, including facilitating induction collaboration sessions, training and supporting mentors, providing timely feedback to candidates and contributing to the design of district-wide professional development.

According to interviews with multiple stakeholders, OMSD's TIP excels in timely, proactive, and clear communication. The Director serves as a conduit of information to the Assistant Superintendent of Teaching and Learning, the cabinet, and site administrators, while also providing the OMSD Superintendent and Board with written program updates. The Director of Special Education and the Assistant Superintendent of Human Resources both reported that TIP has a strong reputation in the local community and serves as a successful recruitment tool. Some candidates interviewed reported they applied to the district specifically because of the robust support provided through TIP.

TIP leadership also meets with stakeholders outside of the district including other induction programs within their geographical region and with institutions of higher education (IHE) to share best practices and program improvement ideas. Faculty from local universities describe how the partnership with TIP has been mutually beneficial and has supported the move towards more alignment between the preliminary and induction programs. One professor

noted that the partnership with TIP has been instrumental in the development of their university Transition Plan and the data collected by the program has been used to inform their preliminary program refinement. The OMSD induction webpage serves as a source of information and communication to both internal and external stakeholders.

A robust mentoring design is at the heart of the program and is intended to both strengthen each candidate's professional practice and contribute to their retention in the profession. Full-time and part-time mentors support candidates throughout their participation in TIP. All stakeholder groups described the ways in which TIP provides an individualized, caring web of support. One new principal explained that she feels supported in her role, particularly when TIP helps develop the capacity of her new teachers.

Numerous training artifacts confirm that mentors are trained in alignment with the district's Coaching Framework and then participate in coaching collaboratives as a part of their on-going development. One mentor reported that the coaching collaboratives provide great questioning strategies, team building and access to a large coaching community. Another mentor said the coaching collaboratives are a rich opportunity to learn and investigate coaching with colleagues that are genuinely interested in developing their craft.

Additionally, mentors periodically come together with candidates to collaboratively learn about program elements and work with other program participants. In interviews, mentors consistently reported that the trainings are deeply valued, of high quality, and helped them prepare for their role.

The Lead Mentor and Director monitor the efficacy of the mentors, the progress of the candidates in the program, and the overall program effectiveness through a variety of surveys and data points. The Lead Mentor reviews the contact logs weekly. Candidates report the Lead Mentor regularly provides feedback and responds to their needs in a timely manner. Site administrators verified that the Director solicits their feedback on the program quality, stating the program fosters ownership over growth, agency over learning, and is resulting in greater student achievement.

Over the past two years, the program has transitioned to the 2016 preconditions and program standards. Currently centered on the mentoring relationship, TIP emphasizes customizing support for each candidate. Given the recent addition of Education Specialist candidates to the program, the Special Education Director and candidates report that there have been many opportunities to provide input on better aligning to the work of special education teachers. One candidate stated that OMSD TIP was a huge factor in making them want to be a better teacher instead of leaving the profession.

## **Course of Study**

Candidates, aided by their mentors, self-assess against the CSTP and develop an Individualized Learning Plan (ILP), providing the roadmap for each candidate's professional growth and development throughout the program. Candidates develop 2-3 professional goals, describe how they plan to meet those goals and identify appropriate professional development. Candidates interviewed expressed appreciation that the ILP allowed them to choose an area of focus as well as choose corresponding professional development needed for their own professional development.

The ILP process begins with each candidate and mentor discussing the preliminary preparation program's Transition Plan and/or the OMSD TIP Initial Reflection form to engage in a reflective conversation about the candidate's strengths and needs. Mentors conduct classroom observations, guide candidates through analyzing the context of their classrooms and support professional self-assessment and goal setting as measured against the CSTP. The mentor, candidate, and site administrator meet to discuss goals and align focus areas with district and/or school site initiatives. As part of the ILP process, teachers conduct two data driven cycles of inquiry each year.

Throughout the year, candidates compile a digital portfolio with evidence that demonstrates growth and development toward mastery of the CSTP using their own classrooms for job-embedded action research. The ILP is revisited several times throughout the year as the candidate reflects upon growth and make adjustments to the plan. The year culminates with a colloquium where candidates showcase their growth in front of peers and administrators. Candidates and mentors commented on this rigorous process and high expectations for the quality of submissions. Almost all candidate and completers interviewed reported that the inquiry cycles were one of the most meaningful aspects of the program, becoming a habit of practice for many. Other candidates reported that this process supported them in a realistic way and also held them accountable for their own improvement.

Induction candidates meet with their designated mentor for a minimum one hour per week which was verified by reviewing the mentor/candidate contact logs and interviews with candidates, mentors and TIP leadership. Interviews confirm that mentor support comes by way of weekly in-person meetings, collaboration and planning days, Spotlight Visits (visits to demonstration classes accompanied by their mentor), email, phone calls, virtual meeting and/or texts. Most candidates interviewed explained that they received much more than the minimum amount of timed support, with mentors making themselves available whenever needed. Mentors also coordinate a broader system of support by facilitating access to additional resources that enhance the learning of candidates. One candidate confirmed that the program went out of its way to secure a local university professor to be a part of her mentoring system.

All TIP mentors are selected through a rigorous process which includes interviews, letters of recommendation from site administrators, and classroom visits. According to the Director and Lead Mentor, only 50-70% of mentors who apply are selected to take on this important role.



The induction program was actively involved in the development of a coaching framework that draws upon various coaching models and seeks to align all coaching within the district.

### **Assessment of Candidates**

Upon entering the program, candidates receive a program handbook which outlines their responsibilities as well as all requirements that must be met in order to successfully complete the program. Throughout their participation, candidates gather evidence of their growth in the CSTP and reflect upon their growth over time. Candidates self-reflect on the CSTP three times per year using the Continuum of Teaching Practice while their mentors collect data on improvements in professional practice.

In determining candidate competency, both qualitative and quantitative data are utilized. After the end-of-year colloquium, the Director reviews all the candidate evidence to ensure that all requirements have been met prior to moving forward with a final recommendation. Once this is determined, the Director communicates which candidates have earned a recommendation for a clear credential with the credential analyst who files for the credential with the CTC.

Candidates are provided with transcripts for the purpose of verifying program completion. Should a candidate feel they are unfairly denied the recommendation for the clear credential, OMSD has a grievance process to address the issue; to date, this process has not been used. The Ontario-Montclair School District retains candidate records for a period of three years after completion of the program and candidates have access to their records through a secure, digital portal.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Teacher Induction program.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> <li>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</li> </ul>	X		
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	X		
<ul style="list-style-type: none"> <li>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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	X		
<ul style="list-style-type: none"> <li>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</li> </ul>	X		

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
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.			
<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard</b></p> <p>The OMSD district has developed a robust environment for their teacher preparation program where program design is based on research and all district teachers are given the opportunity to improve their classroom practice. OMSD creates multiple networks of support throughout the district so that candidates, mentors, and site administrators experience collaborative inquiry and growth together. The superintendent indicated that excellent mentors and program leadership help build the teacher pipeline; prioritizing the induction program helps retain quality teachers. The program director provided examples of how she has been supported and encouraged to introduce changes in response to program standard changes and stakeholder feedback.</p> <p>The program slogan, “Induction Support for Teachers, by Teachers” reflects their commitment to quality leadership and mentorship. The district’s mentors provide leadership through their guidance of the candidates through the Individual Learning Plan, reflections on the CSTP, colloquium, digital learning portfolio, and observation and reflections of the Spotlight Classrooms. Induction mentors, Spotlight teachers, and site instructional coaches are trained together at monthly coaching collaborative meetings. At the end of the year, the program director confirms program completion requirements with the credential analysts, who make the recommendation for the Clear credential.</p> <p>Program staff confirmed that sufficient resources and support are allocated for the effective operation of the program. All stakeholder groups interviewed expressed gratitude to the program leadership, for their capacity to communicate clearly and effectively, its systems of support, and its responsiveness to feedback. Both the program director and the lead mentor are skilled and proactive in their support, seemingly always available, and receptive to ideas on improving the induction experience.</p>			

<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.			
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>	X		
<ul style="list-style-type: none"> <li>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.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</li> </ul>	X		
<ul style="list-style-type: none"> <li>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</li> </ul>	X		
<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>Met</b>		

**Brief summary of information applicable to the standard**

The Ontario-Montclair School District actively works with university partners to recruit and hire a diverse staff that mirrors the culture of their students. The Assistant Superintendent of Human Resources confirmed that it is imperative to hire high quality teaching staff who understands the needs of the district’s students. Attendance at interviews of candidates, mentors, and site administrators reflected a diverse staff.

Credential analysts explained that all teachers who hold a preliminary credential are identified at the time of hire and names are communicated to the induction program immediately. Candidates confirmed that they were made aware of the program at the time of hire as well as through email invitations to program orientation.

Site administrators indicated that they do not feel alone in supporting their new teachers because of the quality support that new teachers receive from the induction program. Interviews with the advisory council, program leadership, and district administrators confirmed that all new district teachers benefit from induction, as professional development is open to all district teachers. Candidates and completers indicated that they felt supported by their mentor and program leadership and well-informed of program requirements, successfully obtaining the needed resources to be successful in the classroom. During interviews, program leadership indicated that they advise and identify candidates who need additional support by reviewing and providing feedback on mentor contact logs, candidates’ individual induction plans, and inquiry work.

**Common Standard 3: Fieldwork and Clinical Practice**

<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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.	X		
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.	X		
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	X		
• Through site-based work and clinical experiences, programs offered by the unit provide candidates with	X		

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.			
• Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
• The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
• Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
• All programs effectively implement and evaluate fieldwork and clinical practice.	X		
• 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.	X		
<b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Met</b>		

**Brief summary of information applicable to the standard**

The Ontario-Montclair School District serves a diverse population including 40% English Learners and 89% on free and reduced lunch, providing induction candidates with the opportunity to tailor their skills to a variety of educational settings and learners. Should a more diverse setting be needed, the program partners work together to provide this.

Interviews confirmed that candidates complete an Individual Learning Plan that drives their participation in induction; goals are set and a plan is put into place for meeting those goals. In interviews, candidates and mentors confirmed that the Individual Learning Plan is modified periodically, based on the candidate’s needs. Candidates indicated that the Individual Learning Plan allows them to organize their goals and reflect on their teaching and students’ learning. Candidates, mentors, and site administrators all confirmed that the inquiry work completed during induction helps candidates become reflective practitioners.

The mentor job requirements state, and interviews confirmed, that mentors must be highly qualified teachers with a clear credential and four years of teaching experience. Mentors are chosen by a selection committee after interviews and classroom observations. One candidate mentioned how much he appreciated having a mentor that taught the same subject as it allowed them to discuss both candidates need and credentials shared. All mentors receive training in coaching pedagogy. During Interviews, mentors identified the coaching collaboratives as having the most impact on their mentoring skills because they have a chance to practice questions that help their teachers reflect about their practice.

**Common Standard 4: Continuous Improvement**

<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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.	X		
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.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
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	X		

<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard</b></p> <p>The Ontario-Montclair School District ensures their induction program is data rich. Documents and interviews with mentors, program leadership, advisory council, and district administrators confirm that data is collected from a variety of groups through local and state surveys. Mentors, professional development providers, and members of the advisory council all indicated that once the data is gathered, they analyze it in relationship to program effectiveness. Stakeholder groups also indicated that they are able to offer feedback to the program leadership, informing potential changes for the program. Mentors and advisory council members indicated that the Individual Learning Plan and the inquiry work have evolved based on the feedback from various stakeholders, including university partners. Candidates confirmed they have multiple opportunities to provide feedback on the support provided them by the program.</p> <p>During interviews, program leadership, district leadership, and mentors indicated that data collected from current candidates and well as data collected from the completer survey are used to improve the program design. Program leadership, advisory council and mentors confirmed that the program is continually improving based on the use of data. These stakeholder groups indicated that one recent change, adding additional training around English language learners, was based on information gathered from the state’s completer survey. Another example was provided by candidates who reported that the freedom to choose their professional learning was a result of feedback provided. During interviews, university partners indicated that this program helps inform their preparation programs as well.</p>			
<b>Common Standard 5: Program Impact</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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.	X		
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	X		
<b>Finding on Common Standard 5: Program Impact</b>	<b>Met</b>		



### **Brief summary of information applicable to the standard**

Participation in the OMSD induction program has proven to be a positive experience for novice teachers, as indicated by district retention rates, site administrator satisfaction, and data collected around district initiatives. During interviews, candidates indicated that the individual learning plan and the inquiry work completed during induction, as well as the feedback that they receive from program leadership help them reflect on the effectiveness of their teaching practice and their growth. Interviews with candidates confirm that program leadership reads, monitors, and gives feedback on the individual induction plan and inquiry cycle to ensure that all candidates meet the Commission-adopted competency requirements as specified in the program standards.

The completer survey data indicated that the activities of TIP had a strong impact on their teaching, especially in their shared mentor work. During interviews, candidates indicated that the induction program has impacted their teaching because it holds them accountable for reaching their goals by having them reflect on the data that they are gathering during the inquiry cycles. This data allows them to see the growth of their students and the effectiveness of their teaching practice. Site administrators indicated that candidates are better able to align and focus on district and school wide initiatives, emphasizing that the gap between a new teacher's student data and an experienced teacher's student data has closed and that the candidates tend to be more confident practitioners than a decade ago.

### **INSTITUTION SUMMARY**

OMSD and its induction program exemplifies and lives the intent of the 2016 induction standards through its focus on developing excellent mentors, individualizing candidate learning through the Individual Learning Plan, and collaborating within and beyond the district on the topic of teacher growth. The program leadership creates a network of supports for candidates, mentors, and site leaders so that no one feels alone in supporting new teacher growth. The superintendent emphasized that OMSD has an embedded culture of collaboration and growth, which was evidence in the interactions, interview, and work of all the stakeholder groups. The district culture is one of commitment to ALL its teachers, from district administration, to mentors, to site leaders, and to Advisory Council. Communication amongst these groups, both frequent and important, reinforces this district culture of caring.

Program leadership models the inquiry process by constantly gathering survey feedback and mentor contact logs to make both programmatic changes and give individualized support to mentors and candidates. Modeling this reflective data analysis process, the program leadership shows mentors and candidate what it looks like to ask high quality questions and search for high quality measurable answers. Site leaders confirmed that the ILP inquiry process helped new teachers develop effective teaching practices. Candidates, mentors, and site leaders appreciated the highly individualized Inquiry cycle process that features a triad meeting amongst candidate, mentor and site administrator to determine reachable goals, as well as a multitude of professional development offerings from the district, the Teaching Channel, and IRIS, as well as the unique demonstration mentors in the Spotlight Classroom. Candidates

shared that the weekly meetings with mentors, as well as weekly email updates from program leadership kept them on track and accountable. As a result, candidates felt that they were constantly growing and reflecting, which they recognized as foundational qualities of an effective teacher. Site leaders also commented on how the induction program was not a “cookie-cutter” program but one where collaboration leads to excitement and ownership.

Mentorship is at the heart of the program. Therefore, mentors are carefully vetted through a thorough application and interview process. Then, mentors are trained through monthly Coaching Collaborative meetings, which mentors have described as being an essential part to their success as mentors because it addresses their “just in time” concerns and builds their capacity as mentors. As a result, they have the capacity to support each other as questions arise. District and site administrators commented that the quality mentor matches as well as the proactive and relational qualities of the mentors are key to the success of the program.