

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Panama Buena Vista Union School District**

**Professional Services Division  
May 2019**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Panama Buena Vista Union 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 |
| Induction | 6                       | 5                 | 1                 |         |

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:** Panama Buena Vista Union School District

**Dates of Visit:** March 4-6, 2019

**2017-18 Accreditation**

**Team Recommendation:** Accreditation

| <b>Previous History of Accreditation Status</b>   |
|---|
| <i>Although Panama Buena Vista Union 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 with the exception of program standard 3 "Designing and Implementing Individual Learning Plans within the Mentoring System" which was **Met with Concerns**. While the program has shown great movement towards implementation of the new induction standards, the program requires additional paperwork to accompany the ILP.

Common Standards

All Common Standards were **Met** with the exception of Common Standard 3 "Course of Study, Fieldwork, and Clinical Practice" which was **Met with Concerns** due to the absence of a programmatic, systematic process where mentors are evaluated and/or recognized.

Overall Recommendation

The overall recommendation for the Panama Buena Vista Union School District is **Accreditation** based upon the findings of one Common Standard Met with Concern, and one Program

Standard Met with Concern while all others are Met. The team is recommending a 7<sup>th</sup> year report to confirm the district's complete transition to the 2016 standards regarding the ILP as the only required document to be submitted by the candidate and to explain the ways mentors are evaluated and recognized.

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

#### Teacher Induction

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Panama Buena Vista Union School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Panama Buena Vista Union 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

|                            |  |
|----------------------------|--|
| <b>Team Lead:</b>          | <b>Jennifer Hicks</b><br>Placer County Office of Education                           |
| <b>Common Standards:</b>   | <b>Jessica Brown</b><br>Vallejo City Unified School District                         |
| <b>Programs Cluster:</b>   | <b>Kenan Delgado (did not attend visit)</b><br>REACH Institute/Aspire Public Schools |
| <b>Staff to the Visit:</b> | <b>Gay Roby</b><br>Commission on Teacher Credentialing                               |

### Documents Reviewed

|                                    |                               |
|------------------------------------|-------------------------------|
| Common Standards Submission        | Program Review Submission     |
| Common Standards Addendum          | Program Review Addendum       |
| Course Syllabi and Course of Study | Program Handbook              |
| Accreditation Website              | Continuum of Teacher Practice |
| Candidate Files                    | Budget Reports                |
| Candidate Handbooks                | Data Dashboard Data           |
| Precondition Responses             | Survey Results                |

### Interviews Conducted

| Stakeholders                                      | TOTAL     |
|---|-----------|
| Candidates  | 15        |
| Completers  | 7         |
| Site Administrators                               | 17        |
| Institutional Administration                      | 7         |
| Program Coordinators                              | 2         |
| Leadership Team                                   | 3         |
| Professional Development Providers                | 4         |
| Mentors   | 14        |
| Support Staff                                     | 2         |
| IHE Partners                                      | 4         |
| Credential Analysts and Staff                     | 1         |
| Advisory Board Members                            | 8         |
| Education Partners (Kern Induction Collaborative) | 15        |
| <b>TOTAL</b>                                      | <b>99</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

Panama Buena Vista Union School District is located in the southwestern portion of the city of Bakersfield, one of 47 school districts in Kern County. Currently, they have 24 schools, with another elementary school scheduled to open in fall 2019. They are a “young” school district in that their annual growth rate is about 2%, resulting in almost half their teaching force having less than five years of experience. Geographically, the district has a land mass the size of Los Angeles Unified School District, but much of the land is undeveloped or privately owned. Enrollment is approximately 18,000 students, with the majority being Hispanic (57.8%), in a PreK-8th grade district.

### Education Unit

The Teacher Induction Program (TIP) is housed in the Division of Instructional Services, with direction provided by the Assistant Superintendent of that division. A program coordinator leads the day-to-day implementation of TIP, the district’s only credentialing program, and is currently being shadowed and supported by the person selected to be the next program coordinator, upon the current program coordinator’s retirement in June. The program has served both general education and special education candidates since 2014.

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

| <b>Program Name</b>       | <b>Number of Program Completers (2017-18)</b> | <b>Number of Candidates Enrolled (2018-19)</b> |
|---------------------------|---|--|
| Teacher Induction Program | 25  | 64   |

### The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception of the team members attending the actual site visit. One team member participated in all preparatory activities until the day prior to the visit when a family emergency arose and he was unable to attend the visit. The remaining team members adjusted their workload and completed the tasks he was assigned during the visit and in writing the report.

## **Program Report Teacher Induction**

### **Program Design**

The PBVUSD Induction Program's vision is to support and guide new teachers as they develop practices that will ultimately lead to their own professional growth and the academic success of their students, through a job embedded mentoring and professional development system. The program is designed to build on the foundation training received in the preliminary credential preparation program. Throughout the two year program, teachers receive individual one-on-one assistance from a mentor to guide and support them through their first years teaching as well as participate in a variety of self-selected professional learning opportunities.

The PBVUSD Teacher Induction program is supported by all the district's departments, while the instructional services department is the educational unit which oversees the support of new teachers and offers the induction program. The deep leadership structure includes a Director of Induction, Coordinator of Induction, a Professional Development Coordinator and a cadre of mentors. While the instructional services department oversees the induction program, human resources leaders and staff mentioned how closely the departments work together to support new teachers in the program from point of hire, through recommendation for the Clear Credential. Fiscal services annually prepares a working budget for the program, including making adjustments to fit the program's needs. District leaders, including the superintendent, confirmed that Induction is a priority throughout the district and fostering the development of beginning teachers is a fundamental goal of the district.

Within the first 60 days, candidates, in collaboration with mentors and administration, create an ILP to outline the candidates' professional goals. Academic coaches, Instructional Services Curriculum Specialists and Coordinators, and Special Education Specialists serve as mentors and provide individual one-on-one assistance and support. Most mentors are on-site but are not classroom teachers. Completers, candidates and mentors mentioned how beneficial this is when providing "just in time" support to candidates. Program leadership, mentors and candidates gave examples of how the program is individualized to meet the teacher "where they are" and focus on the current needs of the classroom. Candidates reflect and apply the CSTP to their daily work.

The program's mentoring design is rooted in a long history of various trainings including understanding new teachers/adult learners, having hard conversations, giving feedback, understanding components of the ILP, and various introductory mentor trainings. Mentors receive training through monthly meetings throughout the year and have ongoing application of coaching practice with candidates. Program leadership shared that they are collecting data and feedback to identify current mentor training needs going forward, as their pool of mentors has grown in diversity and experience, all with differing needs.

PBVUSD's Induction program began transition to and implementation of new program standards during the last two years. This transition was supported through collaboration with the Kern Induction Collaborative (KIC), a group of organizations including P-12 induction programs and IHEs in the region who meet monthly to improve educator preparation programs. Professional development, while still required, is now self-selected and aligned with the candidates' goals in the ILP. In addition, candidates pick three elements from each of the six CSTPs to self-assess, a change from previous years when the program chose which CSTP candidates would focus on during each year of induction. However, through interviews with candidates and program leadership, as well as review of the Induction Handbook, shared forms, and candidate portfolios, it was confirmed that all candidates are required to do the same forms for program completion during each stage of the induction experience. It is clear that the Year 1 candidates have had a different experience than program completers, and that the program has shifted toward more individualized opportunities, yet candidates are still required to complete multiple forms and documentations beyond the ILP for completion.

A variety of feedback allows all stakeholders to participate in the evaluation of program effectiveness. Multiple stakeholder groups including the KIC, program leadership, and mentors review data, look for gaps in support levels, and suggest improvements to the program to better meet the diverse needs of their beginning teachers. KIC members mentioned that PBVUSD brings items to the collaborative group, such as potential program changes, candidate data, etc. on which they would like to receive feedback. Many stakeholder groups mentioned how open program leadership is to program feedback and how the feedback is used to make program changes.

Candidates provide feedback on their mentors through a survey. Mentors confirmed that this survey data is reviewed at meetings. Program leadership shared that mentors are given a "Support Provider Feedback" form at the end of the year which provides quantitative data, including the number of meetings they have attended, whether or not they met deadlines, and a general rating based on candidate feedback of "Meets Expectations", "Needs Improvement", or "Area of Concern". However, interviews with mentors did not confirm that a systematic process for evaluating and recognizing is in place which includes formative feedback on. Please see Common Standard 3 below for additional information and findings.

Although the PBVSD Induction Program has recently made numerous shifts in their program design to meet the 2016 Induction standards, further change is needed. Inclusion of documents beyond the ILP is no longer required by the standards. By redesignating these mandatory documents, the program can then use them on an as-needed basis and be better aligned to the program standards.

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

The main delivery structure of the PBVUSD Induction Program is weekly hour-long meetings between candidates and their mentors, where candidates receive "just-in-time support" and

engage in professional dialogue regarding their inquiries and growth goals related to the CSTP standards. During interviews, program completers, and current candidates stated that the support from their mentors on a regular basis is the most valuable part of the program. In addition, survey data overwhelmingly suggests that candidates highly value the support from their individual mentors and the cycles of inquiry lead to a deeper understanding of their instructional practice related to the CSTP standards. Candidates and mentors also mentioned the value of having site-based mentors on campus to provide additional “just in time support” between regularly scheduled meetings.

Candidates, aided by their mentors, develop an Individualized Learning Plan (ILP) providing the roadmap for each candidate’s professional growth and development throughout the program. The ILP process begins with each candidate and mentor discussing their preliminary preparation program Transition Plan (year 1 only). Next, candidates self- assess against the CSTP including areas of strength and areas for growth. Candidates pick three elements from each of the six CSTPs to self-assess (a total of 18 elements annually). Candidates then develop 2-3 professional goals and develop measurable outcomes and/or actions that will be taken to meet the goals. Mentors, candidates, and site administrators join for triad meetings, where all three meet to discuss appropriate candidate goals and align focus areas with district and/or school site initiatives. This process includes the identification of professional development opportunities aligned to the candidates’ goals. Each stakeholder group highlighted these triad meetings as a strength of the program and a key factor in the integration of induction goals with site-based goals. Completers commented that having a mentor speak for them provided a stronger relationship with the site administrator than would have been possible on their own.

Candidates complete one inquiry cycle per year. Currently, the inquiry cycle includes several required documents beyond the ILP. When closing the inquiry, candidates again rate their practice on the CSTP elements selected at the start of the inquiry, make statements reflecting on their personal professional growth, the growth their students have made, and potential refinements in practice moving forward.

### **Assessment of Candidates**

Each candidate’s progress is monitored and documented using *Induction Support*, an online platform/tool for program organization, including tracking candidate progress. Five pieces of evidence must be cited as proof of professional growth. Feedback is provided from both the coach and program as the candidate is progressing toward mastery throughout the entire program. Program staff reviews the candidates’ ILP in October and use the ILP to monitor progress in meeting goals in January and April. Mentors and program leaders shared the process for review which includes two veteran coaches assessing candidate progress. If a candidate is not progressing, their mentor is the first line of defense, and works with the candidate to revise/strengthen the deficient areas. Additionally, program staff reviews the candidates’ self-assessment of the CSTP in fall and again at the end of the year to assess progress. Inquiry documents and reflections are also reviewed and feedback is provided to the

candidate by their mentor and/or program staff. Candidates confirmed that they are well informed of their progress through communication with their mentor and program leaders.

At the end of the induction program, candidates participate in a Colloquium event as well as an exit interview. A panel of mentors and program leaders facilitate the exit interviews asking candidates reflective questions about their experience in the program as well as their progress towards mastery. Once the program is completed, the candidates' names are forwarded to the credential analyst who helps them complete the application for a clear credential.

**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, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are fully met for the Teacher Induction Program (TIP) except for the following:

**Standard 3: Designing and Implementing Individual Learning Plans with the Mentoring System – Met with Concerns**

The program requires all candidates to complete and submit accompanying paperwork with their ILP submission, while the current mentor-based program standards require only the ILP be submitted for program completion, as the ILP provides the road map for candidates' induction work during their time in the 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> | <b>X</b>            |                       |                      |
| <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>  | <b>X</b>            |                       |                      |
| <ul style="list-style-type: none"> <li>The education unit ensures that faculty and instructional personnel regularly and systematically</li> </ul>   | <b>X</b>            |                       |                      |

| <b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>  |                     |                       |                      |
|---|---------------------|-----------------------|----------------------|
| <b>Components</b>   | <b>Consistently</b> | <b>Inconsistently</b> | <b>Not Evidenced</b> |
| collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.  |                     |                       |                      |
| <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 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.</li> </ul> | X                   |                       |                      |
| <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>  | X                   |                       |                      |
| <b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>   | <b>MET</b>          |                       |                      |
| <p>PBVUSD believes that the Induction Program and beginning teacher support ensure the success of new teachers. Interviews with the superintendent and program leadership highlight the value placed on ensuring teachers are well qualified, effective and engaging in every classroom. The</p>  |                     |                       |                      |

superintendent shared that the providing high quality teachers was one of the top two district goals.

The district is committed to the program through clear and appropriate allocation of authority, initiative, and resources to support program implementation. The District allocates sufficient funds and personnel to achieve the goals of the program and adjusts those resources as needed, based on program numbers and needs. Program leadership shared that the district supports the program fiscally and all needs are met.

PBVUSD collaborates with colleagues from a variety of organizations through the Kern Induction Collaborative (KIC) to improve induction experiences for candidates in the region. This collaborative group meets monthly and includes representatives from other elementary districts, the high school district, the county office, and PBVUSD. During interviews, KIC members shared the long history of collaboration within the group as well as the value of shared learning across programs and IHE's.

PBVUSD is committed to hiring highly qualified teachers for all positions from a diverse applicant pool. Program leadership shared recruitment efforts such as marketing tools which represent diversity. Completers and candidates shared additional resources provided to them upon employment to further their skills in working with a diverse student population as well. Credentialing personnel confirm and track the credential status of all certificated employees in the district. Interviews and reviewed evidence confirm that HR personnel collaborate and share credential status information with the PBVUSD Induction Coordinator regularly.

**Common Standard 2: Candidate Recruitment and Support**

| Components  | Consistently | Inconsistently | Not Evidenced |
|---|--------------|----------------|---------------|
| 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            |                |               |

| <b>Common Standard 2: Candidate Recruitment and Support</b>  |                     |                       |                      |
|--|---------------------|-----------------------|----------------------|
| <b>Components</b>  | <b>Consistently</b> | <b>Inconsistently</b> | <b>Not Evidenced</b> |
| <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>          |                       |                      |
| <p>PBVUSD recruits and admits candidates who hold an appropriate preliminary credential and provides a system of integrated support, advice and assistance to promote their successful entry and retention in the district and the profession. District leadership reports that they regularly recruit credentialed candidates both locally and within the state.</p> <p>Additionally, the district participates in countywide job fairs, and posts all open positions on nationwide websites in their effort to increase and diversify the applicant pool. The district also recruits outside the country for high demand fields such as mathematics, science and special education. Upon hire, candidates receive a notice of eligibility form for the Induction Program, also used to inform the program coordinator of a candidate entering the program. The program provides an orientation and advisement meeting to new candidates. The program utilizes multiple measures to ensure candidate performance expectations are met such as candidate's reflections and inquiry observation cycles. As evidenced in interviews, program staff consistently reviews and monitors evidence which relates to how a candidate is progressing in meeting competency and performance expectations. This guides advisement and indicates when additional support is needed. Progress on the Individual Learning Plan (ILP) is monitored throughout the year as candidates reflect on their progress in meeting their goals. Candidates report that the ILP is an ongoing process and that they appreciate time to reflect on their practice.</p> |                     |                       |                      |
| <b>Common Standard 3: Fieldwork and Clinical Practice</b>  |                     |                       |                      |
| <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  | X                   |                       |                      |

| <b>Common Standard 3: Fieldwork and Clinical Practice</b>   |                          |                       |                      |
|---|--------------------------|-----------------------|----------------------|
| <b>Components</b>   | <b>Consistently</b>      | <b>Inconsistently</b> | <b>Not Evidenced</b> |
| 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.  |                          |                       |                      |
| 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>X</b>                 |                       |                      |
| <ul style="list-style-type: none"> <li>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.</li> </ul>  | <b>X</b>                 |                       |                      |
| <ul style="list-style-type: none"> <li>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>   | <b>X</b>                 |                       |                      |
| <ul style="list-style-type: none"> <li>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>  | <b>X</b>                 |                       |                      |
| <ul style="list-style-type: none"> <li>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>   |                          | <b>X</b>              |                      |
| <ul style="list-style-type: none"> <li>All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>  | <b>X</b>                 |                       |                      |
| <ul style="list-style-type: none"> <li>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.</li> </ul>   | <b>X</b>                 |                       |                      |
| <b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>  | <b>Met with Concerns</b> |                       |                      |
| <p>PBVUSD has designed a comprehensive system of experiences for furthering new teacher development of knowledge and skills. Interviews with candidates and program leadership confirm that program coursework such as the individual learning plan (ILP) and professional development offerings is tailored to each candidate’s needs. Through the ILP and Inquiry process candidates engage in focused research, implement new strategies, and reflect on the</p> |                          |                       |                      |

effectiveness of their practice with guidance from their mentor. The reflection is evidenced through the candidate’s ILP, inquiry plan, and collaborative support log documentation. The candidates are guided through the course work by knowledgeable and effective mentors who are experienced in teaching in their context. Mentors are an integral part of the candidate’s fieldwork and clinical practice. This includes mentors assisting candidates in; identifying areas of strength and areas of growth; analyzing and using student data to plan instruction; implementing strategies to improve teaching and student learning; and completing program documentation.

**Rationale:**

Mentors reported that they meet with the candidates every week to provide knowledgeable support and guidance and provide “just-in-time” support when needed. However, the review team was unable to find evidence that the program provides mentors with formative feedback on their work or that training is uniformly or systematically provided.

| <b>Common Standard 4: Continuous Improvement</b>   |                     |                       |                      |
|--|---------------------|-----------------------|----------------------|
| <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 completer 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>METe</b>         |                       |                      |
| PBVUSD implements a comprehensive continuous improvement process that includes the use of results from a variety of local surveys of stakeholders (candidates, mentors, and site administrators) and results received from CTC’s completer survey. The surveys’ purpose is to gather feedback from stakeholders regarding their outcomes and experience in the Induction Program, including the identification of possible program improvements. A highlight of the 2018 completer survey was that teachers valued the collaboration with colleagues and cited it as |                     |                       |                      |

having an extensive impact on their classroom practice. As documented in the program’s Unit Assessment System Chart, survey data is regularly collected, shared, and discussed with program leadership, the advisory committee, and program staff. Advisory committee members stated that part of their role is to “evaluate the program’s effectiveness and make recommendations to program leadership throughout the year.” Upon their recommendation, the program personnel determine if suggested changes improve the quality of the program and act accordingly. During interviews with leadership, candidates, completers, and the advisory committee, it was evident that consistent data-driven program improvements enhance candidates’ experience and supports candidate growth. Completers stated they felt their input was valued throughout the program and could cite examples of changes made that reflected their feedback to the program.

**Common Standard 5: Program Impact**

| Components   | Consistently | Inconsistently | Not Evidenced |
|--|--------------|----------------|---------------|
| 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>   |                |               |

PBVUSD ensures that candidates are prepared to educate and support students in meeting state adopted standards through an inquiry process that allows for teachers to demonstrate growth in self-selected areas within the California Standards for the Teaching Profession (CSTP). At the beginning of the year candidates self-assess on all CSTP by selecting three (3) elements of all six standards of their choice to assess and provide evidence that relates to the level of teaching practice they identify. Candidates stated that this practice of reflection allows them to “learn from their teaching and plan ways to improve instruction.” PBVUSD also ensures its candidates are prepared to educate and effectively support all students through their completion of an inquiry plan, and the individual learning plan (ILP). During interviews it was determined that the ILP is developed and implemented collaboratively with the candidate and mentor. The site administrator provides feedback during the triad meeting (candidate, mentor, administrator) at the beginning of the inquiry cycle where professional goals are discussed. The unit assesses program impact on the candidate’s growth in teaching and learning throughout the year. They

utilize a multi-faceted approach that involves observations, surveys, and feedback data. Interviews with the program's advisory committee evidence a strong use of data analysis as a tool for identifying needed program improvement.

### **INSTITUTION SUMMARY**

The PBVUSD Induction Program is driving force in the success and positive culture in the district. Recruiting, developing, and retaining high quality teachers, for the benefit of students is a top priority for the district and all stakeholders interviewed, from the superintendent to mentors, described a vision of putting the well trained, highly qualified teachers in front of students every day.

The PBVUSD induction program has established a foundation of teacher practice that transcends the work of a beginning teacher. Program leaders shared that beginning next year, every teacher in the district will complete an ILP, using the CSTP, and select individualized professional development aligned with their goals.

The full release, primarily site-based mentor model that PBVUSD uses is a highlight of their program. Academic coaches at each site who also serve as induction mentors, provide comprehensive support and guidance for candidates in the program. The remainder of the mentors, based at the district office also bring a high level of expertise and understanding to induction work. During interviews, completers, candidates and mentors described multiple examples of "just in time" support focused on candidates immediate and long-term needs.

Candidates provide feedback on their mentors through a survey. Program leadership shared that mentors are given an overall rating based on the number of meetings they have attended, whether or not they met deadlines, and candidate feedback. However, interviews with mentors did not confirm that a systematic process for evaluating and recognizing is in place which includes formative feedback.

Program leadership is very responsive to data and formative feedback. They are supported by an active leadership team and advisory committee (the KIC) and continually engage in program improvement. The program has made deep program design changes, designed to meet the 2016 induction program standards including offering choice in professional development and transitioning from FACT. However, continuous work towards alignment of the Induction standards is needed, specifically in the area of reducing the number of required documents before the program can be deemed fully aligned with the 2016 Induction standards.