

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

**Professional Services Division
May 2019**

Overview of this Report

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

Dates of Visit: April 8-10, 2019

2017-18 Accreditation

Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status
<i>Although Lodi Unified School District was approved to operate a Commission-approved educator preparation program in 2004, induction programs were not incorporated into the accreditation system until 2011. Furthermore, Lodi USD's Teacher Induction program went inactive in 2010 and was reactivated in 2014. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i>

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** for Lodi Unified School District (Lodi USD) 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 candidates, completers, mentors, instructional personnel, site administrators, and district 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

After review of the institutional report, supporting documentation, completion of interviews with candidates, completers, mentors, instructional personnel, site administrators, and district personnel, the team determined that all program standards are **met** for the Teacher Induction program offered at Lodi USD.

Common Standards

Common Standards 2, 3, and 5 were **met** for the Lodi USD Teacher Induction program, while Common Standard 1 was found to be **met with concerns** and Common Standard 4 was found to be **not met**.

Overall Recommendation

Based on the fact that all program standards are **met**, Common Standards 2, 3, and 5 are **met**, Common Standard 1 is **met with concerns**, and Common Standard 4 is **not met**, the team unanimously recommends a decision of **Accreditation with Stipulations**.

The team recommends the following stipulations:

- 1) That within one year, Lodi USD provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
- 2) That within one year, Lodi USD provide evidence that 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.
- 3) That within one year, Lodi USD provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.
- 4) That within one year, Lodi USD provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the program.

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

Teacher Induction

In addition, staff recommends that:

- The Lodi USD response to the preconditions be accepted.
- Lodi USD be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Lodi USD continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:	Kim Uebelhardt Ventura County Office of Education
Common Standards:	Amy Bettencourt Antioch Unified School District
Programs Cluster:	Deborah Kolodney Conejo Valley School District
Staff to the Visit:	Hart Boyd Commission on Teacher Credentialing

Documents Reviewed

Accreditation Website	Mentor Hiring Documents
Preconditions Submission	Mentor Resumes
Program Review Submission	Mentor Training Agendas
Program Review Addendum	Mentor Training Materials
Common Standards Submission	Exit Interview Materials
Common Standards Addendum	Early Completion Option Requirements
Individualized Learning Plan	Mentor Recruitment Flier
Collaboration Log	Fair Employment Hiring Policy Flier
Mentor/Candidate Match List	Faculty Vitae
Orientation Materials	Candidate Handbooks
Survey Data	Assessment Materials
Completer Survey Data	Candidate Advisement Materials
Recruitment Materials	Performance Expectations Materials
Budget Reports	

Interviews Conducted

Stakeholders	TOTAL
Candidates	19
Completers	4
Mentors	21
Professional Development Providers	5
Site Administration	9
Institutional Administration	5
Program Coordinators	1
Credential Analysts and Staff	1
Advisory Leadership Team	9
TOTAL	74

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

Lodi Unified School District (Lodi USD) encompasses 350 square miles in the Central Valley of Northern California and serves the cities of Lodi, Stockton, and the communities of Acampo, Clements, Lockeford, Victor, and Woodbridge. Lodi USD was created in 1967 and is a major contributor to the economy of the area where over 3,000 people are currently employed.

Lodi USD’s current student enrollment is nearly 29,000 in kindergarten through grade 12. There are 49 school sites: 28 elementary schools, three K through eighth schools, six middle schools, four comprehensive high schools, two continuation high schools, and six special programs. In addition, Lodi USD has several preschool programs. The top five primary languages other than English are Spanish, Hmong, Urdu, Cambodian, and Vietnamese.

Education Unit

The Lodi Unified School District Teacher Induction Program (TIP) is housed in the Curriculum and Instruction Department and is the only Commission-approved program in the district. The program provides candidates who possess a Preliminary Multiple Subject, Preliminary Single Subject, or Preliminary Education Specialist credential an opportunity to clear their credential through completion of the Teacher Induction program.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Teacher Induction	56	114

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports Teacher Induction

Program Design

Lodi Unified School District's (Lodi USD) Superintendent has administrative authority over the induction program, however, the Assistant Superintendent of Curriculum and Instruction, who reports directly to the superintendent, is responsible for the oversight of the induction program while the Coordinator of Professional Development and Teacher Induction is responsible for the day-to-day operations of the induction program including: recommending induction candidates for a clear credential, designing program content, calendaring and delivering all professional development, recruiting and retaining mentor teachers, and coordinating and facilitating the Teacher Induction Program (TIP) team.

Informal communication regarding the induction program occurs between the induction coordinator and the assistant superintendent. Document review and interviews confirm that the induction coordinator communicates with some of the instructional coaches/presenters during TIP team meetings while also coordinating professional development through those instructional coaches and other district personnel. As evidenced by meeting notes, the TIP team – comprised of the assistant superintendent, induction coordinator, five instructional coaches (who are also TIP evaluators), and one principal according to the organizational chart – meets quarterly to discuss and review ILP requirements.

Lodi USD's teacher induction program is designed to provide a two-year, individualized, job-embedded system of mentoring, support, and professional learning that advances the candidate's teaching practice from preliminary status to clear credential teaching status. Candidates are provided with multiple opportunities to show growth over time towards mastery of the California Standards for the Teaching Profession (CSTP). Document review and interviews confirm that mentors are full-time teachers who apply to become mentors; once accepted, these mentor teachers go through training and professional development to support them as they guide one or more candidates through the induction process. Interviews with year 1 candidates, year 2 candidates, and completers confirm that mentors do the following:

- Guide candidates in their inquiry process of the ILP;
- Help candidates choose growth goals;
- Observe candidates;
- Help candidates meet deadlines;
- Provide "just in time" support to candidates when needed.

Additionally, teachers who believe they have an exemplary level of experience or evidence of exemplary teaching practices may apply for the Early Completion Option (ECO) for the induction program; the ECO would clear a candidate's credential in less than two years while still meeting all the requirements of the program. There is a page in the teacher induction handbook that outlines the criteria for the ECO and how to apply for it. Additionally, year 1

candidates are made aware of this option, as evidenced through document review of orientation materials.

Candidates shared during interviews that mentors were open-minded, would help candidates step out of their comfort zones, and would help candidates complete their Individual Learning Plan (ILP) documentation. Mentors responded to this same question noting that they meet with candidates weekly and that many mentors have developed a relationship with their candidates to the point where communication between the mentor and candidate may even occur over the weekend. Overall, the interviewed candidates felt they could share their concerns with their mentors and get help with the everyday challenges of teaching; furthermore, the mentors felt they were able to form good relationships with their candidates, guide them through the ILP process, and help them grow as educators. Additionally, principals shared during interviews that the induction mentors at their sites have been a positive support system for their new teachers going through the induction program.

While most mentors were aware that candidates' developmental levels may change depending on the time of year and their students, some candidates referenced the Continuum of Teaching Practice (CTP) as a "rubric" rather than a developmental continuum. This concern arose from document review, and some candidate interview responses indicated they felt the need to meet certain criteria.

The application to become a mentor for the Lodi USD Teacher Induction program requires the applicant to submit several letters of recommendation, a letter of intent, be in possession of a California clear credential (multiple subject, single subject, and/or education specialist), and to have earned a "satisfactory" or better on their most recent teacher evaluation. Additionally, the applicant is required to check off at least four of eight other qualifying criteria. After receiving the submitted application, the induction coordinator reviews and either approves or denies the prospective mentor's application; if approved, the coordinator assigns the new mentor to a candidate.

Lodi USD has 17 instructional coaches with a variety of expertise who present professional development to both candidates and mentors. During interviews with the instructional coaches, it was confirmed that some of the training is done with mentors and the candidates together while some of it is done with just the mentors. According to the 2017-18 training schedule, mentors and candidates are trained on the following topics: orientation, Google classroom, learning environment, assessment/monitoring, platform set up, and instructional planning. Additionally, training PowerPoints show that new mentors are trained in research and theory, the four domains of support, and cognitive coaching. Experienced mentors were trained in Roles and Responsibilities. In 2018-19, the mentor training included the following topics: ILP training, analyzing data to drive instruction, habits of mind, cognitive coaching, research and theory, and emotional support. Interviews also confirm that these instructional coaches are available for one-on-one training if a candidate is in need.

As evidenced by an organizational chart, the Induction Committee is comprised of the assistant superintendent, the induction coordinator, evaluators (teachers), and selected site administrator(s). Notes from three meetings this year indicate that the discussion items were based on ILP requirements so that the evaluators would know how to help the candidates and mentors assigned to them. During interviews, principals shared that they have a meeting with their candidate to discuss their CSTP goals and also feel they have input for their new teacher's growth.

After each professional development, candidates and mentors fill out an evaluation expressing how helpful (or not) the professional development was. Additionally, candidates complete a survey where they respond to questions about whether they felt the mentor was a good match, how often they met with their mentor, whether their overall needs were met, etc. In the TIP handbook, there is a form that gives directions for each induction candidate/participant to schedule a 15-minute meeting with his/her principal in order to share his/her ILP planning document and get feedback on the document. This process was confirmed in the interview with principals.

According to the induction coordinator, mentors receive feedback on their work in the form of discussion notes on feedback documents. As evidenced by one of the feedback documents shared with reviewers, feedback centers on the progress and quality of the ILP. Surveys confirm that candidates answer questions on whether or not they felt their mentor was a good match for them, how often their mentor met with them, and how beneficial those meetings were. After each professional development, participants are asked to fill out an evaluation. During interviews, mentors noted that last year's documents were hard to locate but noted that they are much easier to find this year as there are direct links in the pacing guides to the documents that candidates need.

Course of Study (Curriculum and Field Experience)

As evidenced by document review, the components of the ILP are as follows: choosing CSTPs to show growth, observations (by the mentor), post-observation discussions, reflective conversations, analysis of student work, self-assessment on the CSTP continuum, and participating in professional development. Additionally, the road map in the handbook lists the steps and components of the ILP.

Candidates in the induction program develop the goals for their ILP based on a self-assessment on the CSTP continuum, what level and subject they are teaching, and feedback from their administrator. In the ILP instructions, it states that "Based upon the transition document from your preliminary program, any prior field experiences, time spent in the classroom, and collaboration with your mentor, teacher induction program, develop three ideas for professional growth goal(s) to support your professional learning." After reviewing documents and conducting interviews, team members found no evidence that the transition plan was being used to guide the selection of growth goals.

Through interviews with candidates and completers, it is evident that the mentor's role in the ILP process is one of helping the candidate determine growth goals in the CSTPs while also helping the candidates to focus those goals if they appear to be too broad. The mentor and candidate decide which goals to focus on based on observations, the CSTP continuum, and where the candidate feels he/she needs to grow. Furthermore, the mentor helps the candidate keep on track with the ILP and the progress monitoring form.

As evidenced by the instructions for the ILP and confirmed through interviews with principals, each candidate must schedule a 15-minute meeting with his/her principal in order to share his/her ILP planning document and get feedback on the document. Interviews with candidates confirm that their mentors help them develop their goals through discussion, observation, and the CSTP continuum.

According to the 2017-18 training schedule, mentors and candidates are trained on the following topics: orientation, Google classroom, learning environment, assessment/monitoring, platform set up, and instructional planning. A TIP website that is devoted to information and resources for induction candidates includes Google classroom support, an ILP pacing guide, the TIP handbook, professional development in technology, ILP resources, and important training dates. Training for candidates is provided by instructional coaches who are teachers on release and have expertise in a variety of areas, such as English Language Arts, technology, AVID, math, science, and GATE.

Teachers are asked to do a 7-10 minute presentation on their growth goals at the end of each year. During interviews, candidates noted that they believe the purpose of the presentation is to share their growth goals with colleagues.

Assessment of Candidates

There is an assessment at the end of a candidate's second year (or the end of the ECO year) which involves an exit interview where the evaluator asks the questions and the candidate responds. The mentor is also present at this exit interview. The assessor then rates each response on a rubric consisting of three categories: *Partial* (vague and general), *Adequate* (somewhat clear and specific), *Thorough* (very clear and specific). Evaluators confirm that a candidate must earn at least *Adequates* to be recommended for a clear credential. As evidenced by training PowerPoints, candidate interviews, and sample presentations, all candidates do an end-of-the-year presentation for other candidates and mentors.

Immediately after the exit interview, the candidate is told whether he/she will be recommended for a clear credential. The program coordinator contacts the candidate once the online recommendation process has been initiated and provides the candidate with further instructions while also confirming that the candidate's induction experience is completed.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, mentors, instructional personnel, site administrators, and district personnel the team determined that all program standards are fully **met** for the for the Lodi USD Teacher Induction program.

COMMON STANDARDS FINDINGS

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met with Concerns		
<p>Brief summary of information applicable to the standard</p> <p>The Lodi USD Teacher Induction Program (TIP) is designed to provide a two-year individualized, job-embedded system of mentoring, support and professional learning that leads to a clear teaching credential. Through interviews, the superintendent stated that teachers want to stay in Lodi and that there is little turnover in the district. In fall, 2014 Lodi made the commitment to bring back the induction program and are proud to “Grow their Own.”</p> <p>The TIP design utilizes the plan-teach-reflect-apply cycle for its inquiry model. The Lodi USD program is currently in the process of refining and developing its communication among stakeholders to assess the impact of its induction program. Interviews with stakeholders confirm that mentors and candidates work collaboratively to develop and refine strong teaching practices. Program documents show that the Continuum of Teaching Practice (CTP) is used over time to document evidence related to the California Standards for the Teaching Profession (CSTP) and guides the Individual Learning Plan (ILP). An evaluator makes recommendations to mentors and candidates about what to include or expand upon to meet the criteria. Discrepancies go to the program coordinator for review. At the end of the program, exit interviews are conducted with each candidate and mentor pair. If all requirements are met with satisfaction, the coordinator recommends the candidate for the clear credential.</p>			

The district is committed to the induction program and has allocated sufficient resources through LCAP funding to support the induction program.

Rationale:

While there is evidence that the TIP team meets quarterly, there is no documentation of the results of these meetings and any adjustments made to the program are unclear. Team members could not find evidence that the institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision-making for the induction program.

Team members found no evidence regarding how the education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university, and members of the broader educational community to improve educator preparation.

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.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> 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 		X	
Finding on Common Standard 2: Candidate Recruitment and Support	Met		

Brief summary of information applicable to the standard (required for all findings)

The education unit accepts applicants to its educator preparation program based on clear criteria that includes multiple measures of candidate qualifications. Brochures are disseminated at job fairs to purposefully recruit and admit candidates to diversify the educator pool in California. The

program provides the support, advice, and assistance to promote candidates' successful entry and retention in the profession.

Interviews confirmed that the Lodi USD induction program accepts teachers who have a full-time teaching position and a preliminary multiple subject, preliminary single subject, or preliminary education specialist credential.

Principal, mentor, and candidate interviews confirm that program leadership matches candidates with a mentor within 30 days of enrollment. At the induction orientation, candidates and mentors are given program handbooks and more detailed information about program activities, expectations, ECO criteria and processes.

Principals are included in the goal-setting process and, in interviews, described the alignment of their site goals to the ILP. In addition, the principals expressed that the new induction program is streamlined and purposeful compared to the previous BTSA program. The relationship between the mentor and the candidate adds value to the school site and promotes professional learning opportunities among grade levels and departments.

Common Standard 3: Fieldwork and Clinical Practice

Components	Consistently	Inconsistently	Not Evidenced
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		
<ul style="list-style-type: none"> • 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. 	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
• 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		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		
<p>Brief summary of information applicable to the standard (required for all findings)</p> <p>The Lodi USD Teacher Induction program implements an induction experience that offers candidates a job-embedded, goal-driven, individualized program that allows them to further develop the competencies required of the credential they seek. Candidates have access to professional development opportunities and support from instructional coaches whose focus is on Culturally Relevant Teaching practices. Mentors are the primary support for candidates and are matched primarily based on content or grade-level context. Mentors are selected and trained regularly with differentiation in sessions provided for new mentors and returning mentors. During interviews, candidates shared that they feel supported and that the mentoring component of the program is highly regarded. Candidates are assessed throughout their program on their progress towards their ILP goals. Program evaluators review candidate progress at the end of the year and utilize exit interview protocols as a final feedback tool.</p>			
Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that			X

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
identifies program and unit effectiveness and makes appropriate modifications based on findings.			
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
Finding on Common Standard 4: Continuous Improvement	Not Met		
<p>Brief summary of information applicable to the standard (required for all findings) The team did not find evidence of a comprehensive continuous improvement process at either the unit or the program level. The team found limited evidence that data is collected after professional development sessions and intermittently from candidates and mentors about their mentoring experience. Although there was some evidence of data collection, there was no evidence of analysis or use for program modification.</p> <p>Rationale: Documents reviewed and interviews with program leadership and candidates confirmed that the program regularly collects limited internal data on professional development experiences. However, the team found no evidence of data being collected, analyzed, and used to inform program modifications. Furthermore, the team found no evidence that this data includes regular feedback from key stakeholders— such as employers or community partners— on the quality of the preparation within the induction program or the extent to which induction candidates are prepared to enter professional practice. During interviews, when asked about induction candidate preparation, multiple site administrators, district administrators, and program participants articulated anecdotal evidence in reference to district-wide support for new teacher hires and professional development rather than induction specific requirements. Current processes do not allow for feedback specific to the induction program.</p>			

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		
Finding on Common Standard 5: Program Impact	Met		
Brief summary of information applicable to the standard (required for all findings)			
Lodi USD 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 CSTPs. Through a triad meeting with the site administrator, mentor, and teaching candidate, professional development opportunities and resources are identified to support the ILP implementation. Interviews with site administration confirmed that the Teacher Induction program has a positive impact on their campus and adds value to their current systems of support for teachers on their campuses.			

INSTITUTION SUMMARY

The Lodi USD Teacher Induction program has developed a quality program that promotes a job-embedded model for new teachers to support effective teaching practices and to strengthen professional practice. “Growing their Own” was a constant iterative that was supported by the superintendent and several members of leadership. During interviews, two administrators shared that they were a product of the district’s school system and are proud to be serving the students of Lodi as administrators. Interviews with candidates and mentors confirm that they view the induction program as relevant and supportive of their daily instruction and growth in the CSTPs. Candidates and mentors value the professional development they receive and apply learned strategies to their ILP or teaching practices. Candidates noted that they value that the program is job-embedded as well valuing their relationship with their mentor. Across all stakeholder interviews, there was an overwhelming appreciation for the personal, individualized attention, and availability on the part of the program coordinator. An additional strength of the program is the interconnectedness of the induction work with other site or district initiatives; this provides candidates with a meaningful experience that supports them in the profession and the students in their classrooms.

Although the program leadership meets informally, there is no evidence of data documentation to make programmatic decisions. This is problematic when checking for data analysis and program decision-making processes for the induction program. Given that accreditation provides the means for programs to continuously improve based on evidence of candidate outcomes, it is unclear how the program establishes criteria or uses candidate data to make program modifications.