

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

**Professional Services Division
May 2019**

Overview of this Report

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

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

	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	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: San Gabriel Unified School District

Dates of Visit: March 11 – 13, 2019

2018-19 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although the San Gabriel Unified School District has been involved with Teacher Induction since the late 2004, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2019 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 are **Met**.

Common Standards

All Common Standards are **Met**.

Overall Recommendation

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

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

Team Lead:	Barbara Severns Los Banos USD Teacher Induction
Common Standards:	Anna Marie Villalobos Santa Clara COE Clear Ed Specialist Induction
Programs Cluster:	Lydia Schneider San Ramon Valley USD Teacher Induction
Staff to the Visit:	Bob Loux Commission on Teacher Credentialing

Documents Reviewed

Program review addendum	Diversity in hiring recruitment letter
Mentor professional development tracker	Board policy non-discrimination
Mentor formative feedback	PD provider evaluation form
Preconditions March 2017	PD provider assignment and assessment
Preconditions March 2017 feedback	Mentor staff development for diversity
Preconditions March 2017 resubmission	Mentor assessment and retention criteria
Vision statement	Mentor PD menu of options
Stakeholder involvement, roles, responsibilities	Mentor PD evaluation form
MOU board approval	Mentor job description
Job descriptions	Credential recommendation process
P-12 collaboration	Admittance requirements
Diversity in hiring	Mentor recruitment flyers
Site administrator role	Candidate advisement and assistance
	Credential analysis referral

Orientation materials	requirements
Program enrollment and initial contact log	Instructional personnel recruitment documents
Induction credential designee sign in	Sequence of induction activities
Unit assessment graphic	Mentor assignments
Annotated list of data sources	Employer MOU
Multi-year assessment cycle	Mentor training materials
Survey data	Candidate placements
Action research samples	Induction program handbook
Data analysis and data	ILP template and related documents
Table of location, delivery models, pathways	Assessment instruments
Organizational graphic	Process to ensure appropriate recommendation
Annotated list of personnel and resumes	Candidate progress monitoring document
Published experience and qualification	

Interviews Conducted

Stakeholders	TOTAL
Candidates	26
Completers	11
Mentors	16
Program Coordinator	1
Leadership Team:	
Institutional Administration	10
IHE Partners	1
Site Administrators	9
Credential Analysts and Designees	4
SGVC Liaison Team	6
District Superintendent	1
District Business Services/Fiscal Services	2
District Human Resources	1
District Professional Development	1
TOTAL	89

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

San Gabriel Unified School District (SGUSD) operating as the Local Education Agency (LEA) for the San Gabriel Valley Induction Consortium (SGVIC) serves Multiple Subject/Single Subject and Education Specialist Induction candidates in six partner districts and local private school(s). Administrative leaders and teacher leaders provide active guidance in the consortium's responsive growth and reflective practices. The San Gabriel Unified School District, as the lead LEA, and the original partner district, as well as districts invited to join the consortium recognize the value of shared commitment and the importance of high quality outcomes for our diverse student populations.

San Gabriel Unified School District was founded in 1868 and is located ten miles east of downtown Los Angeles. San Gabriel USD educates almost 5,000 transition kindergarten through twelfth grade students on a traditional calendar schedule. The unduplicated student count is 63% of total enrollment. English Learners comprise 23% of the student population, speaking Spanish (21%), Cantonese (11.5%), Mandarin (8.5%) and Vietnamese (5%) as the most commonly represented primary languages. The district is currently staffed by 242 teachers at five elementary schools, one middle school, one traditional high school, and one continuation high school.

Education Unit

San Gabriel Valley Unified School District is the LEA for the San Gabriel Valley Induction Consortium. The consortium encompasses five neighboring school districts in addition to the LEA, San Gabriel USD. These include Monrovia USD, Rosemead SD, San Marino USD, South Pasadena USD, and Temple City USD. Also included is the Clairborn Private School. This school year there are 63 candidates enrolled in the unit. The unit awards Clear Multiple Subjects, Single Subjects, and Education Specialist credentials. In the 2017-18 school year, the unit employed one coordinator, 51 part-time mentors (six of whom also served as professional development providers) and four additional professional development providers.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Teacher Induction	43	63

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports Teacher Induction

Program Design

The superintendent of San Gabriel Unified School District (the LEA for the consortium) is the head of the program, supported by the deputy superintendent of educational services, the director for assessment and professional development, and the program administrator. They hold an annual meeting augmented by “as needed” meetings. As stated by the leadership team, “We have a strong say from start to finish.”

A consortium leadership team consisting of representatives from each school district served (Monrovia Unified School District, Rosemead School District, San Marino Unified School District, South Pasadena Unified School District, Temple City Unified School District, West Gabriel Valley SELPA, and San Gabriel Unified School District) and institutes of higher education (Cal State University, Los Angeles, and the Master’s University) also advise the program administrator. In addition, a liaison team with representatives from each district, under the guidance of the program administrator, manages the program within each district. The liaison team and leadership teams meet regularly. Additionally, all stakeholders are able to communicate regularly with the program administrator on any as needed basis.

The SGVIC website is an active and primary source of information. Mentors collaborate with their assigned induction candidates in a one-to-one model, following the schedule of required meetings. Mentors are responsible for maintaining a comprehensive log of candidate/mentor activities related to induction program services and in-the-moment support, documenting the candidate’s growth in their Individual Learning Plan (ILP) using program designed Google doc tools.

Teachers are eligible to become mentors after three years of teaching. Mentors are recruited by their site administrators, other mentors, program administrators or they volunteer. Each district publishes the criteria for mentorship and accepts applications which are screened and sent to SGUSD, the LEA, for consideration. Each new mentor must attend six hours of new mentor training during the summer or the beginning of the year. In addition, mentors are required to attend the 2-3 hour orientation that corresponds to their candidate(s) program year(s). Mentor attendance at mentor skill-based training is tracked throughout the year, with six hours of attendance as the expectation. Additionally, mentors may choose to take other support workshops on a variety of platforms.

Mid-year and year-end surveys for candidates, mentors, and administrators are used to review practices and initiate changes. In addition, a mentor professional development interest survey is administered to help determine needs. Exit interviews of candidates provide another means

of input. A mid-year survey of stakeholders also helps direct evaluation of the program and guides any revisions or changes.

The induction administrator designated liaisons and assigned leadership team members review the ILPs of all candidates eligible for program completion using the candidate competence form as a guideline for assessment. Site liaisons consistently review online documentation of the candidate's competence form.

At the end of year two, the liaison who has been providing ongoing feedback throughout the year reviews the candidate's ongoing ILP documentation in preparation for the exit interview. The ILP is then forwarded to the corresponding leadership team reviewer who may choose to view the ILP with the liaison or independently. The candidate is then assigned an exit appointment with the mentor and a reviewer from another district. Candidates must use digital media to present evidence collected during their induction journey to demonstrate growth in the California Standards for the Teaching Profession (CSTP) and measurable student outcomes. Candidates are assessed on a pass/no pass score.

A web-based program focused on the ILP and updated to the new program standards has been created with all documentation saved in Google docs. As stated by a completer, "I was caught between two different programs because we changed to ILPs and Google docs from lots of paper driven work in the first year. The second year was much more positive." And as reinforced by a mentor, "All of these changes are improvements. We went from compliance to creative ways to meet the standards."

A presentation by eligible induction candidates in the form of an oral presentation that describes their most significant growth in the CSTP is now required.

Course of Study (Curriculum and Field Experience)

The ILP serves as the main induction document and is designed to span the two-year journey of a traditional candidate. It is housed in Google docs and shared with the candidate, the mentor, the site liaison, and the program coordinator. Action research focus questions designed to support the ILP must have approval from a peer, mentor and consortium reviewer. A year one candidate stated that "The ILP and goal setting keeps me accountable. My mentor encourages me to keep my students engaged no matter what."

At the induction candidate orientation, candidates are introduced to the ILP and documentation which will guide and record their activities for teacher induction. In addition, candidates are required to view instructional videos/screencasts appropriate to their credential, and clarify any questions with their mentor.

Candidates also log their professional goal setting with their supervising administrator. Dates and outcomes/recommendations/next steps are recorded in narrative and bulleted format.

Candidates may invite mentors to audit the pre- and post-conversations with their site administrator.

Candidates self-select professional development that meets their individual growth goals as identified on their ILP plan. Mentors guide this process and use the district priorities as a guiding reference tool. Mentoring occurs in a large variety of delivery platforms ranging from highly electronic (Google Hangout, Zoom, and Skype) to face to face meetings and site professional learning communities. Documentation of attendance must be noted in each candidate's ILP. SGVIC, SELPA, and district sponsored optional workshops are provided by the consortium, but outside trainings and seminars with an associated fee are the financial responsibility of the candidate. An education specialist candidate stated that "The seminars are helpful. They give you tools to use the next day. They are extremely practical."

The SELPA offers support circles as additional professional development to education specialist candidates to provide opportunities for these candidates to network, problem solve and connect to the local community and beyond. Support circles are offered three times a year at the SELPA office, and attendance is mandatory for special education teachers, candidates and their mentors.

The mentor guides a candidate through the ILP process, and is responsible for maintaining a comprehensive log of candidate/mentor activities related to induction program services and "in the moment" support. All logs are maintained in Google docs as a file shared with the program administrator and the program secretary. Monthly updates are expected and logs are monitored to ensure candidate support services. Additionally, mentors must spend appropriate time over the course of the year meeting with the candidate to develop a comprehensive ILP, observe lessons, provide feedback and targeted model lessons. Each mentor must attend an exit interview with each year two candidate served, and participate in the colloquium.

The mentor/candidate MOU delineates the role of the mentor in the ILP process.

Assessment of Candidates

There is a mid-year check of candidates' documentation and end of year check by the program administrator and district liaison. Eligible candidates present their most significant growth in the CSTP based on their ILP, in the form of an oral presentation in an exit interview. The liaison and leadership team members use the candidate competence form to evaluate the candidate's comprehensive evidence of growth. The program administrator reviews each program completer's file to ensure that all requirements have been satisfied. If there is a disagreement on recommendation for a clear credential, the program administrator conducts a class visit with a mentor who has served the consortium for three years or longer to make a final decision, using the candidate competence form.

After the exit interview, each district submits the names of their qualified completers to the San Gabriel credential analyst who recommends each candidate to the Commission on Teacher Credentialing, using the recommendation for the clear credential form.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, administrators, liaison team and leadership team, the team determined that all program standards are **met** for the San Gabriel Valley Unified School District.

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		
<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 	X		

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.			
<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		
<p>Through reviewing the program vision, memorandums of understanding (MOU) with member districts and interviews with site and district administrators, the SGVIC creates and articulates a researched based vision of teaching and learning which actively involves instructional personnel and appropriate stakeholders in the decision making process.</p> <p>SGUSD regularly collaborates with colleagues in P-12 settings and institutions of higher learning to improve educator preparation. Interviews with site and district administrators stated that SGVIC has adequate support, resources, and leadership authority to address the needs and interests of the teacher induction program.</p> <p>SGUSD employs, assigns and retains qualified personnel as instructors, who are knowledgeable in the content areas, current context of public schooling, state frameworks, and diversity as supported by a review of the hiring policies and job descriptions of the faculty and instructional personnel and interviews with district administrators.</p> <p>As evidenced in the recommendation for the clear credential process and in candidate and credential designee interviews the induction program monitors a clear credentialing process that ensures that all candidates have met program requirements.</p>			
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"> 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 	X		

assistance to promote their successful entry and retention in the profession.			
<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		
<p>In reviewing the program handbook, the application process and interviews with candidates, district administrators and credential designees, SGUSD has established a clear process for candidate acceptance into the program based upon multiple measures of candidate qualifications.</p> <p>The education unit in collaboration with its participating districts purposefully recruits and admits diverse candidates as documented by MOUs and emails on hiring policies and interviews with district human resource administrators.</p> <p>Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements as evidenced by the program website and interviews with candidates. The program monitoring and supports for mentors and candidates are delineated in the program manual.</p> <p>The manual delineates support for all candidates and for those who require additional assistance through in the moment support by mentors, the progress monitoring of the individual learning plan (ILP) and professional development for mentors and candidates. “I love my mentor. Great ‘go to’ person for content. If I’m going through something my mentor grounds me,” stated a year one candidate. Interviews with site administrators and candidates describe a program that assists candidates who require additional support.</p>			
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		
· 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		
· 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		
As documented in the candidates’ ILPs, interviews of candidates and site administrators, and the program’s professional development offerings, SGUSD designs and implements a planned sequence of educator training and classroom instructional support for P-12 students in meeting state-adopted content standards. Through the action research project, the candidates build competencies in a comprehensive and cohesive manner which address issues of diversity that			

affect school climate. This was discussed in the candidate and site administrator interviews and identified in professional development.

Mentors are hired by districts based upon consortium criteria and the mentors’ qualifications, knowledge of content areas, and certifications as supported by the mentors’ resumes, the site and district administrator interviews. As evidenced in the mentor professional development, the mentor evaluation process and the candidate survey responses, the induction program ensures the mentors possess the qualities and skills to support the candidates.

The sample ILP’s, candidate reflection logs and colloquium videos demonstrate that candidates are exposed to diverse school sites with a curriculum that is aligned with the state adopted content standards and frameworks which allows the candidates to work with a wide range of students.

During their interviews, site and district administrators described their collaboration with SGVIC in the selection of mentors for the induction program. The site administrators summed up the program with, “I am impressed with the quality of their reflection, scope of understanding, and all the things that teachers need to think about. The caliber is very high.” “The program is very beneficial because I see the teachers become natural reflectors/thinkers. I see them practicing reflection because it was instilled in them by the program.”

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 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 complete 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	X		

employers and community partners about the quality of the preparation			
Finding on Common Standard 4: Continuous Improvement	Met		
<p>SGUSD implements a comprehensive continuous improvement process as evidenced by its mentor, candidate and site administrator surveys, unit assessment and data table. In addition, the minutes of the leadership meetings show a rich discussion of identified program effectiveness, opportunity and program modifications based upon the data.</p> <p>The induction program assesses its effectiveness on a regular basis in relation to the professional development offerings, ILP's, and support services for candidates as reflected in their surveys, data, meeting minutes and interviews with candidates, mentors and site administrators. In the review of the minutes from leaderships meetings and the completer surveys, SGUSD and the consortium induction program for the Multiple/Single Subject and Education Specialist credentials, regularly and systematically collect, analyze, and use candidate and program completer data to measure their progress and to inform program decisions.</p> <p>As represented by the unit assessment graphic, the annotated list of data and surveys from candidates, mentors and site administrators, SGUSD uses multiple sources of data to assess the extent to which candidates are prepared to enter professional practice and to evaluate feedback from key stakeholders such as employers and community partners about the quality of candidate preparation. In the leadership team interview, one member commented "We are anticipating rather than reacting."</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
<p>In interviews with the candidates and the site administrators, and in reviewing the candidates' assessed growth on the continuum of teacher practices, the candidate competence form, available professional development, action research projects and exit interview information (this is the candidates' presentation of their growth on CSTPs) the institution ensures that candidates are prepared to serve as professional school personnel with the demonstrated knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards.</p> <p>Candidates' assessments on the continuum of teaching practice, their ILPs, the candidates' action research projects, candidate competence form and interviews with candidates and mentors provide evidence that candidates meet the Commission adopted competency requirements as specified in the program standards. As reflected by candidates, "Being able to choose action research makes it meaningful for my classroom instruction." "Working with the ILP with my mentor helps me with working in my classroom. It helps with reflection as does the feedback. Seminars helped to drive my instruction."</p> <p>Through the exit interview process, the candidate competence form for the Multiple/Single Subject and the Education Specialist Program, the action research projects, and site administrator surveys SGUSD evaluates and demonstrates that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.</p>	

INSTITUTION SUMMARY

As stated by the superintendent of San Gabriel Unified School District, "The San Gabriel Valley Induction Consortium is an effective program and the program provides immediate response to the needs of the beginning teachers. The teachers are engaged with their mentors, which is evidenced by the retention rates of the beginning teachers who are hired". Program completer survey data for the 2017-18 school year gathered evidence from 42 candidates. 38 (90%) candidates reported on the survey that feedback provided by the mentor following lesson observations to improve their instruction was very helpful/helpful. Additionally, 38 (90%) felt the support the mentor provided in grade level/discipline content was very helpful/helpful, and 39 (93%) found the support in creating and maintaining a safe and positive climate to be very helpful/helpful.