

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

West Contra Costa Unified School District

Professional Services Division

May 2020

Overview of this Report

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

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

Common Standard	Team Findings
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

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

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

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

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

Accreditation Team Report

Institution: West Contra Costa USD

Dates of Visit: March 2-4, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2011	Accreditation

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:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards have been determined to be met.

Common Standards

All Common Standards have been determined to be met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction credential program 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 institution's response to the preconditions be accepted.

- West Contra Costa Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- West Contra Costa 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:

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Programs Reviewers:

Riki Belshe
Capistrano Unified School District

Common Standards:

Dan Schaefer
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Staff to the Visit:

Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Precondition Responses
Program Review Submission	Individual Learning Plans
Common Standards Addendum	TIP Newsletter (<i>TIP Tid Bits</i>)
Program Review Addendum	TIP Advisory Board sign-ins, agenda, notes
Program Calendars	SP Continuum of Effectiveness
Candidate Advisement Materials	Mentoring Mini-ILPs
Accreditation Website	TIP Portfolios
Mentor Vitae	Participant feedback forms
Candidate Files	TIP Theory of Action
Plan- Teach - Observe (POD) guidelines	WCCUSD Organizational Chart
2018-19 Mid Year Survey Results	Development of an ILP PowerPoint
2018-19 End of Year Survey Results	RoadMap 2022 and 2.0 ppt.
Program Completer Survey	Candidate Program Database
Assessment Materials	Program Pathway Table
Candidate Handbook	TIP Inquiry Instructions
Professional Development Survey Results	TIP Letter of Completion
Candidate Enrollment Spreadsheet	TIP Support Request Form

Interviews Conducted

Stakeholders	TOTAL
Candidates	54
Completers	9
Site Administration	14
Institutional Administration	5
Program Coordinators	2
Professional Development Providers	4
Mentors	41
Credential Analyst	1
Advisory Board Members	8
Institutional Support Personnel	2
TOTAL	140

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

Background Information

The West Contra Costa Unified School District (WCCUSD) was established in 1965. It covers the cities of El Cerrito, San Pablo, Pinole, and Hercules and the unincorporated areas of Bayview-Montalvin Manor, East Richmond Heights, El Sobrante, Kensington, North Richmond, and Tara Hills.

WCCUSD has 56 schools, 3,200 employees and 29,000 students. Student demographic information includes: 52% Latino, 18% African American, 11% White, 10% Asian, 5% Filipino and 3% Multiracial, 74% Unduplicated, 72% Low Income, 34% English Learners, 12% Special Education and 1% Foster or Homeless.

The mission of WCCUSD is “to provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.” The Equity Statement belief that all students can achieve at high levels of proficiency and that the effects of institutionalized racism can be mitigated is central to how equity is viewed in West Contra Costa Unified School District.

Education Unit

The mission of the West Contra Costa Unified School District Teacher Induction Program (WCCUSD TIP) is to support the development and retention of effective, culturally-conscious and fully-credentialed teachers who drive their own learning and leadership practices and commit to educating all children. The WCCUSD TIP vision is to support and empower teachers to develop their teaching practice and reflective capacities, and to build trusting relationships and cultivate their emotional resilience.

WCCUSD TIP program leadership includes two full-time Program Assistants who are teachers on special assignment and in charge of the daily operations of the program. The program is supported by a half-time support staff. WCCUSD TIP is a part of the Educational Services department in WCCUSD. Program advisement and supervision is provided by the Director of Educational Services, who is also responsible for the oversight of the program.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction	81	181

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction Program

Program Design

The West Contra Costa Unified School District (WCCUSD) Teacher Induction Program (TIP) is a two-year job-embedded, inquiry based and mentor guided program designed to support new teachers as they work to earn the recommendation for a clear teaching credential. An Early Completion Option (ECO) is available for teachers who provide evidence as an experienced and exceptional educator. The WCCUSD TIP is designed around the Theory of Action of Professional Learning and Positive Culture as well as the California Standards for the Teaching Profession. The program is part of the Education Services Division and is managed by two Program Assistants along with a clerical support staff member, with oversight by the Director of Education Services.

Based upon interviews with site administrators, mentors, and candidates, as well as review of candidate Individual Learning Plans (ILP), it is evident that program requirements and feedback are communicated through an orientation, an ILP workshop, monthly newsletters, emails, and directly on the candidate's ILP. Candidates state that the "TIP leaders are professional and promptly responsive" when questions are asked or support is requested. Interviews and document reviews consistently provide evidence that the program requests feedback on a bi-annual basis from mentors and candidates and that the feedback received is used to make programmatic changes. Candidates and mentors also provide additional feedback to the program after attending professional development. Finally, candidates and mentors state in interviews that they are fully aware of the communication process to follow if there are issues with the candidate and mentor pairing, or if the candidate disagrees with a formative assessment. One candidate stated that she requested a new mentor based upon a job reassignment from high school to elementary education specialist. She reported that the program "immediately responded and helped me identify a new mentor." Based upon interviews with district leadership, it is evident that program leadership continuously communicates with leadership of both the Education Services and Human Resources Divisions to ensure systems of support are in place and resources are allocated as needed to best meet the needs of the candidates.

Review of WCCUSD TIP documents shows that there are specific qualifications which drive the selection and approval of mentor and candidate pairings. Mentors have an application process which includes recommendation by their site administrator. Program leadership has specific standards-based criteria to qualify a teacher as a mentor. Mentor requirements and responsibilities are outlined on documents readily accessible to all stakeholders on the TIP

website. Interviews of WCCUSD mentors and review of training materials document that mentors are trained on the topics of observation, reflective questioning, the ILP process, and the California Standards for the Teaching Profession (CSTP). Some training is offered in person while other training opportunities are offered via online instruction. Mentors interviewed referenced the book “Mentoring in Action” as a resource they use to support mentoring strategies used with teacher candidates. Mentors for WCCUSD TIP annually establish their own goals on a mentor mini ILP, documenting and reflecting on their growth toward their goal. Mentors report the value of participating in this parallel process to support their own mentor skill development. Program leadership provides feedback and shares resources to support the mentors in improving their practice.

The WCCUSD TIP accreditation website materials, specifically meeting notes from agendas, and interviews with candidates and mentors document that the program has made several standards-aligned and positive changes to the program design over the last two years. Candidates stated that the ILP has been adapted to require more specific measurable goals and now offers more flexibility for adaptation of a goal as a candidate’s individual needs change. The ILP now includes components for the mentor and program staff to share and document resource ideas with the candidate. During interviews candidates stated that the improved ILP easily helps them identify resources to support their individual goals. The program has also made significant changes to ensure site administrators have opportunities to provide input into a candidate’s ILP goals through the establishment of a guided triad meeting. Site administrators and mentors receive information from program and district administrators to support successful triad meetings.

Program leadership, site administrators, and members of the Advisory Board all shared that the program has increased the systems of communication over the last two years to allow for more collaboration and input from stakeholders. Site administrators stated during interviews that the TIP leadership consistently communicates with them. One administrator stated the program is “flexible and responsive” while another stated that the entire program is “transparent” in communication, design and requirements. The TIP Advisory Board is composed of various district leaders, mentors, and a representative from a local institution of higher education, and collaborates twice each year to review program feedback and data. Minutes from the agendas as well as interviews with Advisory Board members provide evidence that program feedback is discussed and that data and Advisory Board input are used to improve the program design. An Advisory Board member stated that during a meeting, members “brainstormed possible solutions as a group” resulting in improvements in the current induction program.

Course of Study (Curriculum and Field Experience)

The team’s review of program document submission, the TIP website, candidate handbook, examples of ILPs and interviews of all stakeholders led to full understanding of the course of study each candidate takes during the induction experience. This journey begins with a self-assessment of their level of proficiency related to the California Standards for the Teaching Profession (CSTP) using the Continuum of Teaching Practice (CTP). This self-assessment is the result of a collaborative discussion between the candidate and the mentor, with the mentor

prompting the candidate to make informed decisions based upon evidence. Mentors state they are trained to “ask probing questions and ask the candidate to identify evidence to support their self-assessment rating.” The candidate is directed to also reference their Individual Development Plan and Teaching Performance Assessment results from their preliminary program to support their self-assessment. The self-assessment for each of the six CSTP domains is documented on the candidate’s ILP, outlining their strengths and areas of growth. This assessment and a coaching conversation are used to assist the candidate in identifying three CSTP areas of focus to support three cycles of inquiry throughout each year of program participation. Program staff and the mentor assist the candidate in identifying available resources and professional development, documenting those items on the ILP as well. One candidate stated that the resources component of the ILP is “informative and greatly supports achievement of my goals.” A triad meeting is held between the site administrator, candidate, and mentor at which time the administrator is encouraged to provide input into the candidate’s ILP goals as well as offer further resource ideas. A site administrator stated that this “opportunity to meet and collaborate not only helps the candidate with their goals but it also builds the school culture” at the site. Mentors observe their candidate during two of the inquiry cycles and the candidate observes the mentor or another teacher during the Plan-Observe-Debrief POD, a third inquiry cycle. Candidates stated during interviews that they are able to revise and adapt their goals and CSTP areas of focus as needed throughout the inquiry to “best fit their changing needs.”

Candidates enrolled in WCCUSD TIP collect three pieces of evidence throughout each inquiry cycle to document growth as they work toward mastery of the CSTP. These pieces of evidence are directly linked to their ILP. Candidates stated in interviews that they reflect upon each piece of evidence, discussing how that piece of evidence documents their new learning in connection with their ILP. One candidate states that her “reflection forces me to acknowledge my strengths and growth areas” as an educator. Another candidate concurs, “This reflection is an authentic connection to the CSTP and has had a great impact on my improvement as an educator, as well as a positive effect on my students’ learning.”

Candidates share that professional learning opportunities are plentiful and made available through a multitude of methods. The candidate’s ILP, a shared Google document, is the primary communication tool used by the candidate, mentor, and program leadership to identify a need related to the candidate’s goal and share available learning opportunities. One candidate stated that after “identifying a resource need on my ILP, program leadership forwarded me a professional development flyer.” Another candidate commented that, based upon the topic of her goal, “the TIP staff sent me a resource book to help me learn more on the topic.” Mentors document resource and professional development suggestions on the candidate’s ILP. Multiple site administrators stated during interviews that in their triad conversation about the candidate’s ILP goal, they too, are able to provide professional learning opportunities and suggestions to support the growth of their candidate. Beyond the ILP and site administrator input, candidates explained in interviews that the district website and district-wide emails make available even more professional learning opportunities.

The candidate and mentor meet an average of one hour per week in support of the candidate's ILP, as well as to provide "just in time" support. Reviewers found evidence of this documented on Induction Program Logs. Program leadership collects these logs to verify that the candidate is receiving ongoing support while enrolled in WCCUSD TIP. During interviews, several mentors mentioned that they support their candidate in identifying professional learning as well as identifying evidence to document the candidate's progress toward mastery of the CSTP. Others shared their role in observing and collecting evidence for the candidate during the observation. Both mentors and candidates stated in interviews that their time spent together focused not only on the ILP, but also on issues relevant in the candidate's work environment at that time. One mentor mentioned in interviews that program leadership informed them that sometimes "It's okay to put the ILP on pause to address a bigger need." Other mentors during this interview agreed and stated they appreciated this permission to meet the immediate individual needs of their candidate and not only focus on the ILP.

Assessment of Candidates

The candidates complete three cycles of inquiry each year. The first cycle occurs during the months of November through January. The second cycle runs from February through May. The third cycle of inquiry may be completed at any time during the school year and involves the candidate completing an observation of their mentor or another teacher to support their learning goals. Program leadership tracks that measurable goals are established for the inquiries, resources are identified and available to support learning, and evidence is provided by the candidate to document progress toward mastery of the CSTP. Throughout this process, program leadership provides formative feedback to the candidate on the ILP. In instances where candidates are not successfully progressing forward in the program and not providing evidence of growth, program leadership becomes more involved to support them in moving forward. This same process repeats for a second year of induction. Upon successful completion of all requirements for the two-year program, the candidate has compiled multiple pieces of evidence and written reflections to document their progress toward mastery of the CSTP. Program leadership tracks the candidate's progress on an ongoing basis. Additionally, the program relies upon the collected links of evidence and on completed written reflections within the ILP as a collective assessment of the candidate's progress toward mastery of the CSTP.

After successful completion of the program, the TIP leadership team creates a document listing completers and electronically shares this document with the WCCUSD credential analyst. Additionally, the program provides a letter of completion of induction to the candidate outlining next steps to obtain the clear credential recommendation. During site interviews, the credential analyst stated that she begins supporting candidates at the point of hire to understand all requirements for the clear credential and tracks each candidate's progress, collecting all evidence of completion required by the Commission on Teacher Credentialing (Commission). She also mentioned that she is in constant communication with TIP leadership to keep communication lines open in regards to changes or updated credentialing requirements, and is also a member of the program Advisory Board. Once the candidate receives the induction completion letter and contacts the credential analyst, the credential analyst verifies

receipt of all Commission required evidence of completion and makes the clear credential recommendation, uploading any evidence required by the Commission.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with all program stakeholders including candidates, mentors, program completers, district administrators and program Advisory Board members, the team determined that all program standards are met for the West Contra Costa Unified School District Teacher Induction Program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	No response needed
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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

A thorough review of evidence and interviews with a variety of stakeholders confirm that the WCCUSD induction program has the infrastructure in place to operate an effective educator preparation program characterized by a research-based vision of teaching and learning. Document review, interviews with program leadership, mentors, P-12 site administrators, institutional administration, teacher induction candidates and completers confirm the strong commitment the West Contra Costa Unified School District has to guide and serve future educators. There is a strong alignment of the Induction Program and the work they do supporting new teachers with WCCUSD’s vision and goals. District Superintendent stated, “TIP has done a really good job aligning CSTP to district strategy and roadmap.” This alignment supports the work and retention of new teachers. There is a solid credential recommendation process in place characterized by strong collaboration between the human resources department, the credential analyst and the teacher induction program to ensure all candidates recommended for a clear credential have met all CTC requirements.

District leaders confirm offering a quality induction experience is an employment draw for the district and supports district recruitment and retention efforts. There are quality interconnected relationships within all district departments, including Induction. There is strong evidence of West Contra Costa’s desire to “home grow” their own school leaders. As one district administrator stated, it’s important to have “People pull you up as you go.” Interviews with a variety of stakeholders consistently provided significant evidence of the “values based” mindset of West Contra Costa USD whose Roadmap 2.0 states, “If we ensure supportive conditions for staff, then we will recruit, support, and retain thriving employees in WCCUSD.” Even though WCCUSD is facing a significant budget deficit with pending lay-offs of personnel, interviews with district leadership continue to support this value-based mindset. One district leader stated, “It is important that we don’t lose sight of the importance of offering a solid

induction program and that the teachers we do have are supported. The district budget is itself a value statement - it reflects our values.” WCCUSD district leaders acknowledge, “Those that offer support, are able to sustain better.”

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	No response needed
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
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.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: MET

Summary of information applicable to the standard

Document review and interviews with leadership, mentors, P-12 site administrators, and completers confirmed the West Contra Costa Unified School District’s (WCCUSD) Teacher Induction Program (TIP) accepts applicants with clear criteria including multiple measures of candidate qualifications. Interviews with leadership consistently evidence the district’s purposeful recruitment of candidates to diversify the educator pool as demonstrated by evidence of participation at a variety of job fairs, including some at universities identified for their diverse populations. Additionally, there is strong evidence of a desire to grow teachers and administrators from within district ranks. Several district leaders described their own personal journey from classified support staff and teacher through the ranks to their current district leadership positions.

Interviews with program stakeholders confirm appropriate personnel are available to support each candidate through the two-year induction process and ensure successful entry into the profession. Candidates and mentors are matched during the early days of school according to site assignment, credential held and levels and courses being taught. Candidates report how helpful it is to have another set of eyes and a new voice to guide their developing practice. A first-year candidate stated, “It’s not always a good day - It’s nice to hear that everyday isn’t

perfect.” The induction program is job-embedded with experiences being guided and led by candidates’ needs. Candidates indicated those learning experiences led to professional growth and increased efficacy.

The Induction program regularly utilizes evidence from candidate practice to determine progress toward meeting candidate competency goals and guide advisement and candidate support efforts. Candidates and mentors consistently report high levels of support and guidance from program staff to direct and improve their practice. Individual Learning Plans for candidates and mentors guide and support each individual’s goals and developing practice. Candidates requiring additional support need only to ask. One first year candidate stated, “My mentor is in tune to my needs and what I want to get out of my participation. It’s not just about what the program expects me to get done.” The induction mentor model in WCCUSD is geared around supporting developing educators to reflect on process and progress, both their own and that of the teachers and students they serve. One second year candidate shared, “I had heard a lot about induction from friends. I came in expecting a great deal of paperwork - it was not!”

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
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 students and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: MET

Summary of information applicable to the standard

West Contra Costa Unified School District’s (WCCUSD) Teacher Induction Program (TIP) is job-embedded, individualized and goal-driven and allows candidates to choose their needed areas for growth through the development of an Individual Learning Plan (ILP). Candidates apply the plan-teach-reflect-apply (PTRA) cycle in order to learn, practice, and demonstrate competencies required to clear their credential. Appropriately matched mentors and self-selected professional development options are the primary support for candidates. Additional program support includes the Plan-Observe-Debrief (POD) guidelines for the candidate to observe their mentor or another experienced colleague. Candidates described these experiences as “extremely helpful” giving them the “chance to see veteran teachers at work.” Clearly delineated collaboration roles for candidate, mentor, and site administrator help to further articulate a planned sequence of professional experiences. Program leadership publishes a monthly newsletter to all program stakeholders providing a synopsis of what candidates and mentors should be experiencing in the given month, “just in time” resources, and tips for site administrators to support new teachers.

Reflective of the diverse needs of the students within the district, teaching and learning about culturally responsive approaches and instructional differentiation are often ILP focus areas for candidates. Interviews affirm program experiences relate to mentoring, observations, training, and examination of research-based strategies aligned to the content standards, framework, technology, English Learners, special populations, and classroom management. Candidates enthusiastically shared the enormous impact of their induction experience on their practice, as well as on their students’ academic growth. They reported seeing greater student achievement gains and higher levels of student engagement, because of the strategies they have learned through their induction participation. One first year candidate stated, “Because of staying focused on my ILP, I’ve seen my students develop a new skill - I’ve watched them build and acquire that skill over time. It’s been amazing to watch!”

Candidates report receiving support from their mentors using research-based practices including Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL). Mentors receive on-going professional development through a combination of scheduled face-to-face workshops (completed virtually if they are unable to attend in person) and online training that they complete at will. Mentors reported feeling supported in their role

by program leadership. One experienced mentor stated “the new shift is greater teacher reflection and stronger collaboration between teacher and mentor.”

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
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.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
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.	Consistently

Finding on Common Standard 4: MET

Summary of information applicable to the standard

The West Contra Costa Unified School District’s (WCCUSD) Teacher Induction Program (TIP) assesses effectiveness through ongoing mentoring and individualized support focused on continuous improvement. Candidate reflections throughout the PTR cycle provide qualitative data on teaching and learning experiences. Quantitative data is recorded through candidate self-assessment over time in the CSTP. The WCCUSD TIP Advisory Board meets twice a year to “understand requirements of induction” and to “collaborate on strategies to improve teacher support.” There is strong evidence that the Advisory Board reviews a variety of data and makes recommendations for program modifications and improvements based on data reviewed. Data sources include: Candidate and Mentor Mid-Year and End-of-Year surveys, program completer surveys, and professional development (PD) surveys. Recent program improvements resulting from this information include the implementation of a shared Google calendar, 2019-2020 PD Opportunities document, a *TIP’s Tidbits* monthly program newsletter, and the implementation of Triad meeting structures guidelines for the development and monitoring of the Individualized Learning Plan (ILP).

Additional evidence is collected in the form of candidate ILP artifacts that demonstrate both teacher and student growth and development. Program leadership provides clear guidelines and multiple means for candidates to identify artifacts that best represent their growth and development as a teacher. Multiple opportunities are provided for mentors and program leadership to give feedback on the quality and nature of the candidates’ artifact evidence. Candidates and mentors expressed their appreciation for the timely response and quality of

resources and advice provided by program leadership throughout the Inquiry and Plan-Observe-Debrief process. One candidate stated “I thought my (ILP) submission was strong, but the feedback they gave me made it even better!”

Common Standard 5: Program Impact	Team Finding
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.	Consistently
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.	Consistently

Finding on Common Standard 5: MET

Summary of information applicable to the standard

The West Contra Costa Unified School District’s (WCCUSD) Teacher Induction Program (TIP) has a system of support for new teachers that begins with the development of an ILP that is collaboratively designed with guidance by the mentor and site administrator. The ILP includes three inquiry cycles per year; two PTRAs cycles, during which the candidate is observed by the mentor, and one POD cycle, where the candidate observes their mentor or another colleague/peer. Candidates self-assess in three of the California Standards for the Teaching Profession (CSTP) each year of induction using the Continuum of Teaching Practice (CTP). Candidates collect three artifacts per CSTP as evidence of their teaching and goal achievement. Accompanying each piece of evidence is a reflection to explain the context of the artifact and how it impacted student learning. Candidates routinely affirmed the value of completing these reflections. A second-year candidate stated, “Completing the Induction reflections and the feedback I received about them from the program, support me to reflect on my own thinking. Doing the reflection gives me confidence!”

Their self-determined evidence shows growth in their teaching and student learning as they submit artifacts such as observation notes, student work, assessments, lesson plans, and professional learning documents. The WCCUSD TIP regularly collects data for program evaluation and inquiry documentation, survey data, and stakeholder feedback is reviewed regularly in order to measure the positive effect of induction on teaching and learning. In interviews, candidates shared examples of professional development attended and how their participation supported them in the inquiry process. Examples of these professional learning opportunities include: Units of Study, Restorative and Trauma-Informed Practices, ELD Bootcamp, and Google Apps for the classroom. Review of program completer survey responses indicate that 83.7% of program completers report that the induction program was effective, or very effective, at responding to their needs and 79.1% report that the induction program was

effective, or very effective, in helping them develop the skills, habits, or tools needed to grow their teaching practice.

INSTITUTION SUMMARY

The West Contra Costa Unified School District's (WCCUSD) Teacher Induction Program (TIP) mission is to "support the development and retention of effective, culturally-conscious and fully-credentialed teachers who drive their own learning and leadership practices and commit to educating all children." This mission begins with the identification of eligible candidates and an orientation to the induction process and systems for support. Candidate support focuses on job-embedded professional development and reflection through a series of focused inquiry experiences developed in collaboration with a qualified mentor. Candidates appreciate the flexibility of the program design, allowing them to tailor professional growth goals to their self-selected needs. Mentors receive on-going training and development in areas of program processes, coaching skills, and "just in time" support.

Site leaders express the value of TIP's flexibility in allowing candidates to align their professional learning goals with school site objectives. Candidates, mentors, and site leaders describe an organized and integrated system of supports that engages the candidate in an exploration of content standards and frameworks, intentional lesson design and issues of diversity and developing student resilience. Without exception, all stakeholders describe the program leadership as knowledgeable, resourceful and responsive to their needs. Mentors stated they appreciate the sincere manner in which program leadership supports them to develop their mentor skills. One mentor stated, "She models for us exactly what we need to be doing as we coach our candidates."

Stakeholders describe multiple systems and methods for collecting data regarding the effectiveness of its practices. Data is regularly collected and analyzed to inform improvements in the process. WCCUSD TIP provides a collegial and nurturing environment for the induction of new teachers. As stated by WCCUSD Superintendent, "TIP is huge for retention because it is a positive experience and they feel like that is part of the culture of the district. TIP is absolutely essential!"