

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Chula Vista Elementary School District**

**Professional Services Division
January 2021**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Chula Vista Elementary 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 Standards	Status
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

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

Institution: Chula Vista Elementary School District

Dates of Visit: October 12-14, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
05/07/2012	<u>Accreditation</u>

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, instructional personnel, 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 recommendation of **Accreditation** for 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**.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Chula Vista Elementary School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Chula Vista Elementary 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.

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

Accreditation Team

Team Lead:

Sean McCarthy
Murrieta Valley Unified School District

Programs Reviewers:

Christina Petriccione
San Bernardino City Unified School District

Common Standards:

Beth Littrell
San Mateo-Foster City School District

Staff to the Visit:

Karen Sacramento
Commission on Teacher Credentialin

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Preconditions Submission
Precondition Responses
Individual Learning Plans
Program Sequence
Candidate Advisement Materials
Accreditation Website
Annotated Personnel List and Resumes

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Accreditation Data Dashboard
California School Dashboard
Credential Recommendation Forms
Positive Outlier Report from the Learning
Policy Institute

Interviews Conducted

Stakeholders	TOTAL
Candidates	52
Completers	23
Site Administrators	30
Institutional Administration	9
Instructional Services Coordinator	1
Mentors	26
Credential Officers and Staff	2
Advisory Board Members	8
School Board Members	2
TOTAL	153

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Chula Vista Elementary School District (CVESD), just south of San Diego, is the largest TK-6 district in the state with 29,400 students, 1,787 certificated staff, and 1,696 classified staff. The district covers 103 square miles and serves 298,000 residents.

In May 2019, CVESD was named an Exemplary District by the Learning Policy Institute of California as a Positive Outliers District beating the odds: [CVESD Praised as 'Positive Outlier District'](#)

In the district, 68% of students are Hispanic, 13% are white, 11% are Filipino, 4% are African American, 3% are Asian/Pacific Islander, and 1% Other. 52% of students qualify for free or reduced lunch, and 29% are English Learners. The district has a diverse teacher population. In the 2018-19 data from the Commission's Accreditation Data Dashboards, the program has 81% female and 19% male teachers, and racial diversity: 39% Hispanic, 37% White, 11% Asian, 5% Black or African American, 1% Pacific Islander, and 5% who declined to state.

Education Unit

Chula Vista Elementary School District (CVESD) has 49 schools and 29,400 students in grades TK-6 with 1787 certificated staff. The Induction program has 20 first year candidates and 38 second year candidates. Of those, 18 are Education Specialist and 40 are General Education Candidates.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction Program	61	58

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. Within this setting 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 Design

The Chula Vista Elementary School District (CVESD) Teacher Induction Program resides within the Instructional Services Department and is under the oversight of the program coordinator. The program coordinator leads the overall operation of the program, organizes professional development opportunities for both mentors and candidates, reviews program data, and makes day-to-day decisions regarding the overall well-being of the program. The leadership of the induction program includes the Assistant Superintendent of Curriculum, Instruction, and Assessment who supervises the program coordinator. There is also an Induction Advisory Joint Committee that meets several times a year to analyze program data and make program recommendations.

Evidence from documents and interviews indicate the program is supported with necessary resources for candidates to complete their ILP and program requirements. Responses from the end of year survey show that 97% of year two and 96% of year one candidates rated the CVESD induction program as effective or very effective in helping them to develop the skills, habits or tools needed to grow in their teaching practice. It is obvious that the district prioritizes its teachers and makes sure resources are available for their support. One candidate stated, "I really appreciate the fact that Chula Vista is invested in their teachers. I am really grateful that Chula Vista advocated for its teachers well enough so that we don't have to use our own money to continue on with our education - It really values its teachers. I feel like they want me to get better and they are investing in me and our learning."

Communication and collaboration is a strength for the program. Within the induction program the program coordinator communicates with the mentors and the teacher candidates. Documentation shows and interviews support a strong communication system and collaboration within the induction program, between the induction program and district leadership, and also to multiple institutions of higher education (IHE). One teacher candidate stated, "The program is really good with communication. They send out email far in advance of anything coming up as well as induction updates throughout the year." Site administrators also indicated that communication was a strength of the program and many had been former teacher candidates and induction mentors within the CVESD Induction program which allows for a deeper connection with the program. One site administrator stated, "I was a product of the program, a mentor...because we have it in-house, we are all part of the same group, the

same language, so the mentor relationship is a nurturing relationship that stands the test of time and the network makes everyone better.” Interviews with program leadership indicated strong partnerships with several institutions of higher education and strong communications about the Induction Development Plan (IDP) process and how to connect this with the work in the induction program.

Documentation shows that the Induction Advisory Joint Committee is composed of three district appointed members, three CVESD teacher union appointed members and several non-voting members. Interviews indicated that there was an application process for those interested in serving on this committee for Chula Vista educators and there is representation for all stakeholders, for administrators, teacher candidates, mentors, district leadership, and IHE representatives.

Another strength of the program consistently mentioned throughout all stakeholder interviews is the focus on the mentor candidate relationships and support for mentors within the induction program. Documentation shows that mentors are required to sign a memorandum of understanding (MOU) each year agreeing to maintain confidentiality and discretion with their teacher candidates, develop trusting and supportive relationships, and meet with their teaching candidate an average of not less than one hour per week when school is in session. A district leader stated, “We are constantly looking at the program to ensure we are meeting the needs of the candidate and providing support the mentor needs. The mentors really care about mentoring--it’s not just a job to them.”

Included in the MOU is an agreement to work together with the teacher candidate to develop goals within the context of an Individual Learning Plan (ILP), submit accountability logs to document candidate support, collaborate with colleagues in the program, and participate in professional development to improve coaching and mentoring skills. Multiple candidates emphasized that their mentor was extremely responsive, always available, and made sure to meet the “just in time” needs they had in addition to working on the ILP process.

The program includes 33 mentors that are in the classroom full time and one full-time release induction mentor. The expertise of mentors within the district includes 28 Multiple Subject and 11 Education Specialist credential holders, including Resource Specialists. The CVESD induction program also serves five charter schools within the district where there are nine mentors with Multiple Subject credentials, two mentors with Single Subject credentials, and one with an Education Specialist credential.

Evidence for mentor qualifications and the selection process includes mentor resumes and an application to become a mentor in the induction program. Documentation also shows the mentor selection process includes having a Clear Teaching Credential, a minimum of five years of experience (three in CVESD), and strong recommendations from current and/or previous site administrators. There is also an application, interview, and observation process. Once a mentor is selected, they have the option to reapply for their position every two years with a renewal application and an observation. Mentors are offered several professional development

opportunities throughout the year to improve their skill set to become an effective mentor. Evidence of professional development for mentors includes training materials for two mandatory trainings on program design and coaching skills, a virtual chat, and Lewin's Change Theory and Personal Construct Theory. One mentor stated, "The program coordinator created a book club last year focusing on Elena Aguilar's book, 'The Art of Coaching' and she completely listens to what we want and what we need." Another mentor said, "Last week, I got trained individually by the program coordinator. She gave me a copy of the Art of Coaching, and there are monthly sessions where we get professional development."

Evidence supports multiple opportunities for stakeholders to give feedback to the program on different levels. There is a mid-year survey and end of the year survey that goes out to stakeholders involved in the program. One question asked about how effective the CVESD Induction Program was at helping them develop skills, habits, or tools needed to help grow your teaching practice and 30 out of 31 survey respondents indicated it was either effective or very effective. In the end of year survey 100% of year two candidates and 96% of year one candidates indicated that the ILP goal-based activities in the program adequately prepared or well prepared them in all the California Standards for the Teaching Profession (CSTP). Interviews with teacher candidates, completers, mentors, and administrators indicated they had given feedback to the program and had seen changes to the program based on feedback. One completer stated, "When the Program Coordinator surveyed everyone, she was really listening. I was very honest that it was a lot of busy work and added to the pressure, so she came to my school site to sit with me and get more feedback. She took the feedback and made the changes FAST that were effective and useful."

Course of Study (Curriculum and Field Experience)

Documentation shows evidence for the program assessing quality of services in several ways. Surveys are sent out to teacher candidates allowing them to give feedback on the effectiveness of their mentor. There is also a progress tracking for induction completion that is reviewed quarterly by program leadership and feedback is given to the mentor through email communications. Interviews from teacher candidates indicated that they understood they could go to the program coordinator if there was ever an issue with their mentor but none had ever needed to do so as they were very happy with their mentors. One completer stated, "My mentor connected me with other people, and I would not have traded my mentor for anyone else in the world. It is a person I can go to still." Documentation and interviews also showed that mentors are required to send in monthly accountability logs that document the support teaching candidates receive.

The induction program has shown a responsiveness to feedback from stakeholders by modifying systems and documents in response to recommendations. One example is modification of the ILP document as well as modification to the process for reviewing progress made throughout the year. One candidate shared that the time being given to complete one part of the process increased from five weeks to seven weeks to give them more needed time. Interviews from mentors and year two candidates also indicated that changes were done based

on feedback to make the paperwork process less burdensome with more of an emphasis being placed on the mentor-candidate relationship and reflective conversations.

Teachers employed in the CVESD or partnering charter schools who hold a Multiple Subject, Single Subject or Education Specialist Preliminary credential are eligible to participate in the district's Teacher Induction Program. Teacher candidates attend an induction orientation meeting and sign an MOU agreeing to program requirements. Evidence includes a general timeline for induction orientation and assignment of mentors. Review of documentation shows a list of teacher candidates' hire dates and the date they were assigned a mentor no later than 30 days after enrollment.

Program components include weekly individualized support from a mentor, ILP, and opportunities for goal setting and self-reflection. Documentation supports use of the IDP at the beginning of the teacher induction process in order to allow mentors and teacher candidates to develop goals. One teacher candidate stated that they used their IDP with their mentor and had conversations about how they should best adjust their goals for the new distance learning setting in order to best meet their needs and the needs of their students. Another teacher candidate stated, "I think it's very helpful to see where we are in the rubric with the CSTP so we are looking at where we're starting and where we are expected to grow." All interviews from teacher candidates showed a number of teacher candidates who were empowered with being able to individualize their ILP to fit their own needs. Another candidate stated, "ILPs are all individualized because we are coming from different schools and we have unique situations. Having the ILP focus on the things in your own environment - I really appreciate that." Interviews from Administrators showed they feel they have a voice in the induction process in making sure the teacher candidates feel supported and have what they need to thrive at their school sites. The interviews revealed that there is a desire to make sure there is open communication between the administrator and the teacher candidates regarding what they should focus on to grow in their goals. The focus is on positive relationships with one administrator stating, "Building relationships with teachers is building trust, and knowing that we are here to support. Their needs are what they are seeing with their mentor - not "I got you..."

Assessment of Candidates

Teaching candidates receive quarterly feedback on their ILP from the program coordinator to ensure that candidates and mentors are on schedule for program completion and are making appropriate progress. A progress tracking document is also reviewed and signed at the end of the year verifying all requirements are met. During this process all ILP components, observation requirements, and accountability logs are reviewed and feedback is given. Mentors also review the ILP on a regular basis with candidates to ensure progress is being made and the candidates are supported. One teacher candidate stated, "We have quarterly completions of the ILP - we send our information to the program coordinator and she does a good job of telling us if we are on the right track or what we are missing." The Program Coordinator reviews all of the requirements at the end of the year before the progress tracking document is signed. The

Induction Program sends the documentation to the Human Resources Credential Analyst for processing and the candidate is then given information on what next steps are needed to pursue the clear credential recommendation.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are met for the Chula Vista Elementary School District.

INSTITUTION SUMMARY

The Chula Vista Elementary School District (CVESD) Induction Program seamlessly integrates its teacher induction program into a comprehensive professional development system designed, as one district leader shared, to “eradicate the achievement gap for our highest needs students.” Toward this end, program stakeholders, including candidates, mentors, site administrators, district leadership, and Induction Advisory Joint Committee members all report a high degree of collaboration and voice in the development of professional learning experiences that help candidates grow toward mastery of CSTP. District leadership and IHE partners also collaborate to enhance and expand an array of relevant professional development choices for candidates that support their Individual Learning Plans (ILPs). As part of the district’s initiatives on equity, cultural proficiency, and implicit bias, district leadership collaborates with the induction program to differentiate support for candidates in teaching diverse populations in an effort to “help build capacity supporting English Learners and socioeconomically disadvantaged students.” This collaborative, integrative approach to program development and candidate support is a distinctive feature of the program and undoubtedly contributed to CVESD being identified as a Positive Outlier by the Learning Policy Institute. Interviews with stakeholders and completer survey data indicates that the induction program helps candidates grow in their practice and is responsive to candidate and student needs.

The quality of mentorship was also consistently identified as a strength of the program. Candidates, completers, and site administrators consistently affirmed throughout the visit that mentors were highly effective in helping candidates use data to establish goals and identify relevant professional learning experiences to advance their practice toward mastery of the CSTP. Candidate and completer interviews, and examinations of ILPs indicated that mentors skillfully balanced the amount of guidance and support provided as they facilitated the inquiry process. As one completer shared, “This program gave us permission to grow as educators. You don’t know what you don’t know without someone to help.”

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:	<i>No response needed</i>
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
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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

“The Chula Vista Elementary School District believes in equipping teachers to provide quality educational experiences for all students because each child is an individual of great worth. The CVESD Induction Program is committed to the individual development of every new teacher as they grow and transform into lifelong, reflective educators.”

Working as an interdependent, multi-tiered system of support, CVESD Induction prepares teachers to meet the diverse needs of students by accelerating teacher efficacy through professional learning and collaboration. Leaders commented, “The whole community is engaged in the work with high quality teaching and learning, making sure that everyone – community, teachers, and students – work together on the goal of student achievement.”

Teacher Induction is tied to specific strategies defined in the Local Control and Accountability Plan (LCAP) goals. In 2007, and again in this pandemic crisis, when budgets created hardships for many induction programs, leadership reported that CVESD “doubled down,” investing in the future by preparing teachers to meet the growing needs of students. One of the candidates summarized that support with the statement, “Even though she has to speak to a hundred people a day, the coordinator takes time to answer your questions and make you feel like you are the most important person to her in that moment.”

Induction is led by a dedicated coordinator and an Induction Advisory Joint Committee, and is coordinated with the work of the Instructional Leadership Teams (ILT) on each campus. It is supported with a robust system of professional development so that teachers are equipped and well prepared to monitor progress and promote student growth.

The district is intent on closing the achievement gap for a diverse range of learners. Mentors, who go through a rigorous selection process, support candidates in this goal as they implement high leverage language development strategies aligned to the California State Standards.

Mentors represent and support diversity and excellence. They are highly recommended and received praise in interviews with program leadership, district and site leaders, and candidates. One completer said, “When you’re in the classroom, and reacting, you are ‘going with the flow.’ Once you have to articulate events to a mentor, you actually analyze what was happening and begin to plan ahead. And in the end, my mentor would say a little phrase and I could use that in my class the next day.” Several said that their relationship with the mentor has continued even

after completing induction, and many site leaders reported that they began as BTSA candidates, then Induction mentors, and still maintain relationships with candidates they met a decade ago.

Leadership in several groups talked about the transparency of data and progress, noting that the program requires evidence to support claims made in the ILP. Several candidates said that articulation of the quantitative data as well as a reflection on formative and qualitative data helped them better individualize for a diverse population of students. Evidence in surveys and interviews shows that the program monitors candidate progress toward mastery of the CSTP, resulting in recommendation of the clear credential.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
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

Data from the Commission’s Accreditation Data Dashboards, affirmed through interviews with credential analysts and program leadership, confirmed that 100% of eligible candidates are supported in Teacher Induction, and that all candidates held the prerequisite preliminary credential. The credential officer and program leadership clearly guide each candidate on an individualized journey to meet the program requirements in a shared document that tracks progress and documents completion. Candidates, mentors, and program leadership described the four-times-per-year review and feedback done by the program coordinator and commented that the feedback is so specific that it changes instructional practice in the next quarter.

Mentors discussed multiple strategies and examples of individualized support to meet the varying needs of each candidate. Equity and diversity are pillars in the district. One district leader said, “We are delving into the whole equity piece, helping teachers develop a mindset, overcoming implicit bias.” Human resource personnel discussed multiple strategies for hiring a diverse population of teachers, including partnerships with different universities, pre-pandemic participation in job fairs at various geographic locations, and work with a consulting firm that helps find highly qualified teachers who represent diversity.

In the 2018-19 data from the Accreditation Data Dashboards, the program has 81% female, 19% male teachers, and the following racial diversity:

- 11% Asian
- 5% Black or African American
- 39% Hispanic
- 1% Pacific Islander
- 37% White, and
- 5% who declined to state.

Candidate competency and performance is documented in the ILP, which is reviewed four times yearly by the program coordinator. Candidates who are falling behind get reminders from the program leadership that they have an activity that needs to be completed or get feedback that all induction requirements are met for the quarter. Some year two candidates discussed the additional support that was offered by the instructional leadership team, another mentor, or the program leaders when the requirements had not yet been documented with evidence. Many candidates, mentors, and completers said that the ILP became a document that showcased professional growth over the year.

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
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 student 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

The CVESD ILP outlines a clear, planned sequence of events centered around the California Standards for the Teaching Profession (CSTP). Mentors guide candidates on a data study, looking at both quantitative and qualitative data for each student. From that data analysis,

candidates choose appropriate CSTP need areas and create a plan that includes cycles of inquiry, data analysis, and professional learning. The whole aim is to improve each student's performance on the California state standards.

The ILP is designed to enhance student progress toward mastery of content standards by helping teachers progress toward mastery of the CSTP. One teacher shared that their assignment was at two different schools with vastly different demographics and stated that "By asking questions and helping me find the answers, students at both schools made significant progress through the year." Another teacher talked about a particularly challenging combination of student needs, including behavior plans, IEP, SST, 504, speech needs, and challenging life situations. This teacher's mentor showed her some exemplary teachers who used small groups and the candidate stated that "Being able to see other teachers and seeing how they meet their diverse needs gave me ideas to try out. In the small group, I was able to gauge every single one of my students to see what they needed and had strategies to meet those needs."

Data in program submissions, as well as interviews with leadership teams and mentors outlined a robust system for selection of mentors that included application, interview, observation, and recommendation of the evaluating site administrator. Interviews with site leaders and candidates confirmed that the mentor matches were effective in helping with both content and effective implementation of strategies that support student learning. One mentor shared that she recognized how much she had been helped in the induction process and wanted to pay that forward to someone else.

Mentor training varies based on the data trends from prior year student achievement and survey input, and mentors commented that the program is swift in pivoting to implement change when needed. This is in part because of a robust relationship with the Induction Advisory Joint Committee, which has three members appointed by the local teacher's union, three appointed by management, a partner from the county office, and an IHE partner, San Diego State University. Mentors use coaching style from *The Art of Coaching* and create individual growth plans with the coordinator of the program. They are evaluated by both candidates and program leadership in a way that is respectful, systematic, and that recognizes the tremendous impact of their work.

The CVESD Induction Program operates in a highly diverse setting, aligned with the California content standards and curriculum framework. In this system, candidates have opportunities to work with a wide range of student academic, social-emotional, and physical needs in order to maximize the potential of every student in order to close the achievement gap.

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 CVESD has embraced a culture of continuous improvement and claims that students, teachers, classified staff, and community partners participate in collaborative conversation and discussion. One leader commented that the goal was “having a voice to do what is just,” and that successful practice was confirmed in interviews with each stakeholder group. As the district works on this year’s theme, “Nurturing Relationships Through Greatness,” the induction program acts as an integral part of an interdependent system to make sure that each child gets what they need. As an interdependent system, leadership reported that the positive changes in the induction program have created opportunities to recruit and retain both teachers and students.

Induction leadership conducts mid-year and end-of-year surveys and analyzes data from the completer survey each year. They make note of the top two or three trends in data and respond immediately to the concerns with augmented professional development or modified processes in the ILP.

Site leaders, mentors, and completers complimented program leadership on the recent significant changes to the program. The ILP has become a year-long system of continual improvement for each candidate that is tied closely to district initiatives and positive student outcomes. Moving from a system of folders and activities that were difficult for teachers and mentors to manage, the leadership, with support of the Advisory Joint Committee, streamlined the ILP to be a coherent system in which candidates take a “deep dive” into one of the CSTP. Teachers and mentors receive feedback on their progress four times during the year with

targeted suggestions for next steps. One candidate said, “The ILP and the accountability shows that our district and mentors really care about us as teachers, and so we are more invested in the district. We are cared about, and so we can care more deeply for students.” Another summed it up: “The coordinator has listened, the state has listened, and now the process is tight with SMART goals that support the student by supporting their teachers.”

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.

One site leader said, “Our mentors are equity warriors.” Another said, “Alignment is so critical and all our work is aligned to our instructional focus. The cascading focus is the most important factor for the whole.” Another credited quality teacher recruitment to the district’s investment in a quality program, so it is clear that the CVESD induction program is making a significant impact on the teachers and students in the district.

Student data from the California Department of Education’s California School Dashboard shows that eight of twelve student groups is meeting or exceeding standard in English Language Arts. Significantly, each of those subgroups increased performance over the prior year. In mathematics, seven of twelve student groups were meeting or exceeding standards. Similarly, each of those groups increased performance over the prior year. This brief summary begins to describe some of the factors in the selection of CVESD as a “Positive Outlier” by the Learning Policy Institute in May of 2019.

The program has an organized and efficient tracking system to know where a candidate is in their progress toward a clear credential, and the induction program works closely with Human Resources to track each candidate’s credential requirements. Candidates and mentors clearly identified ways in which the ILP helped them progress toward mastery of the CSTP, including some redirection from the program if progress was not being noted.

Teachers, mentors, principals, and district leadership all confirm that induction is important work as a major part of the multi-tiered systems of support offered by the district. The organization of the leadership, targeted response to each teacher and mentor related to the ILP, and cooperative spirit of the mentor and site administrator in supporting the teacher all contribute to a program that prepares teachers with the knowledge and skills necessary to educate and support all students in meeting adopted standards.