

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

**Marin County Office of Education
Professional Services Division
May 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Marin County Office of Education. 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
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: Marin County Office of Education

Dates of Visit: March 1-3, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: May 2012	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

After a review of all relevant preconditions for this institution, all preconditions have found to be aligned for the Marin County Office of Education.

Program Standards

After a review of institutional report, supporting documentation, completion of interviews with program leadership, institutional leadership, institution staff, leadership team, employers, candidates, completers, and mentors the team determined that all of the program standards for the Induction program offered by the Marin County Office of Education are **met**.

Common Standards

After a review of institutional report, supporting documentation, completion of interviews with program leadership, institutional leadership, institution staff, leadership team, employers, candidates, completers, and mentors the team determined that all of the Common Standards were **met** for the Marin County Office of Education.

Overall Recommendation

Based upon the team finding that all standards for the Induction credential program and all Common Standards were met, the team recommends **Accreditation**.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Marin County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Marin County Office of Education 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:

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Common Standards:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Program Summary
Individualized Learning Plan Samples
Candidate Advisement Materials
Accreditation Website
Recommendation Documents
Teacher Induction Program Timeline
Professional Development Providers
Resumes
Mentor Expectations/Agreements
Induction Handbooks

Completer Survey Results
Fall/Spring Planning Guides
Mid-Year and Spring Feedback Forms
Precondition Responses
Budgets
Marin Educators for Equity Documents
Accreditation Data Dashboard
Induction Transcripts
Marin County Office of Education Website
Mentor Forum Agenda, PowerPoints, and
Resources
Early Completion Option Pathway
Documents
Induction Overview Slideshow

Interviews Conducted

Stakeholders	TOTAL
Candidates	46
Completers	9
Employers/Site Administrators	22
Institution Leadership	5
Program Leadership	2
Mentors	31
Credential Analysts and Staff	2
Leadership Team	14
IHE Partners	1
TOTAL	132

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

Marin County Office of Education (Marin COE) is located just over the Golden Gate Bridge on Highway 101, north of San Francisco in the city of San Rafael. Marin COE collaborates with eighteen public school districts spanning as far west as Point Reyes Station, as far north as Novato, and as far south as Marin City near San Quentin Prison. In all, through the 80+ schools in the county consortium, county office leadership reaches over 5,000 certificated and classified staff and over 40,000 PreK-12 children.

Services facilitated by the county office staff include education services, Special Education SELPA, alternative education, grants, college and career internships/pathways, business/personnel, maintenance/operations, information services, and the Walker Creek Ranch outdoor education. Leadership at the Marin County Office of Education partners with government agencies, businesses, and community organizations to deliver on its mission to *"...prepare all of Marin's students for a successful future by ensuring equity, providing access to quality student programs, managing public funds effectively, supporting district operations and developing community partnership opportunities that benefit students, school staff and our entire community."*

Education Unit

Marin County Teacher Induction Program collaborates with fifteen public school districts and eight private schools in the county--eight schools in north Marin, nineteen in central, three schools in the west, and twenty schools in the south.

The Marin County Teacher Induction Program is committed to providing a high quality, job-embedded, individualized system of support and development for all new teachers in their service area. Key components of the induction program are access to an exemplary experienced mentor who provides coaching and support at least weekly for candidates; focus on an Individualized Learning Plan (ILP) showing growth in the mastery of the California Standards for the Teaching Profession (CSTP); and professional development matched to the candidate's ILP and district context.

To ensure that mentors provide appropriate support, the Marin County Teacher Induction Program partners with the New Teacher Center and provides mentors with professional development on adult learning theory and observation cycles which include the plan, teach, reflect, apply approach.

As program leadership stated in the orientation, the Marin County Teacher Induction Program is designed to develop and retain quality teachers, close the student achievement gap, alleviate the isolation new teachers experience, and promote continuous improvement and reflection on their teaching practice. All program decisions and operations contribute to the retention of quality teachers for the diverse California student population.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Induction	46	98

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. Additionally, the day that the site visit began, high school and middle school students in Marin County schools were returning to onsite instruction for the first time since March 2020. As a result, there was much focus, time, and energy devoted to this endeavor simultaneous to the accreditation visit.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Induction

Program Design

Marin County Office of Education (MCOE) is a Local Educational Agency (LEA) for the Marin County Teacher Induction Program, which is a countywide consortium serving eighteen school districts and local private schools within Marin County. The LEA leadership team is comprised of the county superintendent of schools, who is the program sponsor, assistant superintendent who provides fiscal oversight and direct approval for all program service contracts for participating districts, director of educational services who is responsible for oversight of all curriculum and instruction programs, coordinator and assistant project consultant who design program content, deliver professional development, recruit and train trainers, as well as manage the program budget.

The leadership team within the induction program itself consists of representatives from each of the participating school districts and an associate professor of education and liberal studies program director for the local institution for higher education, Dominican University of California. The team, which includes teachers, principals, coaches, district administrators and superintendents, serves as a communication vehicle and advisor for the program. Additionally, the program communicates with local institutions of higher education to provide graduates with information about the teacher induction program, what to expect from the program, program requirements and to answer any questions students may have about induction, as was confirmed in various stakeholder interviews.

The mentoring design is based on the design developed by the New Teacher Center which utilizes current research to lead best practices for teacher retention, educator development, and accelerate student learning. In interviews with candidates, it was stated that their mentors are experienced, knowledgeable, and supportive full-time classroom teachers. "Mentor[s] provide guidance through induction meetings. Mentors are very accessible through weekly meetings and as something comes up," stated a candidate. A candidate described their mentor as "experienced, brings [a] human [element] to the work." Another candidate shared that by working with their mentor they have been able to "identify resources to support English Learners and the needs of individual students." An additional candidate shared, "My mentor helps me stop and think, reflect on what I am doing, my effectiveness, and what I know about my students." Through interviews with mentors and review of documents provided by the program, it is evident that mentors facilitate reflective conversations with candidates to support them in establishing professional goals aligned to the California Standards for the Teaching Profession (CSTP). Mentors also provide additional job-embedded support and professional learning during weekly meetings to guide candidates in developing their Individual

Learning Plan (ILP). “During our meetings the candidate selects CSTP they would like to focus on. We reflect on their ILP, where they want to improve, what they want to improve, and how I might best support that growth.” stated a mentor.

The districts within the consortium, recruit veteran teacher leaders using specific qualifications and selection criteria to best match the newly hired teacher. The program director works closely with each district to provide input and guidance in creating candidate-mentor assignments. Mentors are identified by site administrators, other mentors, or the induction program. Mentors complete an application and submit a resume. During stakeholder interviews it was reported that “[The program leader] consults with the district office and site administrators to identify the right fit for each new candidate. Not just with content and grade level but with personality and style.”

New mentors attend three full days of training throughout the first year of mentoring. Through adult learning theory, mentors develop strategies to provide support to teachers in their daily teaching, including facilitation strategies to support the weekly meetings with listening and questioning techniques. Mentors are provided time to practice their mentoring language and strategies, including data-based feedback for observation cycles. Mentors reported that during their second year of mentoring, returning mentors are required to attend two full days of training to deepen their mentoring skills. During the third and subsequent years, mentors attend two locally designed Mentor Forums. Mentors stated that trainings are collaborative and provide learning opportunities for mentors working in pairs, small groups and whole group settings. This is further supported by reviewing the New Mentor, Returning Mentor and Mentor Forum training materials available on the MCOE Accreditation Website.

Each training concludes with an opportunity for mentors to provide the program with specific feedback regarding the content, application of new learning, quality of the training and suggestions for future professional development. “We complete a survey at the end of each meeting. They share the results with us at the next meeting. They’re so open with us and take time to build trust with us,” a mentor stated. Stakeholders reported participating in online feedback surveys twice a year to assess the quality of the training provided by the program and to communicate program suggestions or concerns.

Members of the leadership team, site administrators, mentors, and candidates expressed their comfort providing the program with feedback via program surveys, or directly to the program director through a phone call or email or office hours. Members of each stakeholder group have provided the program with feedback regarding mentor assignments, program technology, individual school needs and individual candidate or mentor needs. One member of the leadership team stated, “I can share feedback anonymously, one-on-one, or through an open conversation on the phone,” and further added how accessible the program leader is by adding that she “attends our district leadership meetings to check in with us on how things are going with induction, our mentors, our candidates.”

Data from various surveys are shared with all stakeholder groups to identify program trends and assess the quality of the program. Members of the leadership team reported engaging in planning conversations around program data, including completer data, to identify what is working with the program and how the program and district might work together to better support the candidate and mentors. Data is discussed with stakeholders and feedback is elicited with the use of the following prompts: “I notice...” “I wonder...” as stated in various interviews.

Over the recent two years, the program has fully implemented the new induction standards, incorporating the collaborative development of each candidate’s ILP, focus on professional development in alignment with CSTP, and shifting towards mentoring that supports teachers through every day, job-embedded items, as confirmed by various stakeholders. “Years ago, it was very clinical. Program leadership are very vested in making candidates feel supported and mentors feel supported. They are mindful of the human element and provide personal support,” stated a mentor. Mentors, principals, and members of the leadership team reported that these program shifts have required mentors to “deepen their understanding of how to differentiate their mentoring” and support based on their candidate’s individualized needs.

Through stakeholder interviews, it was shared that in response to school closures, new options and alternatives were provided to teachers regarding observations. In some cases, candidates were not able to virtually observe another teacher to discuss evidence of practice. The option of viewing a video recording of a teacher teaching was provided. “The program remains flexible to change and adapts. Everything is meaningful,” a mentor shared during the interview. Additionally, through stakeholder interviews it was shared that ILP goals may also support candidates in completing TPAs and RICA.

Course of Study (Curriculum and Field Experience)

The Marin County Teacher Induction Program, in consultation with site administrators and district offices, identify a “strong teacher” who is a “good fit” for each candidate. Mentors facilitate “organic conversations” with their candidates to develop their ILP. During these conversations, candidates share their transition plans and current strengths and areas for growth in their teaching context. The ILP provides three formal opportunities for candidates to assess their practice as it relates to specific CSTPs. Candidates conduct an initial, midyear and end of year assessment on their practice. They reflect on their practice with their mentor during their weekly meetings and identify evidence of their current practice, strengths, and areas for growth. Mentors guide the design of an ILP connected to at least one CSTP element with measurable next steps. Candidates, mentors, and site administrators emphasized the importance of triad meetings in supporting candidates in the creation of their professional goals. Site administrators stated that candidate teachers would oftentimes “align their professional growth goal for induction with the goal they established for their evaluation process with their site administrator.” Candidates expressed “appreciation to be able to align their goals” and receive targeted support. Mentors support candidates in identifying and coordinating support when applicable to assist candidates with specific support. “So many

colleagues are ‘experts’ in their field or area, be it working with English Language Learners, special education students, specific content area or grade span, the mentor connects the candidate with other colleagues to provide additional, targeted support,” explained one mentor. Candidates engage in appropriate professional learning aligned to their ILP. This is supported by stakeholder interviews as well as review of the following documents available on Marin County Teacher Induction Program Accreditation website: Overview Calendar, Fall Planning Guide, Spring Planning Guide, and Marin County Induction Handbook.

Candidates are provided with professional development opportunities to reflect on their practice and develop as a professional, as reported during candidate interviews. Professional development opportunities are shared with candidates “during induction meetings and trainings, program emails or communication” or by district personnel, as was stated in candidate interviews.

Assessment of Candidates

Candidates are assessed biannually, as shared during stakeholder interviews. Each semester the program provides candidates, mentors and leadership with specific feedback and next steps linked to their ILP. “We received feedback on how we met goals and supported candidates in meeting their goals. End of the year survey data from candidates is shared with us,” explained a mentor during an interview.

Formative feedback is provided to mentors around the learning goals and time is provided for mentors to design questions to facilitate discussion with their candidates around creating robust and meaningful goals. “Building relationships is a focus of the program,” stated a mentor during interviews and is also reinforced by reviewing training materials accessible through the MCOE accreditation website. The program reviews the candidate’s growth over time on the ILP. Each candidate is required to attend afternoon workshops as part of the completion process. Although each plan is unique, the program evaluates candidates on growth towards mastery of the CSTP through evidence of the candidate’s practice. When a candidate needs more assistance to meet the program’s qualifications, extra individualized support is provided. Mentors state they “feel very comfortable reaching out to the program for support. Program leadership is always very accessible and helpful in guiding mentors and candidates through a problem-solving process to identify how to move forward.” Once all program and clear credential requirements are complete, the program recommends for the candidate’s clear teaching credential with the California Commission for Teacher Credentialing. Candidates with experience and exceptional skills may complete the program requirements at an accelerated pace through the Early Completion Option (ECO). Upon successfully completing the program candidates receive a completion confirmation email from the program director, verified through interviews as well as documents on the MCOE Accreditation Website.

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 Marin County Teacher Induction Program.

INSTITUTION SUMMARY

The Marin County Teacher Induction Program has developed a high-quality Induction program that provides a strong foundation for new educators as they transition into their role as teachers of record and serves as a touchstone of new teacher support for a wide geographical area.

The induction program is grounded in collaborative practices with the leadership team and its diverse representation across the county serving as a model which overflows to the authentic relationship that is fostered between mentor and candidate. Born out of a collaborative effort, the program employs a research-based system of support for teachers centered around highly trained mentors who work closely with program staff, administration, and candidates. Program leadership and mentors are highly responsive to school districts' and candidates' needs. In collaboration with one's mentor and administrator, candidates create an Individualized Learning Plan (ILP) and complete two observation cycles that provide evidence of growth in the California Standards of the Teacher Profession (CSTP). Candidates and site administrators affirmed during the visit that the Marin County Induction Program mentors were highly effective, and that the collaboration between mentors and their candidates was the key to supporting growth and development as an educator. Mentors were regularly available, as affirmed through both candidate and completer interviews, and many candidates reported that mentors served as both coach and friend.

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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
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 strength of the Marin County Teacher Induction Program is in the collaborative spirit of service that permeates every aspect of the program. Institution leadership shared that the Induction program provides an opportunity for “cross pollination” by bringing all 18 districts together to share best practices. “The culture at the Marin County Teacher Induction Program is modeled after an effective classroom - asset-based, culturally responsive, flexible, and collaborative.” Additionally, institution leadership describes the Induction program as “district-

centric” in that it exists to serve the diverse needs of each of its districts by providing “high-quality support systems”. The leadership team, which is made up of a variety of district representatives as well as representatives from institutions of higher education (IHEs), confirmed through interviews that they are consistently involved in the coordination and decision-making of the program. Team members shared, “The program coordinator will bring survey data for us to review and then ask for our feedback....one change that has been made is that some redundant aspects of the program have been reduced.” The leadership team has a reciprocal function in that participants not only provide feedback and guidance to the program, but the program coordinator trains and informs the leadership team in how best to monitor and support candidates and mentors at their respective districts. “[The program coordinator] outlines our role in this work.... she provides us with resources to support our new teachers and encourages us to collaborate with mentors.” Interviews with mentors and candidates confirm both the responsiveness of the program to candidate needs and the support of district and site leaders through triad meetings, observations, and informal check-ins. In addition, budget reports and interviews with county office leadership confirm that resources are allocated sufficiently based on evolving program needs.

Collaboration also colors every aspect of the induction experience. Individualized Learning Plan (ILP) documents demonstrate, and candidate interviews confirm, that the induction program relies heavily on responsive, relationship-based, professional learning experiences accessed, guided and/or provided by the mentor. Training slideshows and agendas confirm extensive and ongoing mentor training in adult learning theory, coaching conversations, just-in-time coaching, and classroom observation. In addition to coaching techniques, mentors learn how to guide candidates through the plan/teach/reflect/apply cycle as well as the specific steps of the ILP. Mentors demonstrate effective professional practices in teaching and learning, scholarship, and service.

The program coordinator closely monitors candidate progress through frequent virtual visits to sites and classrooms and by providing written, individualized feedback regarding completion of credential requirements. In addition, the program systematically ensures candidates have met all requirements prior to the recommendation of the clear credential through the Commission on Teacher Credentialing.

Interviews with institution leadership confirm there are continued efforts and priority given to promote inclusion and celebrate diversity throughout the districts served by the program. Interviews also confirmed the individual districts’ efforts to hire and retain candidates who represent the diverse groups of the area. One leader stated, “We must find prospective teachers who reflect our student population. We must do our best to remove barriers and provide support around the credentialing process. The Marin County Teacher Induction Program is an example of this kind of support.”

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

The Marin County Teacher Induction Program is designed to develop and retain quality teachers as well as help them be successful in their chosen profession. Building off the efforts of participating districts in the Marin County region to recruit a diversified teaching staff, the program accepts all candidates who meet the requirements of holding a preliminary credential. Districts in the region participating in the Marin County Teacher Induction Program actively recruit “ethnically, culturally, and linguistically diverse candidates.” A review of documents showed that Marin County teachers of color were invited to participate in “Affinity Spaces” which aimed at “creating an informed and collective strategy to recruit and retain a more diverse community of Marin educators.” This opportunity was supported by the Marin County Office of Education as well as their partner districts and institutions of higher education.

Credential advisement paperwork is completed on newly hired teachers, which is forwarded to the county office and the districts inform the induction program of new candidates. The Induction program leader meets with members of the leadership team to discuss matching mentors and candidates. Leadership team members, comprised of district leaders, principals, and members of local universities, also attend an orientation during which they learn about their role and the program standards. New teacher candidates and their mentors attend an orientation at the beginning of the school year, where candidates receive additional information about the induction program and begin meeting with their mentors. When asked

about how they were informed about being enrolled into induction, candidates shared that they were notified during the intake process at their district or through their preparation courses at a local university.

Information about Induction is also found on the Marin County Office of Education’s website, under “For Educators,” on the main page. The program leader ensures that new hires are connected with mentors within 30 days and that goals are set within 60 days of candidates entering the program which is monitored via the online platform. Throughout the candidates’ participation in Induction, the program leader, with assistance from the mentors, monitors candidates’ progression to ensure their growth in the California Standards for the Teaching Profession (CSTP) and retention in the field.

As stated in the Induction Handbook, and verified through interviews, candidates and mentors are expected to collaborate weekly. Mentors provide support to the candidate by helping them assess their teaching practice in relation to the CSTPs, setting and reflecting on professional goals, analyzing student work as well as being available to the candidate for classroom observations and other differentiated support activities as needed by the candidate towards their ILP. One teacher candidate stated, “Each week that we meet, my mentor always asks me what is going well and what can be improved on. I always relate it back to my ILP and she does, too. If I am able to meet my goal, we discuss what more can I add on to it to grow as a teacher.” Another candidate stated, “We review the CSTPs, especially as they relate to my ILP. She helps me find resources that help me meet the ILP goals.” The Marin County Teacher Induction Program assesses each teacher biannually during the program, providing specific feedback to the teachers as well as next steps linked to their ILP. These assessments are conducted in January and May. Candidates who need additional help are identified and provided a one-on-one check-in with the program leader as needed.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 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

Marin County Teacher Induction candidates, with guidance from their mentor, co-assess on the California Standards for the Teaching Profession elements, reflect on their current level of mastery and develop professional learning goals for their ILP. These goals are job-embedded and may include district professional development. Interactive logs are updated weekly and indicate the candidate’s next steps for their ILP. All evidence and documents are completed online using the New Teacher Center platform, Kiano. The program leader reviews the candidate’s ILP and provides feedback in January and May to the mentors on the candidates’ progress as well as the mentoring that the candidate has received.

A fall meeting is held where the program leaders review the fall planning guide with mentors and candidates, which includes a tool for the candidates to complete to get to know their community, develop and reflect on professional goals, and begin the first steps of the ILP. Candidates and mentors meet with the administrator in October for a triad conversation to

share the ILP goals. As stated in the handbook and confirmed by interviews with candidates, mentors, and program leadership, the Marin County Teacher Induction Program uses the processes and tools--a set of flexible graphic organizers, to help teachers grow professionally by supporting them within their own classroom context to construct knowledge and strong instructional practices which is provided by the New Teacher Center on the Kiano platform.

The Marin County Teacher Induction Program ensures that mentors are assigned to all induction candidates as evidenced by documents provided for review as well as interviews with the leadership team and site administrators. The program leader works closely with each district to best match the newly hired teacher with a carefully chosen mentor and may suggest a match with a mentor at a different site or district. New mentors attend three full days of training throughout the first year of supporting a teacher, while second-year mentors attend two full days of training to deepen their coaching skills. During third and subsequent years, mentors attend two locally designed mentor forums to provide mentors the opportunity to network, share feedback on candidate’s work, and develop their own expertise. Referring to these trainings and forums, a mentor shared, “I felt that I could have mentored at any grade. Our own skills help, but the training was phenomenal, and I didn’t feel like they were a waste of my time.”

When asked about their mentors, candidates stated that mentor support was much appreciated, especially during this time. In an interview, a candidate stated, “With so much changing, it has been wonderful having a mentor learning alongside me, in the same position.” Focusing the work of second-year candidates on strategies and supports for English learners and diverse learners has also been appreciated by the candidates and site administrators. Site administrators shared that this focus has allowed the candidates to observe special education teachers and teachers of English learners to gain an understanding of the accommodations and supports these experienced teachers use in their classrooms.

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 completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
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

Interviews with stakeholders and documents reviewed show that the Marin County Teacher Induction Program consistently collects feedback from mentors, candidates, and site administrators. Mentors and candidates have opportunities after workshops to provide feedback to the program leaders. During interviews, one mentor noted, “Ongoing feedback is embedded at the end of every meeting and at the end of the year.” Feedback collected from the candidates on the mid-year surveys provides information about the quality of the mentoring interactions and relationships, while end-of-year surveys provide additional feedback on the impact of the induction process on their teaching practices. Mentors stated that as a result of the feedback that the program has collected, the induction experience has become “more focused around the teacher observation cycle, and more integrated around authentic practice.” Candidates stated they had completed surveys after every workshop and that the structure of the workshops was changed between the first workshop and the second due to the feedback, they gave the program.

Additionally, a review of documentation and interviews with the leadership team demonstrated that the program leaders use the completer survey data to review program effectiveness, impact, and the quality of the mentoring. Leadership team interviews also revealed that the team consistently reviews program data at the beginning of the year, such as the number of candidates and mentors enrolled and at the end of the year, which as one interviewee stated, “creates a nice bookmark.” The program leader brings the survey data to the team on the quality of the mentor relationship from the mid-year survey, which the team has the opportunity to discuss in small groups and then as a whole group. The team discusses areas in which the mentors are doing well and also areas that mentors need additional support. Site administrators meet with the program leader at least once a year to discuss what is working well and what is a challenge with the program. Leadership team members commented that they appreciated the team meetings, which happen at least three times a year because it gave them an opportunity to discuss feedback and improvements, problem-solve issues that may have arisen within their district and share best practices or what is working well.

In interviews with site administrators, it was shared that they also have the opportunity to provide feedback to the program through both surveys and by reaching out to the program leader directly. Site administrators also shared that they felt that their teachers were leaving induction well prepared to support a diverse student population. One site administrator noted

that “Year two seems to be focused on diverse populations, having case study students that they focus on, and paying attention to how they progress. Mentees have been able to work with special education teachers to observe how they are using accommodations in the classroom and with teachers of English learners for language supports.” When asked if they wanted to share anything else about the induction program, one site administrator stated that the program was a “tremendous benefit for the teachers” and another added “[teachers] engage thoughtfully in the process and are not burdened with more ‘homework.’”

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.

As evidenced by completed ILPs, and confirmed by candidate interviews, the Marin County Teacher Induction Program ensures that each candidate's professional practice meets state adopted standards and demonstrates growth in CSTPs. Survey results and interviews confirmed that district administrators see a growth in their novice teachers as they progress through induction. Site administrators noted that the support and guidance provided to candidates via the mentor and the ILP was “highly individualized”. Administrators shared examples of teachers improving their practice in the use of technology, student engagement, working with English learners, and working with special needs students. Interviews with candidates and mentors also corroborate these findings. One general education candidate described how utilizing the ILP with guidance from her mentor helped her to understand how to be responsive to a special needs child in her classroom. “My mentor suggested this be a focus on my Individual Learning Plan. She walked me through how to identify the goals in my student’s Individualized Education Plan (IEP) and gave me some tips on how to help my kiddo meet those goals.” Mentors also self-reported growth in not only their mentoring skills, but their professional practice, stating “Digging into the CSTPs alongside my mentee has forced me to take an honest look at my own practice and focus on ways to improve my own teaching.”

As they come to the end of their induction journey, each completing candidate presents evidence of their growth and the impact they have had on students and school communities through the final end-of-the-year reflection workshop at the end of their graduating year. This celebration of program completion provides an opportunity for candidates to share, in trio groups, key artifacts gathered from their classroom practice as part of their ILP.

Finally, completer data from the Accreditation Data Dashboard confirms that the candidates are able to identify that they have grown in their skills and abilities as measured by the CSTPs. Data from both 2018-19 and 2019-20 combined show that 99.6% of candidates felt at least “adequately prepared” when asked about meeting each of the CSTP in their classrooms with the majority of candidates choosing “well-prepared”. This data is significant in light of sweeping changes in teaching practice that had to be made due to the physical closures of school sites in 2020. Data from the dashboard also captured the key ingredient of the success of the Marin County Teacher Induction Program and that is the role of the mentor. The majority of candidates see their mentors as being “very helpful” in the development of every aspect of their teaching practice.