

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

**Antelope Valley Union High School District  
Professional Services Division  
May 2022**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Antelope Valley Union High 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**

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction	6	6	0	0

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

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

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

**Institution:** Antelope Valley Union High School District  
**Dates of Visit:** February 28 - March 2, 2022  
**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">April 2014</a>	<a href="#">Accreditation Letter</a>

**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, mentors, candidates, completers, and school district personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

**Preconditions**

All Preconditions have been determined to be aligned.

**Program Standards**

All Program Standards were found to be **Met**.

**Common Standards**

All Common Standards were found to be **Met**.

**Overall Recommendation**

Based on the fact that the team found that all standards for the Teacher Induction 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.
- Antelope Valley Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Antelope Valley Union High School District continues 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:**

Dr. Barbara Severns  
Los Banos Unified School District

**Programs Reviewers:**

Enrico Biscocho  
Long Beach Unified School District

**Common Standards:**

Stacy Shasky  
Merced County Office of Education

**Staff to the Visit:**

Roxann Purdue  
Commission on Teacher Credentialing

## Documents Reviewed

Induction Handbook	Job Fair recruitment flyer
AVTI website	Mentor selection, training and recognition
Candidates and Mentors meeting calendar	New teacher orientation
AVUHSD professional learning schedule	Program Assessment Cycle
Advisory Board notes	Multi-year assessment schedule
Meeting Minutes	Mentor professional development
Leadership and Equity training	Mentor handbook
Mentor Equity training	Candidate handbook
English Learner training	AVTI orientation folder
Exceptional Learner training	Plan for professional growth
Mentor Culturally Responsive book study	Continuum of Teaching Practice (CTP)
Sample teacher evaluation form (for growth)	Plan, teach, reflect micro credential
AVTI mentor evaluation form	Individual Learning Plan (ILP)
Mentor inquiry form	Classroom observations
Surveys, Feedback and Data	Cycles of inquiry
Micro Credential Badge Board	Induction program handbook
Exit Interview Feedback and Rubric	ILP template and related documents
Grievance Petition	Professional Growth goals
Program brochure	Sample mentor inquiry projects

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	32
Completers	18
Site Administrators	9
Institutional Administration	4
Program Coordinator	1
Professional Development Providers	13
Advisory Board Members	24
Credential Analysts and Staff	3
Full-time Mentors	3
Part-time Mentors	16
<b>TOTAL</b>	<b>123</b>

*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

As the largest geographical district in Los Angeles County, Antelope Valley Union High School District, serves primarily 9th through 12th grade students residing in 30% of the total Los Angeles County area. The district covers a diverse geographic area that spans from the Angeles Forest in the south, to the Kern County line in the north, and from the Ventura/Kern County lines in the west, all the way to the San Bernardino County line in the east. It serves approximately 22,000 students across eight comprehensive high schools, three middle schools, SOAR-an early college high school on the Antelope Valley College campus, a charter Academy Prep Junior High, an online education program, Antelope Valley Adult Education, and several alternative sites. The diversity of the geographic area mirrors its diverse student population: 65% Hispanic, 18% Black or African American, 11% White, 6% Asian and other ethnicities.

### Education Unit

The Antelope Valley Teacher Induction (AVTI) program is housed in the Educational Services Division unit. The unit is led by an assistant superintendent of educational services along with a director of educational services. The district has adopted a hybrid mentoring system that includes full-time release and part-time release mentors. Full-time mentors are named Teacher Induction Mentoring Specialists (TIMS), and along with the program coordinator, constitute the leadership team. The total number of active induction mentors is sixteen and are assigned to candidates within 30 days of enrollment in the program on a continuous basis.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Teacher Induction	33	57

### The Visit

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

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 Antelope Valley Teacher Induction (AVTI) program is housed under the Educational Services Division of the Antelope Valley Union High School District. The program has oversight from the Director of Curriculum and School Improvement and the Assistant Superintendent of Educational Services. Daily operation of the program is the responsibility of the Coordinator of Induction and Professional Development and two full-time release mentors.

A variety of methods are used to ensure communication within the district and with their education partners. Full-time and part-time mentors provide one-on-one assistance and support to the induction candidates. The mentors and candidates make weekly contact providing “just in time” support within their Individual Learning Plan (ILP) stages. The candidates attend an orientation meeting in August to receive information about the program, and later attend monthly networking meetings to further support their goals, collaborate with peers, and participate in professional development of choice. Mentors receive communication during monthly meetings in which they learn about program expectations, review adult learning theory, receive “just in time” support, collaborate with other mentors, and review mentoring and coaching tools. The Induction Coordinator and full-time mentors attend an assistant principals’ meeting at the beginning of the year to review the goals of the induction program, the roles and responsibilities of the administrators, mentors and candidates, inform them of mentor/candidate matches, the professional development menu, and the function of the Individualized Learning Plan (ILP). The Induction Coordinator also reports weekly to the Educational Services cabinet on mentoring and professional development activities of the induction candidates. The general induction community is kept informed by an induction website and a monthly blog. The advisory board, known as the Learning-to-Teach (LTT) committee meets two times a year. Membership of the LTT includes personnel from the district’s departments, completers of the program, regional program induction leaders, and local institutions of higher education staff. LTT meetings are held to review program data and make relevant decisions for improvement.

AVTI provides a single-district, two-year, job-embedded system of mentoring, support and professional learning. The program administers a collaborative model, utilizing full-time released and part-time classroom teachers as mentors, focusing on improving classroom practice through an Individual Learning Plan and reflection, with the aim of being responsive to the diverse cultural, social, and linguistic backgrounds of all students. Mentors provide 1:1 mentoring focusing on the Individual Learning Plan (ILP) goal and “just in time” support. The mentors also provide support for induction candidates in creating long and short-term goals, facilitate their work in the inquiry process, observe classrooms, conduct triad meetings and engage in reflective conversations toward professional growth. Several interviews were conducted and the mentors are a highlight of the program. One teacher candidate stated that their mentor always makes them feel empowered to try new things and not jumping through hoops.

The selection of a mentor is a critical component of AVTI program delivery. The district seeks to recruit and select individuals who possess the instructional experience, skills, abilities, and collaborative spirit necessary to foster professional growth in themselves and in teacher candidates. The selection process consists of an interview that focuses on identifying teachers who are reflective 21st century practitioners, comfortable with instructional shifts, including the use of technology for teaching and learning, and most importantly, are masters at working collaboratively with others. Interviews with mentors confirmed they responded to an email call for mentors by submitting applications and letters of recommendation. Some mentors stated that they had been recruited by their site leaders. Training for the mentors is ongoing via book studies, networking meetings, and conferences. The mentor training begins with a three-day session that includes both new and returning mentors. This is a time for learning and understanding the scope of the work of mentors. During their interview, the mentors stated that they appreciated having to complete an inquiry project for the year that is similar to the candidates as it is a meaningful and helpful experience.

Educational partners provide input in the form of surveys and feedback forms. In addition to brief feedback surveys after most networking meetings, induction candidates complete two comprehensive formal surveys each year, one at the midpoint of the year and the second at the end of the year. The mid-year and end-of-year survey results from candidates are analyzed by the Learning-to-Teach advisory members, and recommendations for improvement are determined during its bi-annual meetings. Mentors complete end-of-year surveys about their experiences with the program. In addition, mentors engage in a self-assessment process in which they develop an inquiry around their areas for mentoring growth. Site administrators are also given the opportunity to provide feedback throughout and at the end of each year.

As evidenced in the program summary, AVTI regularly assesses the quality of the program aspects mainly through the use of surveys and feedback forms. The LTT members use the information to inform the program of needed changes and modifications. As stated in the Induction handbook, professional development sessions are evaluated by candidates through feedback forms completed after each session. Whenever there is deemed an area of need for professional development among induction candidates, related content is addressed and offered. Through the coordinated system of support, induction mentors make contact as necessary with on-site instructional partners, department chairs and other teacher leaders to inquire about candidate progress in the classroom and negotiate supplemental means of support.

The program coordinator has been very open to input from various educational partners to improve the program regarding professional development, structures, on-site support, and the LTT committee. The LTT members stated in the interview that it was appreciated that the Induction program knew that their best work could not be done in silos referring to the collaborative nature of the work.



Program modifications over the last two years include the following:

- Teacher Space
- Full Time Roving Substitute
- Micro-Credentialing and Badge Awards
- School Closure Adjustments

“Teacher Space” is a program modification made within the last two years. While it is also an overall district-wide program, a specific Teacher Space group was added to accommodate questions, discussions, and results of beginning teachers. The Teacher Space group involves a regularly scheduled collaborative session during which candidates meet with mentors, among other peers, to focus on the process of the Individual Learning Plan and document their experiences. These sessions are facilitated by mentors with the addition of available expertise that may come from veteran teachers who are participating in their own Teacher Spaces. In this group, teachers are at different stages of their inquiry, so some will be more experienced than others and can often respond to questions, comments, and offer suggestions. Mentors and other veteran teachers also attend to provide an extra layer of support. The documentation is embedded in their ILP – usually research information, courses of actions or reflections that are generated in the process. The veteran teachers who are not mentors may be participating in a neighboring Teacher Space of their own in which the beginning teachers can visit to learn about other types of content related to subject matter or instructional practice.

A dedicated roving substitute position has been created to support the classroom observation experiences. Mentors schedule class time at either the candidate’s home site or a designated site with a teacher of exemplary instructional practices, which may include the mentor, for candidates to observe classroom instruction. A monthly schedule is maintained for the roving substitute to cover either the mentor teacher or candidate classrooms.

At the end of each milestone in the candidate’s Individual Learning Plan a micro-credential badge is awarded, through the framework of the Plan, Teach, Reflect, Apply model. The intent of this micro-credential system is to motivate candidates to pursue the induction journey in a timely manner and reflect on their accomplishments each step along the way. Several interviewees reported on their enjoyment of the Teacher Space meetings that provided both collaboration with other teacher candidates and choice in professional growth.

### **Course of Study (Curriculum and Field Experience)**

The AVTI Individual Learning Plan (ILP) is based on participant choice within ten micro-credentials that are earned over the course of two years as evidence of professional growth, reflection, and data assessments are demonstrated through the California Standards for the Teaching Profession (CSTP). A micro-credential, or digital award badge, is earned after completion of each benchmark of professional growth.

While the micro-credential is the starting point, the teacher candidate has choice in determining their individual growth plan and identifying goals. Teacher candidates use their Induction Development Plan (IDP) from their credentialing program to reflect on their previous

experiences while the ILP creates a job embedded context for growth and development in sound pedagogical practices. One interviewee stated that the ILP provided helpful specific, individualized support for the inquiry project around math data. The administrators also have interactions with the teacher candidates and all expressed appreciation to ATVI for their direct support of teacher growth. Professional Development (PD) providers stated during the interview, the site includes recorded PD sessions and shared best practice offerings for the candidates. One PD provider added in an interview that this continuous cycle of improvement environment allows for true growth throughout the year.

The mentor's role is critical to the completion of the ILP and program requirements. Mentors observe each candidate a minimum of twice per year gathering evidence of their teaching practice, which leads to reflective conversations with the candidate. Through various interviews, it was voiced by several educational partners the importance of the collaboration and connection the mentors make with the candidate's assignment and the ILP. The ILP provides the documentation of the work by utilizing the micro-credential process as a motivator.

### **Assessment of Candidates**

Working in conjunction with their mentors, candidates are initially assessed through the tools of the Continuum of Teaching Practice (CTP), using evidence gathered by both the candidate and the mentor to match alignment with the CSTP. Candidate ILP are assessed at the completion of each phase in the Plan Teach Reflect Apply cycle, culminating in the award of a micro-credential. At the culmination of the program, each candidate participates in an exit interview during which the ILP is presented to a team of district curriculum coordinators and facilitated by the program coordinator. As candidates described their induction journey they emphasized the inquiry projects and the impact it had on their instructional practice.

As evidenced by several program documents and processes, candidates have several touch points within the two-year program to receive feedback and status updates towards their completion of the program. Candidates receive ongoing feedback from the program through observations, logs and ILP feedback. When the *Induction Completion Form* has been completed by the mentor, program administration verifies the candidate has met all requirements and qualifies to be recommended for the clear credential. Program documentation and interviews confirm that the credential analyst then completes the recommendation process with the CTC.

### **Findings on Standards**

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other education partners, the team determined that all program standards are **met** for the Antelope Valley Union High School District.

## INSTITUTION SUMMARY

The Antelope Valley Teacher Induction (AVTI) program is a job-embedded program that provides wrap-around support to the district’s beginning teachers. The focus on beginning teacher development is evidenced by the financial support provided to the program, which includes dedicated substitute teachers to ensure availability for teacher candidates to observe other teachers. As described by the superintendent, the impact on teaching and learning is clear; “when teachers get good pedagogical support they become good teachers for life. The inquiry process really supports our teachers.”

AVTI includes many district departments in the monitoring and planning of the program and the direct support of candidates and mentors. The Learning to Teach Advisory Board includes broad representation from their Education Services department, from technology to equity. This diverse group is able to provide input to the program from a wide lens. They are also able to identify needs and target specific assistance from any applicable department or work together with multiple departments.

Site administration identified the impact that the mentors make on candidate confidence and competence. Through on-going observation in candidate classrooms, administration can see the level of student engagement and learning increase over the two years. By growing as professionals, they all agreed the induction program increases Antelope Valley’s teachers’ longevity.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The AVTI program actively coordinates and involves numerous educational partners in the reflection and planning that leads to the day-to-day operation of the program. As noted by the Learning to Teach Advisory Board and site administrators, program leadership deliberately involves a wide number of departments and programs to ensure that all of the district is involved in the support of the teacher candidates. The program director and administrative assistant described the monitoring of program requirement completion for all candidates and support was also provided within the interviews by the mentors. When candidates complete all program requirements, the information is forwarded to the administrative assistant and the program director; the CTC’s 41-I is completed and sent to the credential analyst in a seamless process. The candidate’s time in induction begins and ends in the credential analyst’s office.

The program is well-supported by all departments in the district, which ensures that the needs of all teacher candidates are met. The Business Services department ensures sufficient funding is provided and includes that funding in the district LCAP. As stated by the director, “the beginning teachers are an integral part of the district’s future and we need to be committed to fund the program and understand the layers of how the program works.” As shared by the full-release mentors, “coordinating support is key to the program, to create a system of support so teachers will flourish.” The district has seen an increase in the number of new teachers hired who had attended high school in the district; this is adding to the diversity of the teaching staff.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

The AVTI program provides a strong foundation of support for candidates beginning at the time of hire and continuing through the recommendation for the clear credential. Interviews with program leaders, employees in personnel services and candidates substantiate that all new teachers holding a preliminary credential are enrolled upon hire and that mentoring support begins immediately.

Full and part-time mentors are assigned to teachers who have similar credentials and experience. As a result of the Governor’s executive order allowing assessments formerly in the preliminary programs to move to the induction program, an additional support person has been hired to assist candidates in completing assessments and tracking success. In addition to the support provided through the formal mentoring process, the district has a robust team of

professional development providers that work collaboratively with program leadership to provide PD in identified areas of need. Mentors work closely with candidates to assist in the identification of professional development that supports candidate learning goals. The individual learning plan (ILP) is organized into a series of micro credentials. Candidates reported enjoying the micro credential format as it created a sense of fun and accomplishment. Program staff reported that the use of micro credentialing is a way to monitor candidate progress, offer an award, incentivize and recognize professional growth.

The program has several systems in place to identify and support candidates who need additional assistance to meet competencies. This includes frequent and timely feedback, a third party for additional support, additional resources in the form of professional development providers, instructional partners, and department chairs.

Education partners reported feeling confident in the support that is provided to beginning teachers through AVTI. The term “wrap around support” was used in a number of interviews and by a variety of people. Evidence indicates that AVTI is realizing their vision of “improving student achievement by retaining quality teachers.”

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

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

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The AVTI program implements a planned sequence of coursework around three cycles of inquiry which make up the Individual Learning Plan (ILP) as evidenced by documentation, handbook, and interviews. Each cycle of inquiry is organized into the defined phases of plan, teach, reflect, and apply. Candidates work through each phase and upon completion earn a micro-credential. Each cycle of inquiry is organized to allow candidates to choose an individualized area of development through the lens of the CSTP, with input from their site administrators and their mentor. This process aligns with and builds upon the district’s “Plan for Professional Growth” in which all teachers are required to participate. Over time, candidates identify areas of improvement. They engage in professional development of choice that aligns with their inquiry, initiate a strategy, method or resource, bolstered by research, and analyze results toward improving teaching and students' learning. A program completer remarked that using the plan, teach, reflect, apply process created a habit “that is still used today.”

Mentoring is the basis of AVTI. The program employs both full and part time mentors. Criteria for mentor selection includes full credential status, proficiency in their teaching performance evaluation, administrator recommendation, experience and training in mentoring candidates, and a successful interview.

Newly hired mentors are trained before starting work with candidates in a three-day summer training that includes experienced mentors. Documentation and interviews confirmed that coaching tools, adult learning theory, focused conversations, cultural diversity, and mentoring standards are the focus of the annual training. Throughout the academic year mentors meet together monthly to participate in a book study and collaborate regarding best practices for

teacher support. As part of the evaluation process, mentors work on their own inquiry project using mentor standards and creating goals around their practice. Feedback is provided by the program leader. Interviews show that mentors appreciate the support provided by the program and apply the learning to many aspects of their professional life. They see themselves as part of a holistic system of support that the district has created to support all teachers. One mentor reported “I feel just as supported in this journey (as a mentor) as the mentees.”

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

AVTI has developed and implemented a continuous improvement cycle that involves gathering program data from candidates, mentors, and site administrators throughout the year. These data sources include multiple surveys from program partners, ILP by both mentors and candidates, ongoing surveys surrounding professional development, review of candidate competency and program review. The program regularly and systematically collects, analyzes, and uses candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve the program and its services. After data is analyzed by program leadership it is shared with partners. These groups are instrumental in developing, monitoring, and refining the program. Mentors spend significant time during the summer reviewing data and refining program offerings and interactions with candidates. District professional development partners work collaboratively with program leaders to review data on a regular basis to both refine workshops and determine need for upcoming offerings. The Learning to Teach Advisory Board consists of district and site administrators, mentors, candidates, and higher education representatives. AVTI Advisory Board uses both quantitative data, such as the



Commission’s surveys, local surveys and ILP results, as well as anecdotal data from their personal mentoring experiences and the mentors they are supporting, to guide program changes, such as revisions to the ILP and recommendations to the menu of professional development, plan mentor trainings, and prepare for network meetings.

The continuous cycle of improvement is evident in data that the program gathers on candidate satisfaction. 92.7% of program completers reported that the program was effective or very effective at helping them to develop skills, habits, or tools to grow their teaching practice. Program completers reported during interviews that what they gained in AVTI “was actually stuff I use in my classroom” and that AVTI “makes you feel like the district is investing in (me), not like (I was) a liability.”

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

The positive impact on both teaching and learning was identified across all departments and programs in the school district. The Learning to Teach advisory board noted that the professional development and mentor support that candidate receive results in an increase in confidence, better classroom management, pedagogy, and the ability to differentiate instruction. All of that results in better teaching and increased student achievement. The candidate's growth is seen in the development of their inquiry projects from year 1 to year 2. By the time they attend their exit interview, the candidates themselves are able to speak to their growth.

The year 2 candidates described the professional development provided by the district and noted the help that it provided them. As stated by one candidate, “the district is very supportive with the variety and amount of PD, and that helps me grow as a teacher which directly impacts the students. If I am better, they will achieve.

The 2021 completer survey showed that 57.4% of the completers found the AVTI program to be “very effective” in helping them develop the skills, habits, or tools needed to grow their teaching practice. This is nearly 8% higher than the state-wide total of 49.5%.