

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Walnut Valley Unified School District

Professional Services Division January 2019

Overview of this Report

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

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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

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

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

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

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

Institution: Walnut Valley Unified School District

Dates of Visit: November 5-7, 2018

2018-19 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although Walnut Valley Unified School District School District has operated a Commission approved educator preparation program since 2003, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i>

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

All program standards were found to be **Met**.

Common Standards

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

Overall Recommendation

The team completed a thorough review of the programs documents, program data, program implementation, including candidate electronic files and Individual Learning Plans, and interviews with program leadership, district leadership, site administrators, mentors, candidates, program completers, reviewers, and advisory committee members. As a result of finding all Common Standards and all program standards **Met**, the team unanimously recommends a decision of **Accreditation**.

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

Team Lead:	Deborah Parker Tulare City School District
Common Standards:	Julie Dewees Capistrano Unified School District
Programs Cluster:	Ronda Munoz Ceres Unified School District
Staff to the Visit:	Karen Sacramento Commission on Teacher Credentialing

Documents Reviewed

Advisory Committee Agendas, Sign ins, Feedback	Memorandum of Understanding (MOUs)
Annotated List of Data Sources	Professional Development Mini Conference Agendas
Inductionsupport.com (Learning Management System)	Professional Development Schedule
Candidate Milestones - Sample Individual Learning Plans, completed and in progress	Program Assessment document
Completer Survey Data 2017	Program Assessment Feedback
Cited Research— Deming, New Teacher Center	Program Leadership Feedback
Mentor Meeting Agendas and Materials	Record Keeping documents
Common Standards Review Feedback	Sample Email Communications
Common Standards Review submission	WVUSD Induction Program Site Visit Website
Data Analysis of Surveys and Evaluations	Surveys and Evaluations of PD Sessions
Mentor Logs	Teacher Induction and Professional Support Handbook
Mentor Roles & Responsibilities	Teacher Induction and Professional Support Program Flow Map
Mentor Observation documents	Exit Interview Rubric and Data Chart
Mentor Self-Assessment & Reflection	Candidate Placement Spreadsheet

Interviews Conducted

Stakeholders	TOTAL
Induction Candidates Year 1	73
Induction Candidates Year 2	38
Induction Program Completers	20
Mentors	77
Lead Mentors	16
Institutional Administration	6
Program Leadership	2
District Partner Liaisons	8
Mentor Trainers	2
Credential Analysts	5
Advisory Committee Members	19
Site Administrators	37
TOTAL	303

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

Background Information

The Walnut Valley Unified School District is located in the eastern portion of Los Angeles County. It serves the city of Walnut and much of the city of Diamond Bar. The district contains 9 elementary schools, 3 middle schools, 2 regular high schools, and 1 continuation high school. Walnut Valley serves a student population of approximately 14,600. The District takes pride in the fact that it develops an awareness and appreciation for the cultural and ethnic diversity represented on every campus. Walnut Valley USD students experience a rigorous academic program and Walnut Valley USD schools have been recognized by both the California State Department of Education and the United States Department of Education. Numerous sites are National Blue Ribbon, California Gold Ribbon, and California Distinguished Schools.

Education Unit

The Walnut Valley Consortium has five main partner districts, and also partners with several private and charter schools. In addition, the program accepts independent candidates from districts that do not offer induction to support both General Education and Education Specialist candidates.

Walnut Valley Teacher Induction Program Partnering LEAs

District Consortium Partners	Private/Charter School Partners	Independent Participant Districts
Walnut Valley USD Rowland USD East Whittier City School District Whittier City School District South Whittier School District	Bishop Amat High School St. Marks Lutheran School Southlands Christian School The School of Arts and Enterprise Broadoaks School of Whittier College The California School of the Arts – San Gabriel	Chino Valley USD Covina Valley USD Norwalk/La Mirada USD Lowell Joint School District

The vision of the Walnut Valley Teacher Induction Consortium is to foster the development of lifelong, reflective practitioners who continually seek opportunities for growth. With the support of qualified and trained mentors, candidates participate in research-based cycles of inquiry aligned with the California Standards for the Teaching Profession. New teachers explore best practices designed to meet the needs of diverse learners with a focus on individualized goals and student achievement. Teachers are supported while establishing and providing a safe, inclusive, and equitable learning environment that will enable all students to succeed while they earn the recommendation for the clear credential.

Table 1
Program Enrollment and Completers

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
General Education Teacher Induction	65	157
Education Specialist Teacher Induction	11	36

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports Teacher Induction

Program Design

The Walnut Valley Induction Consortium Program, under the Educational Services Department of Walnut Valley Unified School District, consists of five main partner districts and several charter and private schools. The Walnut Valley Induction Consortium has evolved through many models since its inception in 1999, all of which are based on the Deming Cycle of Plan, Teach, Reflect, and Apply and the work of the New Teacher Center, which focuses on the importance of systematic mentoring and cycles of inquiry to support teachers in effective teaching practices as well as professional practices. All work together to promote retention in the profession and increase academic achievement for all students.

Walnut Valley Teacher Induction leadership consists of the Superintendent, the Induction Coordinator, Induction Specialist, credential analyst, and secretary. The Induction Coordinator reports directly to the Assistant Superintendent of Educational Services. Interviews confirmed that as a part of the Educational Services Division, the Induction Program Coordinator meets with the Assistant Superintendent of Educational Services on a regular basis. The Induction Program Coordinator also attends principal meetings, the leadership group, and presents to the school board annually. In addition, the superintendent and the Induction Program Coordinator have regularly scheduled meetings to provide updates on the day-to-day operation of the Induction program. The superintendent interview confirmed that “the program is part of the culture of Walnut Valley School District, not a separate entity.” District leadership also commented on the fact that the Induction program is seen as a resource for professional development for principals and leadership within the district, keeping them current on the strategies and skills new teachers are developing through the Induction program.

Stakeholder interviews and review of documentation confirmed that Walnut Valley Teacher Induction has robust mentor training and support with lead mentors an integral part of support for new mentors. Mentors receive ongoing, continuous training during their mentoring term on such topics as reflective conversations and how to conduct observations of their candidates. Mentors interviews confirmed that training is differentiated depending on mentors’ needs.

New mentors receive two full days of training, one day during the summer and the second day after they had been paired with a candidate. Returning mentors receive training at “Review and Renew,” bringing them current with the program’s changes and processes. The effectiveness of the mentor and candidate pairings is monitored and assessed through candidate feedback and regular monitoring of mentor logs, Induction documentation, and mentor self-assessments. It was confirmed through interviews and online mentor logs that mentors meet with their Induction candidates at least an hour a week for a minimum of four hours per month. Mentors guide their candidates through all required Induction processes and documentation during these weekly meetings as well as providing “just in time” support for the

candidates and promoting long-term guidance to promote professional growth. A candidate shared, “Weekly meetings with the mentor were invaluable. We brainstormed for specific context. She was always immediately adapting to what was needed in my classroom.”

As an added layer of support, Walnut Valley Teacher Induction Program implemented lead mentors last year to support new mentors. Several new mentors commented during interviews on how well supported they felt. As one mentor stated, “my lead mentor checked in with me and ensured my questions were being answered.” Currently, there are twenty-two lead mentors who each support one to five new mentors. The lead mentors regularly communicate with the new mentors and meet with the new mentors and their candidate three times throughout the year. Lead mentors provide new mentors with support and guidance on not only the program’s processes, but also on how to best support the candidate.

Interviews with the Advisory Committee, comprised of liaisons from all participating partner districts, IHE partners, district administrators, credential analysts, and Induction staff members confirmed that the Advisory Committee is actively involved in the oversight of the Teacher Induction program. Advisory Committee members indicated that they meet bi-monthly and have an active role in the analysis of program data, looking for trends as well as areas of strength and growth for the program. During the interview, members of the board indicated that they felt that their input was heard and feedback was acted upon by program leadership. One member stated, “Our input is valued and applied in the whole process.” Another stated, “Feedback from the team is appreciated. We are putting some good products out there in educators.”

Program stakeholders indicated during interviews that they are provided with several opportunities to provide program feedback and evaluation. Candidates complete surveys after trainings and professional development, and on mentor effectiveness. As one candidate stated, “the program takes feedback seriously, and they act upon it.” During interviews, candidates shared that feedback that they provided at the end of their first year was shared at the beginning of the second year. Candidates were asked to analyze the feedback, looking for trends and areas for growth. Program leadership then communicated what changes they had made to the program based on the candidates’ feedback. Mentor interviews indicated that they feel safe in giving feedback to the program leadership and that leadership is responsive to the feedback. Principals, district liaisons, and Advisory Committee members all shared that they are given multiple opportunities to provide feedback, and that the program leadership actively seeks their input. All stakeholders indicated that they have opportunities to provide feedback formally as well as informally through emails and other forms of communication. Throughout the interview process it was expressed that program leadership was extremely responsive to all areas of candidate and mentor support. One candidate expressed “I can always talk to the program coordinator who knows me and knows my needs.”

Course of Study (Curriculum and Field Experience)

The Walnut Valley Teacher Induction Program is a two-year program, with an Early Completion Option, designed to support both General Education and Education Specialist candidates. Over a two-year course of the program, candidates complete five Inquiries as part of their Individual Learning Plan (ILP) in self-selected California Standards for the Teaching Profession (CSTP) focus areas, while Early Completion Option candidates complete three Inquiries. An Early Completion Option candidate shared that program leadership acknowledged the experience of veteran teachers coming into the program and guided her to see the value of the program.

As confirmed through interviews with program leadership, mentors, and candidates, and review of program documents, all candidates attend an entrance interview with program leadership and are then matched with like-credentialed mentors within 30 days. First-year candidates attend an orientation where they learn about program processes and develop the Initial Learning Plan which begins the process of building upon the knowledge and skills gained during the preliminary preparation program and any previous teaching experience. Induction candidates use their transition plan from their preliminary program, when available, and site administrator objectives to guide the initial goals they set in each of the six CSTPs on the ILP. Second Year candidates also attend an orientation and revisit their Initial Learning Plan. Mentors then observe their candidate, work with them to identify student needs, and discuss Induction roles and administrator objectives at a triad meeting. These are then taken into consideration to guide the candidate in choosing which teaching standard to focus on for their first Individual Learning Plan. “I like that my goals are aligned with what I am already doing in the classroom. I am able to come up with my own focus and also address site goals,” shared one candidate. The ILP is modified and updated after each inquiry process, and at the end of each year of Induction.

During interviews, candidates indicated that the process is individualized to meet their needs and the needs of their students. Based on self-assessment findings, candidates determine which CSTP they need to work on. If, at the end of the inquiry, it is evidenced that they have not made adequate progress towards mastery then they continue working on the focus CSTP for the next inquiry. The inquiry process can include professional development sessions, observations of veteran teachers, and collaboration with other teachers. Candidates indicated that they are offered several opportunities to attend differentiated professional development sessions--from classroom management for all levels of students to strategies for meeting the needs of all learners. The self-selected sessions focus on skills and strategies that will support the candidates in meeting their inquiry goal. The professional development opportunities were described across stakeholder groups as individualized, purposeful, and supportive of the strategies that candidates were learning to implement in their classroom.

Mentors and candidates commented on the reflective aspect of inquiry, stating that it is an “excellent tool for continually reflecting on one’s own teaching, to reflect on what I am already doing that is good and what I need to do better.” Candidates shared that the feedback that they

received from program leadership gave them an indication if they were “on the right track” and were able to make adjustments before submission.

Assessment of Candidates

Candidates maintain an online portfolio, grouped into milestones, for documenting evidence of growth toward mastery in the standards. Candidates receive individualized feedback from program leadership on milestone evidence. At the end of the first Induction year, candidates bring printed copies of all of their Induction documents from the current year and review them with a different mentor. Candidates maintain documentation of their induction progress and are well aware of requirements for completion. At the end of the second Induction year, if all previous milestones have been satisfactorily completed, the candidates prepare a presentation of their learning to show to program and district leadership at the Colloquium. The last step in the verification process is the Exit Interview. Each candidate responds to questions by a panel of program stakeholders and presents individualized evidence of growth in aspects of teaching practice in the CSTPs. The panel completes a rubric for this interview which is combined with a rubric score for milestone evidence submitted. A decision is then made by the Induction Coordinator for the credential recommendation. A year two candidate shared, “At every meeting since the first year, they have told us about the exit interview. They even provided questions that might be asked at the exit interview.”

Program expectations are clearly communicated to the candidates and they are supplied with numerous examples of exemplary Individual Learning Plans, Inquiries, Observations, and self-assessments on the Continuum of Teaching Practice. Candidates who do not meet the program’s expectations for completion receive written directions and personalized support for the portions of the program that need to be repeated or what additional evidence must be added to complete the Induction process. Candidates expressed that “if we have not fully met expectations, then program leadership will let us know and what we need to do to fix it.”

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Walnut Valley Unified School District Teacher Induction Program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		

<ul style="list-style-type: none"> ● The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 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. 	X		
<ul style="list-style-type: none"> ● The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>Additional information applicable to the standard decision</p> <p>The WVUSD Induction program is a consortium serving five partner districts and several teachers from private, charter and other public schools. The superintendent stated that he believes in servant leadership and that providing a high quality program for all participants is a priority. Through the collaborative work of the advisory committee, liaisons for each district, and lead mentors, the program ensures that there is alignment with each school and districts’ priorities. Advisory committee members confirmed that individualized professional development opportunities, resources, and mentor matches are strategically designed to address the priorities of each partnering district. Communication amongst all stakeholders who are actively involved in the organization, coordination, and decision making was verified in interviews. Advisory members stated they feel like their work on the committee matters. One member stated that the advisory committee looks deeply at the program data to ask “why” and to see if there is something more or something different that could be done to improve the Induction process for teachers and mentors.</p> <p>Sufficient resources are allocated for the effective operation of the program. The hiring of a full time program specialist and lead mentors has ensured that the program continues to have the personnel necessary to meet the needs of all participants. Interviews with program leadership and site administrators confirmed that MOUs are in place to ensure that teachers and mentors have release time for observations. The Assistant Superintendent of Business Services stated that Induction is a top priority in the district and that the program provides targeted professional development that sets the tone for expectations for high performance of teachers and the work they do with students.</p>			

Extensive mentor recruitment and strong communication with site administrators provide a pool of qualified personnel who represent diversity and excellence and are assigned to meet candidate needs. All mentors receive initial training in the foundations of mentoring, and once they are matched, receive additional training throughout their tenure as mentors. Mentors spoke of collaborative learning circles they attend after initial mentor training as “just in time support for mentors.” Candidates spoke highly of mentors saying they are available through text and phone calls in addition to weekly meetings and that the support provided addressed their individual and immediate needs while challenging them to research new strategies and put them into practice in their classrooms.

Candidates are informed of credential requirements at an initial orientation and a one-on-one meeting with the program coordinator. Additionally, candidates are provided with feedback through milestones three times each year. Each milestone includes a self-assessment in a CSTP, the ILP, observation-based evidence gathered by mentors, evidence of candidate practice in that standard, reflections on teaching practice, student achievement, and growth in the standards. This process, along with exit interviews, verifies that credential requirements have been met.

Common Standard 2: Candidate Recruitment and Support

Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> ● The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> ● The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> ● Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		
<ul style="list-style-type: none"> ● Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		

Finding on Common Standard 2: Candidate Recruitment and Support	Met
<p>Additional information applicable to the standard decision</p> <p>The district purposefully recruits and admits candidates to diversify the educator pool as demonstrated by evidence of extensive recruiting at job fairs at multiple universities. Demographic data shows that the diversity of teachers closely matches that of their students. The induction program accepts teachers who have a full-time teaching position and preliminary multiple subject, single subject, or education specialist credential. The program coordinator and Induction specialist schedule entrance interviews with each teacher entering the program. At these entrance interviews, the program leaders review their credentials and share information about the structure and requirements of the program. Candidates are matched by program leadership with a mentor within 30 days. At orientation, candidates and mentors are given program handbooks and more detailed information about program activities, expectations, and processes.</p> <p>Mentors and candidates collaboratively begin to create standard-based goals on an Initial Learning Plan. This goal-setting process is continued at the triad meeting, where mentors and candidates meet with their site administrator to review site goals and objectives to be included in that initial plan. Administrators confirmed that they meet with candidates and mentors to align their site goals with the ILP. They described the Induction process as streamlined and purposeful where anything candidates are asked to do supports what they are experiencing on campus. One candidate said that he “appreciated incorporating Induction goals with site goals--it was like double dipping to becoming experts.” Mentors also stated that the process is very intentional and candidates are finding purpose and meaning behind the work. One stated, “relationships are deeper and connected, and that it is creating more passionate teachers.”</p> <p>Candidate participation throughout the program is monitored for progress toward program completion by program leadership. Candidates stated that feedback is specific and that program leadership provides one-on-one meetings, is supportive in special circumstances, and is open and available to support their success. Mentors stated that candidates rarely fail to meet milestones or pass the exit interview due to the extensive feedback that allows them to “fix any issues along the way.” Mentors highlighted that they utilized online resources, such as demonstration videos and tutorials for additional support.</p>	

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
· Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	X		
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		
<p>Additional information applicable to the standard decision</p> <p>The Walnut Valley Induction Consortium’s program provides a mentor-based new teacher support system. Candidates are supported by qualified mentors who are selected through a rigorous application process and administrator recommendation. Mentors attend initial mentor training during the summer, then once matched with a candidates receive a second day of training. Additionally, all new mentors are assigned a lead mentor. One candidate shared, “My mentor is a brand new mentor and has her own mentor; we both feel very supported.” Lead mentors, who have demonstrated exemplary skills, each support up to five new mentors. Returning mentors receive a Review and Renew training. Principals described mentors as “brokers of information who are able to connect their candidates with other resources to support their ILP goal.” The program employs multiple measures for assessment of mentor effectiveness, including candidate feedback, mentor self-assessment and regular monitoring of mentor logs.</p> <p>Over two years, mentors assist their candidates in completing an inquiry-based ILP, collecting evidence of their teaching practice, reflecting on that evidence, and completing documentation of that process in an online portfolio which is reviewed regularly throughout the induction program. Candidates describe the ILP process as meaningful, relevant, and individualized. In an interview with year one candidates, one said, “The program allows me to focus on the things I want to focus on and what I really need.”</p> <p>The program provides a variety of training and development activities that assist mentors in supporting diversity of both candidates’ needs and the diverse needs of their students. In addition, every year there are optional professional development sessions centered on supporting the needs of English language learners and students with special needs. In collaborative meetings three times a year, candidates across the consortium meet with other teachers in their discipline to work together to address personal concerns or questions about their practice. All reported that they left the collaborative meeting with ideas and strategies, and one candidate even shared an artifact from the last meeting where he received collegial support to solve a classroom issue.</p>			
Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study	X		

offered, fieldwork and clinical practice, and support services for candidates.			
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	X		
Finding on Common Standard 4: Continuous Improvement	Met		
<p>Additional information applicable to the standard decision</p> <p>The Walnut Valley Induction Consortium has a multi-year continuous improvement and assessment cycle that uses multiple data sources to reflect on program effectiveness and the quality of preparation candidates are receiving. The program gathers evidence including mid-year and end-of-year surveys, professional development assessments, and exit interview data. Program completer data is analyzed and used by the program to assess candidates’ perception of their preparation for professional practice.</p> <p>Stakeholder interviews indicated how regular examination and analysis of the data collected has informed and supported many improvements to the program. Collaborative data analysis by Advisory Committee and Liaisons occurs bimonthly to promote program improvement. For example, completer survey data was analyzed by program leadership, Advisory Committee and district liaisons identifying an area of need concerning the timing for matching of mentors. In response, the program began recruiting mentors in the spring and providing mentor training in the summer to create a qualified pool of mentors, which allowed for more timely job-alike matches. Similarly, candidate inquiry documents and data from the exit interviews analyzed by the Advisory Committee led to a modification in mentor training to address the need for deeper reflection during the inquiry process. One site administrator described Advisory Committee meetings as “Not just looking at the data, but really digging deep for the why and acting on that analysis.”</p> <p>Second year candidates shared that they were given the opportunity to review their own end-of-year survey results from year one to see first-hand how program changes had been made based on their input. All stakeholders expressed that they felt their input was valued, and that they appreciated the open lines of communication with the Induction program.</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	X		
Finding on Common Standard 5: Program Impact	Met		
<p>Additional information applicable to the standard decision</p> <p>The Walnut Valley Induction Consortium ensures that all candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting the state adopted academic standards through their successful completion of their Individualized Learning Plan as they grow in moving toward mastery of the CSTP.</p> <p>Survey data from stakeholders provides evidence that the program has a positive impact on candidate competence and subsequently on student achievement. The state completer survey confirms the positive impact on candidates. Both current candidates and program completers cited multiple examples of ways in which program experiences, particularly support from their mentors, helped them grow in their ability to support all students, including English learners and special needs students by identifying specific strategies to differentiate instruction. On the 2017 Completer Survey, 93% of general education program completers and 94% of education specialist completers reported that overall the program was effective or very effective in developing the skills, habits, or tools needed to grow their teaching practice. A year two candidate expressed, “I have been able to see improvement in my own teaching and my students. Every inquiry needs a measurable outcome, so I see my students’ growth and reflect on what I can improve on.”</p> <p>Administrators shared multiple examples of how their induction candidates have grown in their teaching practice. One shared that he saw “evidence of processes for reflection embedded in Induction.” Another commented that the exit interviews at the end of two years of Induction give candidates the opportunity to present specific examples of the impact on student</p>			

achievement such as the ILP, Continuum of Teaching Practice, observation evidence, and end-of-year reflections.

District administration expressed that they felt that the Induction program not only contributed to teacher retention, but also is a key recruiting factor. The Assistant Superintendent of Education Services commented that “As a highly regarded program, other districts want to send their teachers to Walnut Valley for Induction.” Candidate interviews confirmed this sentiment; several candidates shared that they had been attracted to working in Walnut Valley because of the Induction program. Candidates from partner and independent districts expressed that the Consortium Induction program offered what their own district could not provide.

INSTITUTION SUMMARY

The Walnut Valley Teacher Induction Consortium has developed a quality Induction Program that promotes a job-embedded model for new teachers to support effective teaching practices and strengthen professional practice while supporting the district’s vision of “every student, every day.” They have accomplished this through intentional collaboration and communication with all stakeholders. As one administrator shared, “Everything our induction program does is purposeful, strategic, and meaningful.”

Interviews with candidates distinctly demonstrated that they view the Induction program as relevant and supportive of their daily instruction, not just as a pathway for clearing their credential. They value the choices they have in goal setting and their professional development options which are strategy based, collaborative, and immediately applicable to their individualized goals in support of student learning. Candidates value that the program is flexible and understanding of “real-life circumstances” and takes into account variables such as prior experience, diverse demographics, and the need to sometimes require more time to complete milestones due to personal reasons. One candidate said, “Induction feels like support, not work.”

Across all stakeholder interviews, there was an overwhelming appreciation for the personal, individualized attention, availability, and dedication to educational excellence on the part of the program coordinator. Under her leadership, the priority is manifestly to provide the resources, support, and training so that all candidates have the opportunity to start their career with a strong foundation upon which they can grow their professional practice.