

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

**Professional Services Division
March 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Napa 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 with Stipulations** 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	4	2	

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: Napa County Office of Education

Dates of Visit: January 14-16, 2019

2018-19 Accreditation

Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

<i>Although Napa County Office of Education has operated a Commission approved educator preparation program since 2004, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2019 accreditation visit is the first accreditation site visit for this institution.</i>
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Rationale:

The unanimous recommendation of **Accreditation with Stipulations** for Napa County Office of Education 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 for the Teacher Induction program were **Met** except for Program Standard 4: Qualifications, Selection, and Training of Mentors and Program Standard 6: Program Responsibilities for Assuring Quality of Program Services which were **Met with Concerns**.

Common Standards

Common Standards 1, 2, and 5 were **Met**. Common Standard 3: Fieldwork and Clinical Practice and Common Standard 4: Continuous Improvement were **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program and institutional administration, and interviews with candidates, program completers, mentors, site administrators, and employers.

Due to the finding that two Common Standards were **Met with Concerns** and two program standards were **Met with Concerns**, the team unanimously recommends a decision of **Accreditation with Stipulations**.

The team recommends that within one year of this action, the institution submit written documentation addressing the following stipulations:

1. That the institution provides evidence that it has established a systematic manner in which mentors are evaluated and recognized.
2. That the institution demonstrates that the Unit leadership provides institutional support required to address the needs of the teacher induction program considering the interests of the program within the institution, and that the education unit regularly and systematically analyzes data to promote continuous improvement.

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

Team Lead:	James Webb William S. Hart Union High School District
Common Standards:	LaVonne Chastain Kings County Office of Education
Programs Cluster:	Amanda Baird Orange County Department of Education
Staff to the Visit:	Roxann Purdue Commission on Teacher Credentialing

Documents Reviewed

Common Standards Documentation	Candidate ILPs
Common Standards Addendum	Program Review Documentation
Mentor Activity Logs	Program Review Addendum
Accreditation Website	Candidate Advisement Materials
Program Website	Electronic Candidate Files
Candidate Files	ECO Requirements
Candidate Handbooks	Assessment Materials
Mentor Handbook	Mentor Goals
MOUs	Training Materials
Survey Results	Performance Expectations Materials
Budget Reports	Organizational Chart
Precondition Responses	Program Data

Interviews Conducted

Stakeholders	TOTAL
Candidates	23
Completers	12
Employers	4
Institutional Administration	6
Program Coordinators	1
Induction Leads	8
Mentors	18
Site Administrators	13
Human Resources	2
Credential Analysts and Staff	2
Advisory Board Members	6
TOTAL	95

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 Napa County Office of Education is located in the northern portion of California. The Napa County Office of Education induction program serves Napa Valley Unified School district with an enrollment of 18,224 students, Pope Valley Union Elementary with an enrollment of 57 students, Napa County Office of Education with an enrollment of 136 students, Stone Bridge School with an enrollment of 266 students, Calistoga Joint Unified School District with an enrollment of 859 students, Howell Mountain School with an enrollment of 86 students, and Mare Island Technology Academy with an enrollment of 419 students.

Napa County Office of Education has a mission to serve as a flexible, countywide educational resource. As part of its mission, Napa County Office of Education supports and collaborates with districts, provides access and coordinates existing services, and develops additional services in response to changing community needs. The County had special recognition from the White House Initiative on Educational Excellence for Hispanics as well as recognition from the United States Congress, the State of California Legislature, the California Department of Education, and numerous other professional organizations across the state.

Education Unit

The Napa County Office of Education has four main partner districts, and also partners with five charter schools. In addition, the program accepts independent candidates from districts and private schools that do not offer induction to support teacher candidates.

Napa County Office of Education Induction Program Partnering LEA

With the partnership and guidance of a skilled mentor, candidates in the Napa County Office of Education induction program engage in structured and continuous learning cycles designed to promote growth in the teaching practice, as measured by self-assessment along the *Continuum of Teaching Practice*. The focus of these cycles align with a candidate's Individual Learning Plan, and are completed collaboratively with the support of a mentor, site administrator, and induction leadership. The foundation of all growth is a strong candidate/mentor relationship, developed through differentiated mentor training and individualized mentor resources.

District Partners	Charter School Partners
Calistoga Joint Unified School District Napa Valley Unified School District Howell Mountain Elementary School District Pope Valley Unified School District	Mare Island Technology Academy Pathways Charter School Stone Bridge School River Middle School Napa Valley Language Academy

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Teacher Induction	42	83

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report Teacher Induction Program

Program Design

Leadership Within the Induction Program

The Teacher Induction Credential Program at Napa County Office of Education is offered in the Continuous Improvement and Academic Services Department. The induction program leadership includes a program manager who is supported by an administrative assistant. The Director of the Continuous Improvement and Academic Services supports the induction program and additional advisement is provided regarding the induction program budget, as needed, by the Deputy Superintendent. The Teacher Induction program is continuously monitored by the program manager who ensures the focus of building candidate skills toward mastery of the *California Standards for the Teaching Profession*.

Communication Within the Induction Program and With the Institution

The Teacher Induction program manager communicates with program support staff, county office stakeholders, consortium members, administrators, mentors and candidates via in-person meetings or trainings, through email, phone calls, and through their online platform Google Classroom. Interviews with stakeholders confirmed the Induction program staff consistently communicates with candidates, mentors and site administrators. This communication includes newsletters, email correspondences, phone calls and in-person training/network sessions. Interviews confirmed the Induction program manager and the Director of Continuous Improvement and Academic Services have rarely met to discuss the induction program specifically. Further interviews confirmed that no formal discussion about the induction program has occurred with the rest of the leadership team within the education unit. Instead, interviews provided evidence that the meetings tend to be more informal in nature rather than specific, comprehensive gatherings to discuss data and program effectiveness.

Mentoring Design in the Induction Program

Mentors serve a key role in the Napa County Office of Education Teacher Induction Program. Stakeholder interviews and documentation reviewed confirmed that the Napa County Office of Education Teacher Induction Program has a robust mentor training and support system. Mentors receive ongoing, continuous training during each program year on topics including mentor skill building, foundations of teaching, and a mentor book club. In addition to the mentor support meetings offered throughout the program year, all new mentors participate in a full day Mentor Foundations training, which is grounded in the *Cognitive Coaching* structure.

Interviews with candidates and mentors confirmed that mentors meet with their induction candidates for a minimum of one hour per week. Mentors guide their candidates through the required induction processes and documentation during these weekly meetings. In addition, mentors provide “just in time” support to candidates. During interviews with candidates, one

candidate shared, and others agreed, the mentors are always available to provide support. Mentor interviews indicate they value the induction program, appreciate the opportunity to network with other mentors during training sessions, and feel they are always growing in their own teaching practice.

Mentors generate their own mentor goal each program year. Document reviews and interviews with the program manager and mentors confirmed that resources, like the mentor practice standards, are provided to assist mentors in writing their goal. Although support is provided to mentors in writing goals, there is limited evidence provided to indicate mentors are provided with formative feedback on their work or quality of service to candidates. Data from candidate surveys is not shared with the mentors.

Qualifications, Selection, and Training of Mentors

In order to apply to be a mentor in the Teacher Induction Program, interested individuals must meet a specific set of qualifications. These qualifications are clearly outlined on the mentor application. These qualifications include, but are not limited to the following: a minimum of three years of effective teaching experience; the possession of a clear teaching credential in the appropriate area (multiple subject, single subject, education specialist); the ability, willingness and flexibility to meet candidate needs for support; and demonstration of a commitment to professional learning and support. In addition, it is recommended that mentors have at least some familiarity with the *California Standards for the Teaching Profession*.

The primary source of mentor recruitment is site administrator recommendation. Mentors are selected and matched to an induction candidate after completing the application process. When mentors and candidates are paired, assignment considerations are given to expertise in a similar grade level, content area and/or education specialist authorization; same or proximal school site assignment; and site administrator recommendations. To maximize candidate support and growth, interviews confirm that every effort is placed on matching a candidate to a mentor at the same school site.

The Napa County Office of Education Teacher Induction Program offers a series of six mentor training sessions throughout each program year, and they participate in a mentor book club during mentor network sessions. Training includes a mentor orientation, fall/winter/spring network meetings, and two mentor foundations trainings. Mentors are able to choose one of two offerings for the orientation and network meetings. The two foundation day trainings are offered one time each semester for an entire school day. The foundation trainings are mandatory for all new mentors. Mentor interviews confirmed that mentors find value in the training provided, and they are continually being developed as a mentor through this training. While interviews did confirm the multitude of mentor training options and network meetings, there was no evidence that the program provides opportunities for the mentors to engage in systematic formative feedback to inform their practice. Recent trainings have provided methods and information that incorporate the ILP and the new mentoring design. As a result,

one mentor stated that she has noticed the positive changes to the program in recent years to meet the needs of candidates in the program, and she “is proud to be part of this program”.

Means for Stakeholder Input

Stakeholders provide formal program feedback twice annually through mid-year and end of year surveys. This data is shared with the leadership and advisement team called the Induction advisory board task force. Candidates and mentors are encouraged to provide feedback informally to program staff via email, phone and face-to face meetings. All stakeholders confirmed their input is collected on a regular basis. This is done through mid-program and end-of-year surveys for candidates, mentors and site administrators; document checks; informal conversations; phone calls and in-person meetings with program staff.

Description of How Program Assesses the Quality of Services

The program regularly assesses the quality of services each program year. This is done twice annually, at mid-year and end-of-year, through program surveys distributed to candidates and mentors. All stakeholders provide input to the teacher induction program. This data is shared with the induction advisory board task force. The task force analyzes the information and works together to make program improvements. The stakeholder input is shared with candidates, mentors and site administrators in an informal process, specifically when making program changes. However, a formal process does not exist to provide survey results to any stakeholders for program improvement.

Program Modifications Over the Recent Two Years

Review of documentation indicates that in the last two years, the Napa County teacher induction program has made several program modifications. This includes the development and refinement of the Individualized Learning Plan (ILP); the streamlining of all candidate and mentor documentation; the standardization of induction learning walks in which candidates are able to observe and learn from a variety of practicing teachers various teaching strategies; and the differentiation of mentor training (mentor foundations training for new mentors, mentor book club, revising the mentor self-assessment tools and resources).

Course of Study (Curriculum and Field Experience)

Development of Individual Learning Plan (teaching context, transition plan, input from employer)

The Individual Learning Plan is developed within the first sixty days of enrollment in the teacher induction program. To begin this process, candidates select two elements of the *California Standards for the Teaching Profession (CSTP)* for focused growth during the program year. Candidates gather information about their levels of practice, and with their mentor, complete a self-assessment along the *Continuum of Teaching Practice* to allow for growth to be recorded and tracked throughout the year. Candidates receive feedback on the development of the Individual Learning Plan during the triad meeting with their site administrators. Teacher

Induction program staff also provide feedback to candidates during the professional growth conversations.

Throughout the program year, candidate growth is promoted on the selected CSTP in the Individual Learning Plan by completing cycles of inquiry. During this process, candidates explore a problem of practice, access research based options for application, and gather student data to determine the efficacy of strategies. Interviews with stakeholders and document reviews confirm the development of the Individual Learning Plan.

Description of the Components of the Individual Learning Plan

The Individual Learning Plan (ILP) provides the road map for the candidates' induction work. Through interviews and document review, candidates and mentors confirmed that the ILP is a living document that changes, as needed, throughout the program year. Candidates describe the ILP process as an opportunity for individual growth. One candidate commented, "This program is not about checking boxes; it's about growing." As such, interviews with candidates and completers confirmed they feel like they are learning to become better teachers. Mentors contribute to the development of the ILP by assisting in the development of the CSTP focused candidate goals. After the ILP has been developed, the mentor observes the candidate and provides feedback on candidate strengths and opportunities for growth as it relates to the ILP goals.

Professional Learning Opportunities for Candidates (including resources and support)

The Napa County Office of Education Teacher Induction Program offers a variety of professional learning opportunities for candidates. One resource provided to all candidates is the text *Teach Like a Champion 2.0*. The candidates use this text based on their specific growth needs. In addition to the text, the program staff have added the resource guide, including exemplar videos of teacher practice, to the program website as a resource. The resource is matched to the *California Standards for the Teaching Profession*. For example, a candidate with a growth focus in classroom management could click on CSTP 2 and find direct links to the chapters of the book and video exemplars that match the elements within the CSTP. Another professional learning opportunity provided to candidates is the learning walk. Learning walks take place once per semester during each year of induction. The induction program reviews the ILP of each candidate and works with the mentor/candidate to determine the appropriate learning walk focus. During interviews, candidates and mentors confirmed that the learning walks were one of the most meaningful activities in the teacher induction program.

Role of the Mentor in Individual Learning Plan Process

The mentor plays a key role in the development of the Individual Learning Plan (ILP) process. The mentor serves as a support to strengthen the candidate's professional practice through the development of the ILP. This is accomplished through the weekly meetings with the candidate, triad meetings, and continuous growth conversations with program staff. Interviews and

document review confirmed weekly meetings to allow opportunities for the mentor and candidate to continually reassess the progress of the Individual Learning Plan.

Assessment of Candidates

Description of How Candidates are Summatively Assessed for Competency and Completion of Program

Candidates maintain an online portfolio, using Google Classroom, to document evidence of growth toward mastery of the CSTP. Candidates receive individualized feedback from program leadership on milestone evidence. Candidates are given a checklist to help monitor their progress throughout the program year. In the middle of each program year, the candidate and mentor engage in a Continuous Growth Conversation with the induction program leadership. This conversation allows for additional support and monitoring. At the end of each program year, candidates complete a summative assessment in the form of a colloquium for year one candidates and an exit presentation for year two candidates. In an effort to support candidates with program completion, candidates are provided with an induction checklist. Document reviews and interviews with candidates, mentors and program staff confirm a summative assessment process takes place for all candidates and candidates are provided assistance in monitoring program completion. In the event a candidate is not meeting program expectations and requires additional time in the induction program to demonstrate competency, a clear process is in place for candidates to meet the program requirements for assessment and completion.

Process for Recommendation of Clear Credential

After candidates complete all program requirements, the program manager verifies the candidate has satisfactorily satisfied all program activities and the credential analyst verifies additional requirements for the credential. The verification from the program manager is based on a review of observed and documented evidence. This includes, but is not limited to, mentor observations of candidates, learning walk planning, continuous growth meeting, cycles of inquiry, Individual Learning Plans, colloquium, and exit presentations. Document reviews and interviews confirm this process. A grievance process is available in the handbook for candidates who do not meet program expectations.

Findings on Standards

After review of program documentation, evidence provided at the site, additional information provided by program and institutional administration, and interviews with candidates, program completers, mentors, site administrators, and employers, the team determined that all program standards are **Met** for the teacher induction program except for the following:

Standard 4: Qualifications, Selection, and Training of Mentors – Met With Concerns

The induction program's ongoing training and support for mentors must include opportunities for reflection, continuous development, and support that is designed to support candidate growth and effectiveness. Based on stakeholder interviews, however, the team was unable to

find evidence that a current process for mentor self-reflection based on growth goals for development has been implemented. While a system exists for mentors to engage in dialogue around professional readings through mentor book clubs, induction leadership does not assist with the development of mentor goals designed to further practice to assist candidates in their own progression towards mastery of the CSTP. Rather than provide feedback to mentors on their development within their practice, the program manager provides next steps with readings and further exploration of professional articles for review during these mentor meetings.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

Induction program must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Interviews indicated that mentor meetings provide mentors with an opportunity to network with other mentors and engage in self-reflection and learn new practices. Additionally, the team found evidence that mentors participate in four square graphic organizers designed to promote further collaboration among mentors. However, interviews indicated that a systematic formative assessment system for providing feedback to mentors was not operational. While the recruitment of mentors included a rigorous application process, site administrator recommendation, and interviews, a clearly established system of formative feedback for mentors has not been implemented.

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 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
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.			
<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>Brief summary of information applicable to the standard</p> <p>The Napa County Office of Education is committed to providing an induction program that serves the needs of its school districts within the county as well as the charter schools and private schools that also access its program. The vision of the program avers “cultivating a community of lifelong learners through continuous reflection and collaboration”. Interviews with stakeholders confirm that candidates are led through a four-inquiry cycle that encourages self-reflection against the CSTP to develop professional teaching growth in an effort to increase student learning. A review of documents and stakeholder interviews confirm that there is an Induction advisory board task force that is responsible for the review of data, coordination of induction activities, and supervision of the program manager. This task force is comprised of mentors, site administrators, and university partners to drive the work of the induction program. A review of program budgets and an interview with the Deputy Superintendent confirm that the program is allocated with enough resources for the operations of the program within the county office. Recruitment efforts to employ a diverse teaching population have included diversity sensitivity training that site administrators attend at local universities. In addition to this initiative, a district administrator from a school district within the county has traveled to Mexico and Spain to recruit educators to serve the students in its local district. Interviews with the credential analyst and the human resources manager confirm a credential recommendation process that is systematic and comprehensive to ensure that all eligible candidates have been appropriately recommended for their credentials and have completed all necessary requirements on the credential that may be in addition to the induction requirement for the clear credential.</p> <p>Interviews and documentation provide evidence of consistent advisory board task force meetings where program advisement, candidate completion, and other program data are discussed. Despite the consistency of the advisory board meetings to discuss program and completer data, the team could find little evidence that program leadership consistently and</p>			

formally reviews program data with unit leadership to address the needs of the induction program and to consider the interests of the induction program within the institution.

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

Brief summary of information applicable to the standard

Interviews with the credential analyst and human resources manager confirmed the Napa County Office of Education induction program accepts teachers who have a full-time teaching position and preliminary multiple subject, single subject, or education specialist credential, and demonstrates purposeful recruitment and admission to diversify the educator pool. Program leadership matches candidates with a mentor within 30 days of enrollment. At the induction orientation, candidates and mentors are given program handbooks and more detailed information about program activities, expectations, ECO criteria and processes. Interviews with program leaders confirmed the review process of candidate credentials and the sharing of information about the structure and requirements of the program.

Mentors and candidates collaboratively begin to create standard-based goals on an initial Individualized Learning Plan that allows for continued reflection with CSTP. Interviews with site administrators confirmed the goal-setting process is continued at a triad meeting, where mentors

and candidates meet with site administrators to review goals and objectives to be included in the ILP.

Interviews affirmed the induction program manager oversees the day-to-day activities of the program. Candidate participation throughout the program is monitored for progress toward program completion by program leadership. This documentation is housed in Google Classroom and is monitored by the induction program manager for verification of completion of all program requirements.

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		
<ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> • Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> • The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> • Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 		X	

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> • All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> • 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 with Concerns		
<p>Brief summary of information applicable to the standard</p> <p>Mentors receive both initial and ongoing training from program leadership in mentoring and coaching skills anchored in the research based <i>Mentoring Matters</i> and cognitive coaching techniques for working with adults.</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 through Google Classroom, which is reviewed regularly throughout the induction program by program leadership.</p> <p>Candidates receive site-based experience to improve teaching and learning (learning walks) and have the opportunity for observations in multiple settings. Candidates also shared they are provided copies of <i>Teach Like A Champion</i> to focus on for the year and to prompt further study of their own teaching practice against the CSTP.</p> <p>Rationale</p> <p>While interviews and a review of documents confirmed that mentors are trained in their roles of supervision and oriented to their responsibilities with induction candidates, the team could not find evidence that mentors are evaluated and recognized in a regular process. Mentors and program leadership confirmed the use of mentor book clubs as a means to provide professional readings and to encourage collaboration. However, the team could not find evidence that the mentors are afforded opportunities to reflect on their work beyond the book club meetings. Interviews confirmed that mentors are provided with limited feedback to prompt growth and mentor development in a systematic manner.</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 offered, fieldwork and clinical practice, and support services for candidates.		X	
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion 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 with Concerns		
<p>Brief summary of information applicable to the standard</p> <p>The program regularly assesses candidates and gathers evidence including mid-year and end-of-year surveys and exit interview data. Collaborative data analysis by the induction advisory board task force occurs to promote program improvement. Interviews with advisory board task force members indicated how regular examination and analysis of the data collected has informed and supported many improvements to the program.</p> <p>All stakeholders expressed they felt their input was valued, and they appreciated the open lines of communication with the induction program.</p> <p>Rationale</p> <p>While interviews confirmed a comprehensive improvement process within the program, evidence does not support the consistent use of data at the education unit level to make modifications to promote unit effectiveness. A review of documents and interviews could not confirm that the unit regularly and systematically analyzes data to promote continuous improvement.</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>Brief summary of information applicable to the standard</p> <p>Interviews confirm the Napa County Office of Education Induction Program ensures 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. Survey data and interviews from stakeholders provide evidence the program has a positive impact on candidate competence and subsequently on student achievement.</p> <p>Administrators shared examples of how their induction candidates have grown in their teaching practice. One shared he saw “evidence of processes for reflection embedded in Induction;” another commented, “sitting in on the colloquium is powerful to watch them share their journey and exit interviews at the end of two years of Induction and is a great way for candidates to reflect on their own learning and that of their students.” All agreed their new teacher candidates enrolled in induction have had a positive impact on candidate learning and, in turn, on student learning.</p>			

INSTITUTION SUMMARY

The Napa County Office of Education Induction Program provides a two-year program to teacher induction candidates employed in the participating school districts, charter schools, and private schools within the county. The program effectively implements a job-embedded, context-driven approach to support by providing mentors with the ability to tailor the induction experience according to the teaching assignment of the candidates. This Commission approved program focuses on a system of in-class mentoring support provided by veteran classroom teachers who are trained to coach induction candidates.

The foundations of the program include: 1) the CSTP, 2) a strong relationship between the induction candidate and mentor, 3) growth and reflection, and 4) the state academic content standards. Communication between program leadership, member districts, mentors, and candidates are a strength for the program. All stakeholders commented on how quickly and thoroughly the program leader and her assistant provided responses to their questions or needs for clarification. Additionally, site administrators and district leadership commented that the program director is available to meet with them and is easily accessible for questions and/or concerns as they become known.

Program Completer Survey data for 2017-2018 collected responses from 43 completers (100%). Thirty-eight of the candidates were paired from the point of hire to two months into their teaching assignment with their mentors. All 43 finished within two years. The majority of completers found their mentors to be helpful/very helpful in impacting student learning. In addition, thirty of the completers indicated that they met with their mentors at least weekly during the program. Over the course of the program, 41 completers stated that they had been observed on multiple occasions. After a thorough review of the survey data, the team felt satisfied with determining that the program had successfully served these completers of the teacher induction program.

Based on interviews and the completer survey data, it is clear that candidates view the induction program as overwhelmingly supportive of their daily work in the classroom and not just as a pathway for clearing their credentials. They repeatedly mentioned the value they derived from frequent observations, observations of others, and model lessons by mentors. Evidence from the ILP (goals and growth-focused activities) suggests the induction program is making great progress in being able to evaluate program impact. The induction advisory board task force and program leadership expressed the importance and a passion for continuing the work. In addition, site administrators expressed satisfaction at seeing beginning teachers at their various sites grow in confidence and expertise as they participated in the induction program.

As the Lead Education Agency for its consortium, Napa County Office of Education Induction Program could strengthen its commitment to analyzing data at the unit leadership level in order to inform next steps with the program and to assess the quality of program effectiveness for the school districts and schools it serves within its consortium of support for teachers. In addition, the induction program will benefit from a more structured and systematic manner in which program leadership evaluates and supports mentors to assist with modeling and exemplifying the lifelong learning and professional growth that induction is meant to promote among its candidates.