
4G

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for San Mateo Union High School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, San Mateo Union High School District's responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval by the Commission.

Recommended Action: That the Commission grant Provisional Approval to San Mateo Union High School District and set the Provisional Approval period to be three years.

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Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for San Mateo Union High School District

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, San Mateo Union High School District's responses to relevant Preconditions and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). The Preconditions have been reviewed by staff and have been determined to be met. The Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned. If granted Provisional Approval, the next step in the IIA process would be the review of the San Mateo Union High School District's responses to the Teacher Induction Program Standards by a BIR team. When these reviewers determine that the program standards are aligned, the proposed program will be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program for the three-year provisional period as specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must satisfactorily complete five stages to be approved as a program sponsor.

At the December 2015 Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission Meeting. The process requires the satisfactory completion of five approval stages. The submission of Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed program is approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

The San Mateo Union High School District is seeking approval of Stage III as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Provisional Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-4 years and hosts a provisional accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

The San Mateo Union High School District (SMUHSD) completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its April 2020 meeting ([Agenda Item 4E](#)). This action allowed SMUHSD to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, SMUHSD seeks Provisional Approval from the Commission. If approved, SMUHSD will seek COA approval of their proposed teacher induction program.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission's process for IIA, SMUHSD submitted its responses to the Initial Program Preconditions, Teacher Induction Program Preconditions, and the Common Standards. The Preconditions have been reviewed by Commission staff and have been found to be met. Two BIR members reviewed the Common Standards and found them to be aligned.

Summaries of SMUHSD'S responses to Preconditions and the Common Standards are included in this agenda item. The [complete Stage III submission of the SMUHSD's responses](#) is available on their website.

Note that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the program the institution proposes to offer, detailed program information will be provided in the institution's responses to the program standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review team has determined that the responses are aligned to the program standards, an item will be brought before the COA for consideration of approval of the proposed program.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

Teachers in the SMUHSD who require induction are currently served by the San Mateo County Office of Education (SMCOE). SMCOE's teacher induction program supports teachers who work in grades K-12. SMUHSD states that they understand how critical an induction program is for teacher success and retention. Therefore, they are proposing their own Teacher Induction program, stating that the ability to deliver induction services within the district will provide teachers and mentors with learning plans and professional opportunities aligned to best practices and instructional priorities tailored to a 9th - 12th grade setting and to the district's student population. SMUHSD noted that data on teacher hires in the district over the past three years indicates an average of 27 teachers that require induction. There are currently 25 teachers in induction for the 2020-21 academic year. SMUHSD anticipates an average of 25-30 teachers would be served annually by the proposed teacher induction program. The submission noted that the district already maintains between 5.2 and 7.0 FTE for instructional coaching positions which could be used towards hiring mentors. Also, in the event there are not enough mentors with credential matches to meet candidates' needs, the district is prepared to hire more mentors. SMUHSD also provided links to survey results, and excerpts from those surveys, indicating that recent completers would have preferred an in-house program. Additionally, SMUHSD provided data from the dashboards on the Commission's California Educator Supply webpage showing the number of individuals serving on less than full credentials. In San Mateo County, 64 intern credentials, five variable-term waivers, and 102 permits were issued during the 2019-20 academic year.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

SMUHSD noted that a variety of stakeholders have been a part of the development and design process for the proposed program, mainly through conferences, surveys, small group feedback discussions, and collaborative meetings over the past two years. These “feedback partners” include current and former induction mentors, current participating teachers, completers, and the directors and superintendents within the Instruction and Student Services departments. Additionally, SMUHSD’s response to this precondition noted that the current proposed program outline has been developed collaboratively with the feedback partners noted above, site based instructional coaches, current mentors, the Deputy Superintendent of Human Resources, the district’s credential analyst, and the Instruction Council (comprised of the Special Education Director, Curriculum and Assessment Director, Manager of ELD Services, MTSS and 504 Coordinator, Instructional Technology Coordinator, and Assistant Superintendent of Instruction). Once the program is approved, the SMUHSD stated that it anticipates the creation of a Teacher Induction Program Advisory Committee, which will actively involve stakeholders in the review of program data and feedback. The submission also included a list of individuals, including many of those noted above, in addition to site administrators and an institution of higher education representative, who would take part in the Teacher Induction Advisory Committee. This committee would meet two to three times per calendar year.

Teacher Induction Program Preconditions

Precondition 1

Each induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

In its response to this precondition, SMUHSD provided links to both the handbook for the proposed teacher induction program and the corresponding webpage indicating the program will be a two-year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher’s first year of teaching.

Precondition 2

The induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant’s employment.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

The Induction Program Coordinator and district credential analyst identify teachers that need a mentor, compile a list, and provide this information on a spreadsheet to each school site. Then, site administrators work with instructional coaches and mentors to finalize coaching assignments based on credential type and teaching schedules. These assignments are sent to the district office by mid-September where the Induction Program Coordinator verifies credential matches and then notifies the SMCOE, which, as noted earlier, is the existing induction program provider. If teachers are hired after the start of the school year, site administrators will work with the credential analyst in Human Resources to verify the credential status and with the Induction Program Coordinator to facilitate a mentor match. SMUHSD notes in its response to this precondition that, once their proposed teacher induction program is in operation, information regarding the date of mentor matches and credential matches will be included in the spreadsheet. Also, links to the proposed program's website and draft handbook included the language of this precondition.

Precondition 3

Each induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

SMUHSD states that participating teacher support will be tracked in monthly collaboration logs submitted by the mentors. The collaboration logs document the meetings between the mentor and participating teacher in addition to other support meetings. In response to this precondition, SMUHSD provided links to the proposed teacher induction program's website and draft handbook which included the statement that participating teachers will not receive less than an average of one hour of individualized support per week.

Precondition 4

Goals for each participating teacher must be developed in the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

SMUHSD described in the draft handbook for the proposed program that the Individual Learning Plan (ILP) will be developed by the participating teacher in collaboration with their mentor. The overview of the ILP process, including the timeline, will be reviewed with participating teachers during the Induction Orientation. After the orientation, candidates will complete a self-assessment based on the California Standard for the Teaching Profession (CSTP)

and a reflection to identify potential areas of professional growth. Mentors and candidates will develop the ILP goals collaboratively and submit them via Canvas (SMUHSD's learning-management system) within 60 days of program enrollment for monitoring by the Induction Program Coordinator. Mentors will also facilitate and document meetings with candidates and their site administrators. One purpose of these meetings is to help candidates make connections with systems of support and to enlist the administrator's support in establishing connections. Another purpose is to share the candidates' professional growth goals for both input and support. The Induction Program Coordinator will work with mentors to develop cycle activities and plans to support participating teachers. Additionally, the Induction Program Coordinator will use Canvas to monitor participating teachers' progress and coordinate, with the mentor, individualized support for a participating teacher who a) has not met deadlines and may need additional support and/or b) has not met ILP requirement on submitted assignments.

Precondition 5

The ILP must be designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

SMUHSD has provided a statement of assurance, signed by the Superintendent, stating that the ILP is designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes. The draft handbook also notes that the ILP is not used for evaluation of a participating teacher.

Precondition 6

An induction program sponsor must make available and must advise participants of an Early Completion Option for "experienced and exceptional" candidates who meet the program's established criteria.

Meets Precondition: Yes

How SMUHSD Meets the Precondition:

Participating teachers will be informed of the Early Completion Option, for exceptional teachers with two or more years of successful experience as a teacher of record through SMUHSD's proposed teacher induction program website, which is publicly accessible, and the draft induction program handbook. Both the website and handbook offer details on the Early Completion Option process and links to the corresponding application for an eligible participating teacher to complete.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR-trained reviewers, to be aligned. Beneath each Common Standard is information and excerpts from SMUHSD's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

The vision of SMUHSD's proposed Teacher Induction Program is:

- to provide new teachers with relevant, research-based professional development and support that promotes growth in developing and facilitating equitable, rigorous, and meaningful learning experiences in safe learning environments for all students.

The mission of SMUHSD's proposed Teacher Induction Program is:

- to provide students with teachers who participate in high quality professional development, actively collaborate with colleagues, and engage in reflection that leads to professional growth. Teachers engage in ongoing and timely support from experienced and knowledgeable mentors, grounded in the District's Instructional Framework, to provide safe, equitable, and rigorous learning environments for all students.

With regard to resources for effective operations, the SMUHSD stated it will allocate resources for the effective operation of the proposed teacher induction program. Currently 5.2 – 7.0 FTE is allocated for the Instructional Coaching Program. In this program, instructional coaches, including instructional coaches acting in the capacity of mentors within the partnership with SMCOE, are provided 0.2 FTE release time for every five teachers being supported, and each instructional coach would not be assigned more than five induction candidates except for the 1.0 FTE Instructional Coach who works solely with Education Specialists. This Instructional Coach would support, on average, five to six Education Specialist candidates. In the SMUHSD, new teachers are assigned an instructional coach in their first two years of employment, and tenured teachers are assigned an instructional coach once every four years as part of the district's vision for professional reflection and growth on research-based practices. FTE is allocated based on the number of teachers in the instructional coaching cycle and the number of teachers who will be enrolled in the induction program. The assignment of instructional coaches who will act in the capacity of mentors is a collaborative process between the site administrators, instructional coaches, and the Induction Program Coordinator.

Program coordination will be managed by the Induction Program Coordinator, who will work in collaboration with the credential analyst to identify eligible teachers for induction. The teachers will be provided information on program requirements and enrollment during the hiring process or when they have obtained their preliminary credential (for those individuals who are on a waiver or intern credential or whose preliminary credential is still processing at the time of hire). Additional information regarding program requirements will be shared during orientation and through the handbook.

As previously noted, SMUHSD will match all newly hired teachers with an instructional coach for the first two years they are in the district. If the new teacher has a preliminary credential,

they are assigned to an instructional coach with a credential match, who will act as their mentor for the induction program. When possible, mentors will be paired with participating teachers who are at the same school site. If there is not a credential match available at the school site, the Induction Program Coordinator will facilitate the identification of a credential-matched mentor from another school site or at the district office. In the event that a participating teacher in the induction program has a credential that cannot be matched with an available mentor, the Induction Program Coordinator will work with Human Resources to recruit a qualified mentor outside of the district. Mentors will meet with participating teachers at least two to three times per month for an average of four hours of support and will coordinate direct support outside of mentor/candidate meetings an additional one to two times a month. Mentors will collaborate with participating teachers on the development of the ILP, which is centered on a Strategic/Specific, Measurable, Attainable, Results, Timebound, and Equitable, or SMARTE, goal anchored in the CSTP.

The Induction Program Coordinator currently organizes, develops, and facilitates training events for instructional coaches but will expand the training to address the specific needs for mentors working with teachers participating in the induction program. Currently, instructional coaches acting in the capacity as mentors within the San Mateo County Office of Education (SMCOE) Partnership received their mentor-specific support and training through the SMCOE. At SMUHSD, professional learning is provided to all teachers at the site and district level throughout the year, and all sites embed professional collaboration time at least twice per month for teaching teams. Instructional coaches also attend professional learning on evidenced-based coaching practices on a bi-monthly basis, at minimum.

The authority and institutional support to address the needs of the proposed teacher induction program rests in the hands of the Induction Program Coordinator. The coordinator will work with the Deputy Superintendent of Human Resources on identifying and supporting program personnel, participating teacher documents and records, and review evaluation data (specific to participating teachers' experiences with mentors and support and services from Human Resources). The Induction Program Coordinator will also work with the Assistant Superintendent of Instruction to identify and align new teacher and induction professional learning and support with district priorities, in addition to assessing program data to make adjustments in better supporting participating teacher development.

Efforts by the SMUHSD to hire and retain faculty who represent and support diversity and excellence include recruiting and retaining diverse staff from various counties, states, and universities with higher demographic diversity. This includes the use of platforms such as Handshake, Linked In, and Edjoin. SMUHSD noted that it is aware of the challenges of maintaining a highly qualified, diverse workforce in an area with both a high cost of living and limited affordable housing options. As such, the district stated that they assist with moving expenses to incentivize relocation, provide a modest student loan repayment match, and is considering signing bonuses to further incentivize relocation to an area with a higher cost of living. According to the submission, the district also invests in professional learning, which is why all school sites have instructional schedules that include PLC (professional learning

community) time. Originally, PLCs met twice per month, but during the pandemic, they now meet at least weekly. Also, employees are evaluated on a system based on growth-oriented SMARTER goals rooted in the CSTP, while teachers participating in induction will have the flexibility to a) create a SMARTER goal separate from their evaluation goal and b) the option to revisit and modify their ILP goal, as needed, in collaboration with their mentor. Induction teachers may share their work with their site administrators but the SMUHSD asserts that this is option and is neither expected nor required.

To ensure that candidates who will be recommended for a credential have met all requirements, the proposed program will communicate program requirements and responsibilities through many means. This includes through the initial orientation, a letter of commitment, the program handbook and website, and through mentors. Participating teachers' documents will be housed in and reviewed through the Canvas learning management system. Required documents that will be submitted via Canvas include the ILP (consisting of ILP development, reflection, progress, and final submission), program surveys and feedback, support logs (maintained by the mentor), and mentor observations of induction teachers. Documents and program requirements will be reviewed with the mentors by the Induction Program Coordinator and will be noted on the Verification of Completion form. Participating teachers will be notified of any incomplete, missing, or low-quality documents that need correction. Teachers in the program who have met all program requirements will receive an electronic and paper copy of their Verification of Completion form. The Induction Program Coordinator will email these teachers with instructions to contact the Human Resources Credential Analyst. The teachers will work with the analyst to clear their credential. A participating teacher who requires more time than two years to complete their program may request an extension using the procedure outlined in the draft program handbook.

Common Standard 2 – Candidate Recruitment and Support Preparation

SMUHSD states that the enrollment process for the proposed program will begin during the credential verification process after hiring. After a hire is board-approved, Human Resources will begin the paperwork and clearance requirements necessary before in-class responsibilities are assumed. The Credential Analyst will verify the validity and status of each hire's credential. Certificated employees with preliminary credentials will be notified by email and during their in-person paperwork meeting with the Credential Analyst that they should enroll in the induction program. The Credential Analyst will maintain a list of new hires and their credential status, which is shared with the Induction Program Coordinator. The coordinator will follow up with each certificated new hire and provide new hires who are eligible for the program with information about the New Teacher Orientation, Induction Enrollment, and Induction Orientation. The Induction Program Coordinator will follow up with eligible teachers who have not registered or enrolled to clarify any questions about program requirements. The Program Coordinator will notify site administrators of teachers at their site who are enrolled in the program. Then, the process of assigning mentors will take place collaboratively with site administrators, their site based instructional coaching teams, and the program coordinator. Mentors will meet with their participating teachers within the first three weeks of the start of the school year, encourage them to attend orientation, and follow up on enrollment questions.

The ILP process and activities, as well as the CSTP self-assessment and reflection tools, will be used to monitor each participating teacher's growth and progress in developing the competencies outlined in the CSTP. The Induction Program Coordinator will work closely with mentors on monitoring individual participating teacher progress towards meeting these competencies through a review of the initial CSTP self-assessment competencies, development of SMARTER goals aligned to areas of growth, mid-year reflections, and completed ILP activities. The Candidate Support Guidelines document, provided as part of the submission, outlines the steps the Induction Program Coordinator will take to work with mentors when a participating teacher is in need of additional support and assistance. For instance, if a participating teacher has not submitted ILP evidence or is missing program requirements, the Induction Program Coordinator will first discuss the situation with the mentor to discuss mentor-candidate meetings and to collaborate on coaching strategies to engage the teacher. The next step would involve the Induction Program Coordinator reaching out to the participating teacher to discuss timelines, investigate the issues leading to delays, and verify mentor support.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

SMUHSD asserts that the proposed teacher induction program will provide participating teachers with opportunities to experience issues of diversity that affect school climate in addition to support in implementing research-based strategies that improve teaching and student learning. School sites in the district currently provide site-based professional learning and collaboration activities that focus on diversity, inclusion, and student achievement. The district office also facilitates district-wide learning events centered on equity, learner variability, social-emotional learning and is working towards adding implicit bias and anti-racist professional learning events. The SMUHSD provides all newly-hired teachers with professional learning on culturally responsive teaching, academic literacy support in their content area, and additional workshops to help teachers explore student-engagement strategies and to plan for learner variability. Mentors will receive training in these topics so they are prepared to support participating teachers. They will engage candidates in the ILP process and collaboratively select professional learning events and inquiry cycles to support candidate development and growth.

SMUHSD asserts its commitment to providing experienced and highly-qualified teachers the opportunity to mentor teachers through the proposed teacher induction program. As noted in the draft job description linked in the submission, an instructional coach serving as a mentor will be required to have a minimum of five years' teaching experience and a Clear California Teaching Credential. Two years of experience working in the district is desirable. Mentors will be selected through an application-screening and two-stage interview process. The application will be screened by site administrative teams and/or district administrative teams (depending on where the position will report) to ensure job qualifications are met. At least one site administrator, a department chair, and a current mentor or instructional coach with mentoring experience will be on the interview panel. The Induction Program Coordinator, who will be consulted for this interview process, may also serve on the interview panel.

Once a mentor is hired, initial training, feedback, and continuous professional learning will be provided. Mentors will be evaluated by their site administrators as part of their certificated

evaluation process every other year. They are encouraged to create evaluation goals based on their mentor practice. Site administrators also regularly meet with their instructional coaches, including those coaches who serve as mentors, to listen to and provide feedback regarding the support of new and veteran teachers alike. The Induction Program Coordinator will assess mentors through support logs, participating teacher surveys, observations, and mentor self-evaluation rubrics and growth goals. Mentors will complete a self-evaluation of their practice based on the New Teacher Center's Mentor Practice Standards at the start of each year and then subsequently create growth goals. The Induction Program Coordinator will provide feedback on a mentor's growth goals and meet with each mentor individually to evaluate their progress towards the goals.

SMUHSD states that participating teachers will receive four hours of support from mentors every month. This support will be documented in a support log which will also capture the meeting dates, duration of meetings, discussion items, and "just in time" support topics. This support log will be submitted in the fall and spring to ensure participating teachers are receiving mentor support.

Mentors in the proposed program will work regularly with participating teachers to evaluate fieldwork and to provide collaborative and reflective opportunities to improve practice. Mentors will conduct an informal observation of the participating teacher's classroom to assess both the teacher's interest and potential areas of need at the start of the school year. During their collaborative work on the ILP, mentors will use observations, and interests from the participating teacher and self-reflection on the CSTP rubrics, to help guide the participating teacher in the creation of a SMARTER goal for the semester. The mentor and the participating teacher then work together to identify the CSTP that support the SMARTER goal and that correlate to identified areas of growth on the CSTP self-reflection rubric. They collaboratively identify and choose potential learning events and/or inquiry activities that will support the participating teacher in their area of growth with the knowledge that the goals and activities selected can be adjusted as needed to support growth in the participating teacher's teaching practice. Mentors will regularly meet with their participating teachers and submit at least one observation in the fall and one in the spring to the Induction Program Coordinator. The coordinator will also conduct at least one observation per year of participating teachers in the program and will work with mentors to calibrate areas of needed support. During the program, both mentors and the Induction Program Coordinator will use the CSTP Continuum of Practice Rubrics with evidence from observations and inquiry activities to both assess and provide feedback on participating teacher growth. In addition to working collaboratively with the Induction Program Coordinator, mentors will work with their peers during colloquiums to share and reflect on participating teacher progress, calibrate the use of observation tools and rubrics, and reflect on their own practices as mentors.

SMUHSD notes that it is a public high school district with over 9,000 students from diverse backgrounds with a wide range of learning needs. Participating teachers in the SMUHSD Induction Program will have experience working with diverse students in their classrooms,

including English learners, students with Individual Education Plans (IEPs), and students with 504 plans. Demographic data included in the submission illustrate the racial/ethnic composition of the student population – over 32% Hispanic/Latinx, over 27% Asian, over 26% White, and nearly 10% that identify as multi-racial – and the demographics of the over 900 students in the SMUHSD English Learning Program (over 78% Hispanic/Latinx) and the nearly 1,000 students with disabilities (nearly 50% Hispanic/Latinx, roughly 27% White).

Common Standard 4 – Continuous Improvement

SMUHSD noted in their submission that program modifications, based on findings, will be proposed by members on the Induction Advisory Committee or by the Induction Program Coordinator and vetted by the Induction Advisory Committee. Program modifications may potentially include adjustments to timelines, communication, professional learning opportunities available to participating teachers and/or mentors, processes to review participating teacher documents, processes for monitoring and supporting mentor efficacy, alignment of ILP activities to the CSTP, and other areas aimed at improving the experience and professional growth of participating teachers in the program. A graphic of the cycle of assessment and improvement for the proposed teacher induction program noted data collection at the beginning, middle, and end of each year with review by the Induction Advisory Committee in between each data collection cycle. The data collected will include enrollment data, surveys, mentor self-assessments, participating teacher CSTP self-assessments, annual completer data, and data collected by the Induction Program Coordinator. According to the SMUHSD, additional data and program feedback will be collected from key stakeholders as part of the continuous improvement process. These key stakeholders will include site and district administrators as well as teacher leaders (i.e., Instructional Coaches acting as mentors, department chairs, or other instructional leaders specific to the area of adult learning) working with induction participants at their school sites, either in their departments or content areas. Community partners from the Equity Advisory Group, District English Language Advisory Committee, and Student Equity Team will also be surveyed on an annual basis to better understand how the preparation of teachers participating in the program is meeting the needs of all students.

The Induction Advisory Committee will review program feedback on an annual basis as an integral part of the process of continuous improvement. The SMUHSD provided a Program Data and Assessment Timeline as part of the response to this Common Standard for the proposed program, which include the deadlines for each round of data collection, what data will be collected by that time, the sources of the data, and the responsible party who will collect the data. For example, by October 30th, Induction enrollment data will be collected by the credential analyst and Human Resources Technician via the new hire process and by the Induction Program Coordinator during program registration. Ongoing data will also be collected and analyzed throughout the year in addition to the specific rounds of data collection noted above.

Common Standard 5 – Program Impact

SMUHSD's submission notes that the district will ensure that the participating teachers of the proposed induction program will know and demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards. Participating teachers will work collaboratively with their mentors on their ILPs using the continuum of teaching practice rubrics for the CSTP. Participating teachers will be assessed based on evidence gathered from the CSTP self-assessment (completed at both the beginning and end of the program year), ILP activities and documents, mentor observations of candidates (minimum of twice a year), Induction Program Coordinator observation of the participating teacher (minimum once a year), and program completion requirements. Student achievement data will be used to assess the proposed program and identify areas of professional learning needed across the district. This data is currently used at the district and site level, with content area councils, Multi-tiered System of Supports (MTSS) leadership groups, and professional development and instruction councils. In addition to student achievement data, all professional learning events collect participant survey data, which is used to assess the quality of the event and to inform future events. Teacher evaluation data is examined on an annual basis to assess veteran and newly hired teacher growth with respect to SMARTE goals and CSTP. In addition to these current data collection processes, the SMUHSD plans to examine CSTP self-assessment data and mentor self-assessment data on mentor practices at the beginning, middle, and end of the year. The district will use the data to identify areas of participating teacher growth and mentor growth and to identify areas for program improvement and/or professional learning need. End of year data analysis will also include reviews of ILP progress and performance and participating teacher survey data to inform program refinement and improvement.

Staff Recommendation

The Board of Institutional Review has found the Common Standard responses to be aligned, and Commission staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to San Mateo Union High School District.

Granting Provisional Approval would allow SMUHSD's proposed teacher induction program to be reviewed by the Board of Institutional Review and the Committee on Accreditation for potential program approval in Stage IV.

Staff recommends that if Provisional Approval is granted to the SMUHSD by the Commission, the period of Provisional Approval be set to three years because teacher induction programs are designed to be two years in length. After three years, SMUHSD will have had an opportunity to have a cohort complete the program and the institution will have three years' worth of data that includes completers of the program. The report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for SMUHSD in Stage V.

Next Steps

Staff will take appropriate next steps based on the Commission's action.