
3B

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Los Altos School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Los Altos 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 Los Altos School District and set the Provisional Approval period to be three years.

Presenter: Poonam Bedi, Consultant, Professional Services Division

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 Los Altos School District

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Los Altos School District's (Los Altos SD) responses to relevant Preconditions and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). All relevant Preconditions have been reviewed by Commission staff and have been determined to be met. All 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 stage in the IIA process would be the review of the Los Altos SD's responses to the Teacher Induction Program Standards by a BIR team. When these reviewers determine that the responses to the program standards are aligned, the proposed Teacher Induction program will be considered for Initial Program Approval by the Committee on Accreditation (COA). If approved, the institution may offer the program for the three-year Provisional Approval period 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. As noted in the introduction above, 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 Los Altos 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 & COA
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. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. 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

Los Altos School District

Los Altos School District (Los Altos SD) is an elementary school district located in Santa Clara County that serves approximately 4,500 K-8th grade students from the nearby communities of Los Altos, Los Altos Hills, Mountain View, and Palo Alto. The district includes seven elementary schools and two junior high schools. Los Altos SD is currently a part of a consortium (Santa Cruz/Silicon Valley New Teacher Project). The district is seeking IIA so as to offer its own Teacher Induction program.

Los Altos SD completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its September 2021 meeting (see [Agenda Item 2B](#)). This action allowed Los Altos SD to move forward to Stage III in which responses to Preconditions and Common Standards were submitted. Currently, Los Altos SD seeks Provisional Approval from the Commission. If approved, Los Altos SD 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, Los Altos SD 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 have found them to be aligned.

This agenda item comprises summaries and excerpts from Los Altos SD's Stage III submission. Los Altos SD's complete Stage III submission is posted on the [Los Altos New Teacher Induction webpage](#) of the district's website.

It is an important reminder 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 Los Altos SD Meets the Precondition:

Los Altos SD notes that the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) is its current Teacher Induction partner. The district is seeking its own Teacher Induction program to offer a customized program to retain new teachers and to meet the needs of candidates (that enroll in the program) and students. The response to this Precondition notes that a district-run Teacher Induction Program will provide Los Altos SD “flexibility to tailor support to match district programs and initiatives” which “will dissuade burnout, thus contributing to retention.”

Over the last six academic years, at least 15 Los Altos SD teachers per year have been enrolled in induction, with an average of 20-21 candidates enrolled in each of the last three academic years. Los Altos SD foresees the need to hire Multiple Subject, Single Subject, and Education Specialist teachers and anticipates between 15-25 teachers will require induction services annually.

(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 Los Altos SD Meets the Precondition:

Los Altos SD has had their mentors participating in training and coaching sessions hosted by the SC/SVNTP. Each member of the Los Altos SD New Teacher Induction Program Leadership team has served as a full-time mentor and two have also served on the SC/SVNTP Steering Committee. Moving forward, Los Altos SD plans to further develop and implement the proposed program through the collaboration with various stakeholders. These stakeholders, as

provided as evidence in response to this Precondition, include credential analysts, candidates, mentors/coaches, a local institution of higher education (IHE) representative, a special consultant from a neighboring teacher induction program, administrators, and both the leadership team and steering committee for the proposed program. The leadership team includes the Program Director, Lead Mentor, and the Assistant Superintendent of Curriculum and Instruction. The steering committee is comprised of the Program Director, Lead Mentor, Director of Student and Staff Services, a principal, and an IHE representative. One of the Los Altos SD employees who serves on the steering committee for the proposed program also collaborates with local IHEs who place their candidates and interns in classrooms in the district. The IHE representative who will serve on the steering committee has provided input regarding the design of the proposed Teacher Induction program. Los Altos SD also affirmed their commitment to continued attendance of the annual California Induction Conference in addition to collaborating with neighboring programs in the Induction community.

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 Los Altos SD Meets the Precondition:

In its response to this Precondition, Los Altos SD provided a copy of their draft *Candidate Handbook* which notes that the proposed program will provide candidates two-year, job-embedded support focused on personalized mentoring that begins in a teacher's first year.

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 Los Altos SD Meets the Precondition:

The Program Director will be tasked with pairing mentors and candidates within 30 days of enrollment. The Program Director will consider alignment in credentials, teaching assignment, and practical considerations such as arranging each mentor's caseload to ensure traveling between school sites is efficient. This information is noted both in the Induction Staff Roles, Responsibilities, and Selection Criteria document provided on the draft website and in the draft *Candidate Handbook*. A template spreadsheet that will be used to track candidate-mentor

matches by date of match, credentials/ grade level/ subject, and other relevant information was linked in the response to this Precondition as well.

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 Los Altos SD Meets the Precondition:

A policy statement of how candidates will receive no less than an average of one hour per week individualized support/mentoring is in the draft *Candidate Handbook*. This policy will also be stated during the orientation for candidates and at the initial mentor training. A template for the mentoring and support log can be found in the draft *Mentor Handbook*. These logs will be reviewed by mentors and the Program Director in the fall, winter, and spring to ensure an average of at least an hour of individualized mentoring and support a week is being provided.

Precondition 4

Goals for each participating teacher must be developed within 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 Los Altos SD Meets the Precondition:

A policy statement regarding the expectation that candidates will develop goals with their mentor within the first 60 days of enrollment is noted in both the draft *Candidate Handbook* and draft *Mentor Handbook*. Mentors will also be informed of this requirement during their initial training. Goal development will be tracked by mentors in the Individualized Learning Plan (ILP) document. Mentors will share ILPs with the Program Director within 60 days to ensure compliance. Also, the date by which a candidate’s goals were developed is logged in the same tracking sheet that was provided in response to Teacher Induction Precondition 2 above.

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 Los Altos SD Meets the Precondition:

The Assistant Superintendent of Los Altos SD assures that the ILP will be designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes. This policy is also noted in the draft *Candidate Handbook*.

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 Los Altos SD Meets the Precondition:

The draft *Candidate Handbook* describes the Early Completion Option (ECO) for “experienced and exceptional” candidates including the application process. Information regarding the ECO can also be found on the Candidate FAQ webpage of the draft proposed program website.

Common Standards Responses

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

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

The vision of the Los Altos SD’s proposed Teacher Induction Program is that:

- through job-embedded mentoring, cycles of inquiry, and professional development, new teachers will develop the knowledge, skills, and dispositions to effectively teach a diverse student population and contribute meaningfully to the field of education.

Los Altos SD noted in its submission that effective teaching is complex and requires a broad range of knowledge, skills, and dispositions. These competencies are described in detail in the California Standards for the Teaching Profession (CSTP) and illustrated throughout content areas in the state-adopted frameworks as well as the work of researchers and respected educators who enhance the vision of the CSTP across all grades and teaching assignment including the works of Zoretta Hammond’s *Ready for Rigor Framework* which provides a synthesis of ways to engage all students in rigorous learning, Jeff Zwiers, Rebecca and Rick Dufour, Michael Fullen’s *6 Cs* for classroom engagement and innovation in teaching and learning, the *CASEL Framework* which supports the development of caring, just, inclusive, and healthy schools that support all young people, and the Learning for Justice *Antibias Framework* supports teachers’ understanding of just, equitable, and safe classrooms and schools.

The Los Altos SD’s proposed Teacher Induction Program will be grounded in California’s Induction Program Standards and informed by the work of Ellen Moir, Jim Knight, and Elena Aguilar--the body of their work pointing to the impact job-embedded, relationship-driven mentoring can have on teaching and learning. As the Los Altos SD stated in its submission, becoming an effective teacher is a career-long undertaking; the competencies required cannot be acquired during preliminary teacher preparation. As new teachers move from their preliminary programs into their first years of teaching, it is critical they develop the qualities described in the CSTP to engage the range of academically, linguistically, and culturally diverse

students in California schools. Mentoring, including goal-setting with the CSTP, thoughtful cycles of inquiry, and “just-in-time” support paired with high quality professional development, will scaffold teachers in building the knowledge, skills, and dispositions necessary to become career-long students of teaching and learning. Further, professional development opportunities will support the development of a teaching repertoire and professional identity, bringing new teachers into the context of their professional learning community, the school district and school, and the tools and resources available for flexible use to enable student learning.

As a single-district program, Los Altos SD acknowledges the critical role of collaboration within and beyond the school district. The stakeholders, within and beyond Los Altos SD, who will continue the development, implementation, and continuous improvement of the program include all the stakeholders listed under the response to Initial Program Precondition #2 above. One example is the Special Consultant from a neighboring Teacher Induction program, who has provided invaluable guidance and feedback on processes and resources for professional development for mentors. Another example is the partnerships Los Altos SD has with local universities to place student teachers and interns in district classrooms. These partnerships include San Jose State University, Notre Dame, and Santa Clara University. Los Altos SD’s Director of Student and Staff Services will continue to collaborate regularly with representatives from these IHEs to ensure program requirements are met and that there is shared understanding of the needs of emerging educators. The Director of Student and Staff Services will also serve on the Los Altos SD’s proposed Teacher Induction Program’s Steering Committee, to share insights from the collaborative work with IHEs.

Los Altos SD faculty and instructional personnel engage with colleagues and organizations in the broader educational community to improve educator preparation. The foundation for this work is assuring Los Altos SD’s teaching, coaching, and administrative staff is trained and aligned with the most current trends and research in the field of TK-8 pedagogy. Los Altos SD has developed a partnership with Teachers College Reading and Writing Project, routinely sending teachers, coaches, and administrators to work the project at Columbia University as well as bringing in staff developers to locally train all staff in reading, writing, and phonics instruction. Evidence of a week-long institute provided in partnership with TCRWP that is indicative of the type of professional learning produced through the partnership was linked in response to this Common Standard. An additional example of engagement with the broader educational community is the collaboration with the Silicon Valley Math Initiative (SVMI) to improve educator preparation through professional development and collaborative work with K-8 educators throughout the Bay Area. Most recently, Los Altos SD has partnered with SVMI to design facilitated classroom walkthroughs for school district administrators to improve and align the quality of math instruction in the district. A Memorandum of Understanding (MOU) that detailed the scope of the work undertaken in partnership with SVMI during the 2021-22 school year was linked.

In the response to this Common Standard, Los Altos SD provided the proposed operational budget for the proposed Teacher Induction program to demonstrate how resources will be allocated to ensure the program’s effective operation. The Los Altos School District Curriculum and Instruction Department will be responsible for the effective operation of the

proposed Teacher Induction Program. The Assistant Superintendent of Curriculum and Instruction will be given the authority and institutional support to successfully adhere to all program standards including the authority to plan, organize, and report the needs and interests of the program to the Los Altos SD Superintendent. In addition, the district ensures sufficient resources for professional development of all teachers. Los Altos SD's Local Control Accountability Plan, or LCAP, specifies current areas of professional development as well the allocation of funds to support each action (particularly the action items for goals 2 and 3). The Steering Committee will determine ongoing program needs, and the Program Director will work with the Assistant Superintendent of Curriculum and Instruction to ensure the necessary resources are allocated to the Los Altos SD Teacher Induction Program.

According to the submission, Los Altos SD's proposed Teacher Induction Program is committed to hiring and retaining faculty who represent and support diversity and excellence. As equal opportunity employers, the district does not discriminate against any employee or job applicant. This was evidenced in the Board Policies linked in the submission. Recruitment efforts take place annually through local job fairs, website advertisements, and connections with various universities to employ individuals who are representative of the community serve by the district. Los Altos SD employs, assigns, and retains only qualified persons in the Teacher Induction Program.

The credential analyst of the Los Altos SD, under direction of the Director of Student and Staff Services, will verify each potential candidate's qualifying status on the Commission website and inform new teachers of their eligibility for Induction upon hire. The credential analyst will then add the teacher to the Induction Program Candidate Tracking Sheet. Next, either the Program Director or the Lead Mentor will contact the teacher, inviting them to the orientation meeting, at which the teachers will learn about the Teacher Induction program and its processes and will receive a copy of the *Candidate Handbook*. Within 30 days of a candidate's enrollment in the program, they will be matched with mentors and begin meeting weekly for just-in-time support and to develop and implement the ILP. Mentors will collect evidence of and track candidates' progress toward completion of the ILP and other requirements for completion of the induction program. At mid-year and at the end of the year, candidates will be asked to reflect in writing on the progress they have made toward their ILP goals, noting successes and next steps, and possible revisions to ILP goals. This reflection, along with evidence of key components of the ILP will be submitted for an assessment of completion. This review may be completed by the Program Director, Lead Mentor, or Mentor, with assurance that the assessment of completion will not be done by any candidate's own mentor. The assessment of completion will be documented, and that documentation will be linked, mid-year and end-of-year to the Induction Program Candidate Tracking Sheet. As a capstone to each year of Induction work, candidates will gather to reflect together on their learning. Facilitated by Los Altos SD mentors, this event will occur in the Spring. Candidates will select portions of their induction work to celebrate with colleagues. Upon completion of all required milestones, the Program Director will work with the credential analyst to make credential recommendations.

Common Standard 2 – Candidate Recruitment and Support Preparation

Once Los Altos SD's proposed Teacher Induction program is operational, the program will begin in the candidate's first year of teaching. Eligible teachers:

- Hold a California Preliminary Credential, including:
 - Single Subject and/or
 - Multiple Subject and/or
 - Education Specialist (MM or MS)
- May come with out-of-state or out-of-country credentials and limited teaching experience
- Are employed as a teacher in Los Altos School District

Interns are not eligible to become candidates in the Los Altos SD Teacher Induction Program. At the conclusion of each school year, current employees whose credential status may be changing (i.e. interns at various levels) are contacted to determine if they will become eligible for the induction program during the following school year.

Los Altos SD stated in its submission that the district makes purposeful efforts to recruit qualified teachers who represent the diverse backgrounds of its students. These efforts include posting all open teaching positions on Edjoin to recruit candidates from both inside and outside of the local area and the recruitment of teachers by the Human Resources Department, along with district and site administrators, from a variety of local universities such as Santa Clara University and Notre Dame. Additionally, representatives of the Human Resources Department attend recruitment fairs at universities and county offices of education in and around the local area. District representatives also provide prospective teachers a brochure highlighting the benefits of working in the Los Altos SD.

Upon hire, Los Altos SD personnel provide support, advice, and assistance to new teachers through district orientation and training. Teachers with a preliminary credential will be enrolled in the Teacher Induction Program and matched with a mentor to provide ongoing support. As noted in the response to Common Standard 1 above, candidates will attend a required orientation each year of the program, at which they will learn about the requirements for successful completion of each semester's work and the successful completion of program requirements. The orientation will be facilitated by the Lead Mentor. At the orientation candidates will be given the *Candidate Handbook* and will be informed that the program's website is a place to find the handbook and other useful information.

Throughout the program, mentors will guide candidates through the requirements for completion. Mentors will monitor candidate's progress toward completion closely throughout the program, and they will provide advisement and support when a candidate falls behind in meeting the requirements for completion. Evidence of progress is evaluated at least once per semester during a reflective conversation between mentor and candidate. This reflection is embedded in the plan for developing and implementing an ILP, described in the *Candidate Handbook*. Informal reflection on progress is embedded into

weekly collaborative meetings between mentor and candidate. A formal check for competency and performance will take place at the middle and end of each year. Evidence of key components of the ILP will be submitted for an assessment of completion. In the case, the review of evidence indicates a candidate is not on track to meet completion requirements, the Program Director will review that candidate's evidence to determine whether the candidate needs additional assistance. When the Program Director determines, based on evidence, that a candidate does indeed need additional assistance, the Director and mentor will meet with the candidate to determine the appropriate support needed. The support will vary based upon the candidate's individual needs but may include providing release time to provide the candidate with access to needs-based training and/or additional mentor-guided observations. Assignment to a different mentor might also be appropriate. Details of this support plan meeting, description of next steps, and timeline for its completion will be maintained in the candidate's Induction Support records. In cases when it becomes clear that the candidate will require additional time beyond two years to complete program requirements, the candidate will submit a written request to extend the induction program and provide a description of the extenuating circumstances which accompany this request. The Program Director will consider these requests on a case-by-case basis.

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

As stated by the Los Altos SD in response to this Common Standard, ongoing work between mentor and candidate to develop and continually reflect on the ILP will comprise the heart of the fieldwork experience for teachers in the proposed Teacher Induction Program. Decision-making in program processes is all related to improving the quality of the candidate's experience in the field. As such, it is critical that the program is frequently evaluated for the quality of fieldwork experience it provides. Feedback from stakeholders will drive the program. The Steering Committee, which is responsible for program improvement, will review the feedback.

The Los Altos SD Teacher Induction Program will provide candidates with the opportunity to experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. Because the work of induction is job-embedded, teachers will experience the authentic issues of diversity that arise during their two-year tenure in the program. Los Altos SD enrolls students from a wide range of academic, linguistic, cultural and socio-economic differences. As such, mentors and candidates will consistently engage in discussions around context and instructional strategies to support student learning. Examples include conversations and artifacts about focus students, constructing a class profile, and regular observation and feedback cycles where next steps and strategies to meet the diverse learning needs of students would be discussed during a pre- or post-observation conference. Mentors will support candidates in responding to these diverse needs through both the development and implementation of the ILP and through just-in-time support. In both cases, the mentor and candidate determine the

research-based strategies to apply, reflecting on the impact of the implementation in the authentic context of the candidate's work.

The process of selecting mentors for the Los Altos SD will begin by sending an email to staff with information on these positions. Application packets are reviewed by the Director of Student and Staff Services, the Induction Program Director, and other district or site administrators as assigned. The selection team may conduct a classroom observation in addition to an interview with the applicant.

Common Standard 4 – Continuous Improvement

To maintain the quality and effectiveness of the program, the Los Altos SD Teacher Induction Program will regularly and systematically collect and analyze data. A chart titled "Program Assessment System" was provided in the response to this Common Standard. This chart notes the survey data collected, which program personnel will be responsible for reviewing the data, and how the data will be used. For example, meeting surveys will be sent to mentors and candidates after every scheduled meeting to collect their feedback. The Lead Mentor will review the feedback and share data with the Program Director to discuss timely decisions for upcoming meetings.

The survey data collected is the primary source of data that will drive the process of assessment and improvement of:

- The program's coursework: the ILP process and related tools, the quality of mentor-candidate mentoring sessions (Candidate Survey)
- The availability and timeliness of program in providing support to complete program requirements (Candidate Survey)
- The quality of training provided to mentors and site administrators (Site Admin Survey, Mentor Survey)
- The extent to which candidates are prepared upon completion of the program (Site Admin Survey, Candidate Survey)

All survey data will be reviewed annually by the Steering Committee. The Steering Committee will identify trends and use those trends to create program goals for the coming year.

Common Standard 5 – Program Impact

The Los Altos SD notes that the knowledge and skills necessary to effectively educate and support all students are encompassed in the CSTP and the CSTP is the foundation for candidates' work in the induction program. Also, the ILP goals are developed within 60 days of enrolling in the program. The ILP itself becomes a tool for reflective practice as candidates must collect evidence that they are implementing strategies to make progress toward their goals. A formal check for competency and performance will take place mid-year and at the end of each year. Evidence of key components of the ILP will be submitted for an assessment of completion. This portfolio will include evidence of goal-setting,

evidence of specific activities to support improvement in goal areas, record keeping related to a cycle of inquiry; and, a written reflection of progress toward ILP goals.

The ILPs co-developed between mentor and candidate will provide a roadmap for candidates' induction work to meet competency requirements as specified in the Teacher Induction Program Standards. Assessment of progress toward mastery of the CSTP will help Los Altos SD ensure that their candidates are well prepared to effectively educate and support all students, including students in significant special populations such as English Learners and students with learning differences, in meeting state adopted academic standards.

Finally, the proposed Los Altos SD Teacher Induction Program will evaluate its impact on candidate learning through multiple measures including, but not limited to:

- candidates' demonstration of growth on each of the CSTP:
- candidate, mentor, and site administrator feedback on program surveys
- completer survey responses

The Steering Committee will review program data including the number of candidates who made progress in each of these areas per the reflection included in the ILP. These measures will serve as indicators of the program's purpose to develop professional educators who are reflective practitioners who routinely engage in review and analysis of their impact on student learning and aim to continuously revise and adapt their practice in order to meet the changing needs of the diverse student population they serve.

Staff Recommendation

The Board of Institutional Review (BIR) team 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 Los Altos School District.

Granting Provisional Approval would allow Los Altos SD's proposed Teacher Induction program to be reviewed by the Committee on Accreditation for Initial Program Approval in Stage IV.

Staff recommends that if Provisional Approval is granted to Los Altos SD by the Commission, the period of Provisional Approval be set to three years as Teacher Induction programs are designed to be two years in length. After three years, Los Altos SD 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 Los Altos SD in Stage V.

Next Steps

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