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# 3F

## Action

### *Educator Preparation Committee*

#### **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Santa Maria Bonita School District**

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

**Presenter:** Michele Williams-George, 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.

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## **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Santa Maria Bonita School District**

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### **Introduction**

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Santa Maria Bonita School District's responses to relevant Preconditions and the Common Standards for consideration of Provisional Institutional Approval by the Commission on Teacher Credentialing (Commission). Santa Maria Bonita School District seeks IIA in order to offer a teacher induction program. All Preconditions have been reviewed by staff and have been determined to be met. All Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been determined to be aligned. If granted Provisional Institutional Approval, the next step in the process would be the review of Santa Maria Bonita School District's response to the Program Standards by a BIR team. When these reviewers determine that the Program Standards are aligned, the proposed program will be considered for Provisional Program Approval by the Committee on Accreditation (COA). If approved, the institution may offer the program for the time 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. 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

Santa Maria Bonita 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
<b>Action</b>	<b>Prerequisites</b>	<b>Eligibility Requirements</b>	<b>Preconditions &amp; Common Standards</b>	<b>Program Standards</b>	<b>Provisional Site Visit</b>
<b>Purpose</b>	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
<b>Requirements</b>	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
<b>Reviewed By</b>	Staff	Staff	<b>Preconditions: Staff Common Standards: BIR</b>	BIR	Site Visit Team
<b>Authority</b>	Staff	Commission	Commission	COA	Commission
<b>Decision</b>	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
<b>IIA Status*</b>	Approved	Approved	Provisional Approval**	Provisional Approval***	Full Approval

\*At conclusion of stage

\*\*Institutionally-approved but cannot offer programs

\*\*\*May begin offering approved programs

### **Santa Maria Bonita School District**

Santa Maria Bonita School District (SMBSD) completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [April 2022](#) meeting. This action allowed SMBSD to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, SMBSD seeks Provisional Institutional Approval from the Commission. The SMBSD application states that the institution intends to offer a teacher induction program and will next seek Stage IV, Provisional Program Approval from the COA.

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

In keeping with the Commission's process for IIA, Santa Maria Bonita School District 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.

Summaries of SMBSD's responses to Preconditions and the Common Standards are included in this agenda item. The [complete Stage III submission of SMBSD's responses](#) is available on their website. It is important to remember 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 qualified individuals to determine alignment to the Commission-approved Program Standards. Once reviewers have determined that the responses are aligned to the Program Standards, an agenda item will be brought to the COA for approval or denial 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 Santa Maria Bonita School District Meets the Precondition:*

Santa Maria Bonita School District demonstrates a clear need for local teacher induction with their analysis of teachers and appropriate credentials within their district. That analysis shows SMBSD has a large population of new educators within the district. In 2021-2022, SMBSD employs 43 new teacher candidates enrolled in year 2 of induction with Santa Barbara County Education Office and 14 new teacher candidates in year 1 of induction with San Luis Obispo County Office of Education. Additionally in 2021-2022, the district hired 24 new teachers mid-year on various permits. As identified in Criterion 11 of the Eligibility Requirements, SMBSD has been offering onboarding support for new teachers since 2020 to supplement, and in the case of mid-year hires fully support, a successful integration into the teaching profession. The district feels that their work on the Teacher Development Program (housed in the Department of Teaching and Learning) provides a more comprehensive approach to new teacher support and is the critical factor of their success with retaining teachers. According to EdData, cumulative enrollment and Average Daily Attendance (ADA) has been consistent for the past five years. The combination of this expected continued consistency and the teacher shortage, which is forecasted to continue for several years, causes SMBSD to anticipate an accompanying need to support new teachers for the foreseeable future.

### ***(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 Santa Maria Bonita School District Meets the Precondition:*

While meetings of various constituents and stakeholders will be occurring weekly and/or monthly, Santa Maria Bonita School District intends primary collaboration for implementation and continuous improvement of the induction program to occur through the Advisory Committee. The Advisory Committee will incorporate representation from an institution of higher education (California Lutheran University), TK-12 practitioners including San Luis Obispo County Office of Education as well as several district educators including coaches and mentors, and both district and site administration. Common Standard 1 response indicates how these constituents will work together five times throughout the year.

The Advisory Committee, which has the identified purpose of supporting the functionality and growth of the SMBSD Teacher Induction Program, will meet at the beginning of the year, and then quarterly to review Teacher Induction Program standards to ensure the induction program is continuously striving to improve based upon identified goals and the expectations of the Commission. The Committee will also:

- Review candidates' CSTP Survey Data and adjust professional development to meet areas of need.
- Review internal and Accreditation Data System surveys and make suggestions and revisions to the program as appropriate.
- Ensure the program continues to meet district and Commission standards.
- Review Early Completion Option applications.
- Address any grievances by candidates.

**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 Santa Maria Bonita School District Meets the Precondition:*

In accordance with Precondition 1, Santa Maria Bonita School District states the teacher induction program will be a two-year program designed to accelerate teacher effectiveness and enhance teacher retention. Human Resources will notify SMBSD Teacher Development when eligible candidates are hired. Beginning in their first year of teaching, SMBSD new teachers will receive job-embedded mentoring support while they develop and implement Individualized Learning Plans (ILP) to support their growth related to the California Standards for the Teaching Profession (CSTP) within the context of their teaching position. Their ILP will be connected to the work and goals they set in their credential programs and connected to site and district goals. As a primary means of support for the candidate, SMBSD will provide weekly mentor

collaborations as well as professional learning opportunities and monthly opportunities for collaboration.

**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 credentials held, grade level and/or subject area, as appropriate to the participant’s employment.

Meets Precondition: Yes

*How Santa Maria Bonita School District Meets the Precondition:*

In accordance with Precondition 2, Santa Maria Bonita School District confirms in the overview of Mentoring Support section of the draft Induction Handbook that, “Mentors will be matched within the first 30 days of new teacher enrollment and will have like credentials as their new teacher.” SMBSD will match candidates with the most appropriate mentor relative to credentials held, grade level and/or subject area. The Mentor Overview chapter of the handbook supports this statement by identifying mentor qualifications and the description of mentor roles. Accuracy of mentor/candidate matching will be tracked using the Induction Program Mentor/Candidate Match Record. Candidates will complete an end-of-year reflection where they can identify if their mentor match is effective. They are also provided with informal opportunities throughout the year to share information regarding the effectiveness of their mentor relationship.

**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 Santa Maria Bonita School District Meets the Precondition:*

In accordance with Precondition 3, Santa Maria Bonita School District states in the overview of Mentoring Support that, “They (mentors) are expected to meet no less than one hour each week with their candidate to provide “just in time” support and encourage analysis of teaching practices to help their candidate develop enduring professional skills.” These support hours will be tracked using the Mentoring Logs which, in turn, will be monitored weekly by the Induction Director. Expectations of weekly candidate/mentor meetings will be communicated in the New Teacher Induction Handbook which is reviewed during the Orientation.

**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 Santa Maria Bonita School District Meets the Precondition:*

In accordance with Precondition 4, Santa Maria Bonita School District identifies in its Program Requirements that ILP's will be developed in collaboration with the candidate's site coach and administrator within 60 days of enrollment into the program. ILP's will be shared with the Induction Teacher on Special Assignment and Induction Director via the New Teacher Google Classroom to ensure they are adequately developed within the first 60 days of their program.

**Precondition 5**

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

Meets Precondition: Yes

*How Santa Maria Bonita School District Meets the Precondition:*

In accordance with Precondition 5, Santa Maria Bonita School District assures that while Site Administrators provide input on the ILP, these supervisors know that the document may not be used for evaluating the teacher candidate. The Site Administrator Overview states the ILP "...should not be used for the purpose of teacher evaluation or employment considerations." The institution also provides a statement of assurance from the Unit Head affirming that the ILP is designed and implemented solely for professional growth and development.

**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 Santa Maria Bonita School District Meets the Precondition:*

In accordance with Precondition 6, Santa Maria Bonita School District provides a process whereby the Advisory Committee reviews candidate documentation for the purpose of identifying induction candidates who are eligible for the Early Completion Option (ECO). This process is identified in the Stakeholder Involvement chart provided as evidence for Common Standard 1. Candidates may be identified by Human Resources or can choose to apply for the ECO option. Candidates will be informed of the ECO option in the New Teacher Induction Handbook and the process and deadlines will be reviewed at the Induction Orientation.



## 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 Santa Maria Bonita School District's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.*

### **Common Standard 1 – Institutional Infrastructure to Support Educator Preparation**

Santa Maria Bonita School District asserts that their teacher induction program has been developed “based on a researched-based instructional framework which focuses on the California Standards for the Teaching Profession and high-quality, equitable teaching and learning practices which support the effective implementation of California’s adopted standards and curricular frameworks. SMBSD describes the induction program as being built on “the core values of equity, commitment to diversity, responsiveness, positive presupposition, reflective dialogue, and inquiry.” In order to achieve this, the program integrates a variety of research-based perspectives determined by the program need and audience for the professional learning opportunities. However, at the core of all professional learning are Zarretta Hammond’s research on culturally responsive teaching as well as the work around developing teacher clarity and intentionality by Doug Fisher, et. al. Induction candidates will be introduced to the High Quality Instruction Indicators which is woven throughout district pacing guides. Mentors will be trained in adult learning theory-based coaching practices through Mentoring Matters to facilitate learning-focused relationships with their new teacher mentee and to understand the principles of mentoring.

Santa Maria Bonita School District is committed to the continued collaborative nature of program design, feedback, and continuous improvement. Those stakeholder groups that participated in the program design will continue to be active in the decision-making process. The Advisory Committee will be the primary decision-making body and will consist of personnel from across the district representing a variety of levels of administration and positions, all of which have a relationship to the induction program. The institution has presented an Education Partner/Stakeholder Involvement chart to represent these different constituents and how they will be involved in the ongoing coordination and decision-making relevant to the induction program.

SMBSD ensures that faculty and instructional personnel of the induction program will 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. This broader community includes not only the SMBSD P-12 institutions, but also institutions of higher education. Members of SMBSD staff, including the Induction Director, will continue to build and maintain strong collaborative relationships with local colleges and universities to ensure ongoing communication regarding the needs of new teachers before they enter the induction program.

SMBSD’s institutional commitment to provide funding and resources to support the operation of the proposed program is evident in a variety of ways. In addition to allocating funds for

training, data analysis, professional development, technology, and other material resources, SMBSD has also committed resources to current and new positions that will support the induction program:

- Induction Director
- Teacher Development Teacher on Special Assignment (TOSA)
- New Teacher Induction Teacher on Special Assignment (TOSA)
- Credential Analyst

The Deputy/Interim Superintendent has signed a Letter of Assurance stating that the district will provide sufficient funding for qualified personnel as well as resources for all areas identified.

Santa Maria Bonita School District new teachers, mentors, and staff will be recruited and hired in accordance with SMBSD's non-discrimination policies and with the commitment to recruit and retain a diverse workforce. Induction program leaders intend to reach a diverse potential pool of candidates and faculty by attending recruiting fairs in many areas of the state and providing continued support for a diverse candidate and faculty population through training and staff development aimed at supporting an inclusive and equitable learning environment. During the hiring process, mentors will be asked to self-assess their background and understanding of diversity, equity and inclusion in teaching and learning. This practice as well as others ensure that SMBSD employs, assigns, and retains only qualified persons to provide professional development and supervision experiences. Daily administrative oversight of the program will be the responsibility of Induction Director and the Teacher Development TOSA, which both job descriptions clearly represent the needs, criteria, and best practices necessary to be highly qualified. In order to hire qualified mentors, the mentor job descriptions include criteria such as current knowledge of the content: knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and demonstration of effective professional practices in teaching and learning, scholarship, and service. Additionally, mentors and other supervisors will be required to reapply each year to ensure only the most qualified personnel are engaged in the program.

In order to ensure that candidates successfully progress through the program SMBSD has developed a process by which candidate progress will be monitored by the Induction TOSA and officially checked bi-annually. Additionally, administrators will meet with candidates and their mentor twice a year to discuss the candidate's growth goal and progress towards meeting said goal; this process is documented in the candidate's ILP. To establish that those recommended for a credential have met all requirements, SMBSD has developed a monitoring process where the Induction TOSA and Induction Director review six individual documents (TIP Document Review, ILP, Lesson Planning Conversation Guide, Goal Setting Tool, and the Induction Completer Survey). These documents reside in the programs Google Classroom and together comprehensively cover all required areas and ensure that candidates recommended for a credential have met all requirements and are eligible for recommendation.

## **Common Standard 2 – Candidate Recruitment and Support Preparation**

Santa Maria Bonita School District assures that potential candidates will have equal access to the proposed induction program and that those applicants who are eligible according to the multiple measures identified in the Induction program website, recruiting brochure, and in the draft Induction Handbook will be accepted into the program. Participation in the SMBSD Induction Program will not be a condition of employment, but rather will be offered as a support to eligible teachers as an option for the state requirement of completing a state approved Teacher Induction Program within five years of obtaining a preliminary credential.

As noted earlier, to diversify the educator pool in both California and its induction program, SMBSD intends to reach a diverse potential pool of candidates by attending recruiting fairs in many areas of the state and providing continued support for a diverse candidate population through training and professional development aimed at supporting an inclusive and equitable learning environment. To balance candidate recruitment between local community members and a broader, more diverse network of educators, SMBSD will advertise employment opportunities and the induction program through EdJoin Job Postings and social media. SMBSD will retain new teachers (candidates) in a variety of ways, including covering all induction program expenses for full time SMBSD employees and providing a structure of support that will involve District Office TOSAs, site instructional coaches, site administrators, and mentors so all new teachers have wraparound support to ensure retention and to promote their successful entry into the teaching profession. As a part of this wraparound support, appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. Specifically, the Induction Director will contact all candidates to welcome them to the program and inform them about New Teacher Onboarding and Induction Orientation. Induction Handbooks will be distributed and reviewed in the induction orientation meeting, which all mentors and candidates will be required to attend. This is where induction staff roles and responsibilities will be reviewed, including the personnel responsible for guiding candidate program progress. The Candidate Professional Agreement and program completion requirements will also be reviewed at the induction orientation. SMBSD states that it "...takes great pride in retaining its teachers," and that "It is not uncommon for education graduates from the Santa Maria Valley and surrounding area to return to the SMBSD community as a new teacher, upon obtaining a preliminary teaching credential."

In order to ensure that induction candidates successfully progress through the program, candidate progress will be monitored by the Induction TOSA and formally checked and documented bi-annually using the TIP Document Review form. Evidence of mastery of competence in the CSTPs will be gathered through two instruments, first is the CSTP Continuum of Development Assessment completed bi-annually by the candidate and second is the Administrator Survey also completed bi-annually by site administrators. All of this information is shared with the Induction Director and the candidate's mentor so that all relevant supporters are continuously informed. Additionally, administrators meet with candidates and their mentor twice a year to discuss the candidate's growth goal and progress towards meeting said goal; this process is documented in the Candidates' ILP. The Educational Partners/Stakeholder

Involvement Chart provides more evidence by identifying five partner groups involved in reviewing and addressing candidates' progress toward meeting competency expectations. To ensure that each candidate has met all competency and performance expectations, and is eligible for a recommendation, the Induction TOSA and Induction Director review six documents which span the candidate's time in the program and accurately represent the candidate's learned skills and knowledge.

Through these multiple checkpoints, a candidate who is struggling or in need of additional assistance will be easily identified by any number of SMBSD induction program support providers. Once a candidate is identified or expresses a need for additional assistance, a four-step process is initiated through which a support plan will be developed with next steps and timelines individualized to the needs of the candidate. These procedures are outlined on page 19 of the Induction Handbook given to each candidate and reviewed at the orientation.

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

Professional learning around diversity, equity, and inclusion have been embedded into the induction program ILP to ensure those issues are at the forefront of all learning for both SMBSD candidates and out of district candidates. According to the submission, the "Santa Maria Bonita School District student population includes a range of abilities, races, and gender identification; therefore, candidates will be immersed with daily opportunities to experience issues of diversity that affect school climate." To provide candidates with additional opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning, the SMBSD teacher induction program will provide a course of study appropriate for its Year 1, Year 2, and Early Completion Option candidates to effectively implement research-based teaching strategies based on *The Skillful Teacher* and *Culturally Responsive Teaching and the Brain*, both research based books. Each monthly professional learning opportunity follow-up survey and Annual Program Reflection will promote reflection from the candidates on how they will address cultural relevance and implement learned research-based strategies within the classrooms. Candidates will participate in site-based professional development that focuses on specific issues of diversity that are prevalent at the school site.

As identified in the mentor job description and qualifications, Santa Maria Bonita School District is committed to hiring high quality personnel for the proposed program. Minimum qualifications for a coach will be 1) a Clear California Teaching Credential and 2) a minimum of three years of teaching experience. Only applicants who can show they have excellent knowledge and skills related to applying California content standards and frameworks; working with diverse student populations; and implementing relevant and current teaching practices will be hired. In order to maintain a continuous high level of performance, coaches will be required to re-apply each year. SMBSD believes that this combination of required documentation and performance-based review will result in coaches who are able to provide effective weekly support for candidates. As coaches are hired, coach/candidate assignments will be made based upon the candidate's school site, subject area/grade level and general needs. These partnerships will be documented through the Mentor/Candidate Match Record.

Once hired, mentors are oriented to their role through the mentor orientation and trained in supervision using the adult learning theory-based coaching practices of Mentoring Matters. This model is used to facilitate learning-focused relationships between mentors and their new teacher mentee and to understand the principles of mentoring. This mentoring model is paired with training in culturally responsive pedagogy and how to use the *Induction Alignment of Research and CSTPs* document. Mentors will be asked to continually improve their own practices by participating in professional learning and support eight times a year to share and learn about current educational trends, effective instructional strategies and/or curriculum alignment needs, as well as monthly meetings which focus on the CSTPs or specific instructional strategies. As a part of the induction programs continuous improvement plan, mentors are formally evaluated bi-annually by both program administration and candidates. Mentors are also required to reapply each year including a new letter of recommendation from their site administrator. Celebrations and recognition of both candidates and mentors occur at the Induction Colloquium at the end of the year.

Santa Maria Bonita School District has integrated multiple measures for evaluating the effectiveness of the fieldwork and clinical practice components of the induction program. Clinical and field-based experiences will be documented through the ILP, coaching logs and professional learning assignments. Candidates will informally self-assess each week during coaching conversations and each inquiry cycle will finish with a formal reflective conversation and plan for next steps. These self-assessments will lead to an evaluation of the clinical practice experience and its relevance and effectiveness in supporting candidates. Candidates will also complete an end of year digital reflection where the candidate will be asked if he/she was well matched with the mentor and how effective the mentor support was in helping the candidate to achieve his/her goals. All feedback from clinical experiences will be reviewed by the Induction Director and Induction TOSA to evaluate the effectiveness of the clinical and field-based experiences. Another measure of the component's effectiveness will be surveys completed at the end of each year by several stakeholders (candidates, coaches, facilitators, site administrators) which will also provide feedback on clinical practice and the program as a whole. All this data will be used for prompt changes to address immediate needs as well as aggregated for more wholistic adjustments to the clinical practice component of the proposed program.

All candidates in the Santa Maria Bonita School District induction program will have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards. SMBSD presents an infographic of the district's Local Control and Accountability Plan (LCAP) information showing students in SMBSD differ in religious, racial, ethnic, linguistic, and economic backgrounds, as well as differing in learning abilities, gender, family structure, sexual orientation, and other aspects that may affect learning. SMBSD new teacher candidates will have the opportunity to work with the diversity of California's students within their classrooms as classrooms in SMBSD reflect diversity. Out of district SMBSD candidates will be asked to submit diversity documentation and/or LCAP data to ensure this standard is met. If the candidate's clinical

experience does not meet the diversity requirements, the SMBSD Induction TOSA will work with the candidate to meet this standard for that candidate within the SMBSD.

#### **Common Standard 4 – Continuous Improvement**

Santa Maria Bonita School District has established a timeline and process where input will be gathered from all stakeholder groups, reviewed by the Advisory Committee, and outcomes returned to the program. As noted, candidates and mentors will informally and formally self-reflect on the effectiveness of the program. These two stakeholder groups will also be surveyed monthly regarding the effectiveness of all components of the program. Professional learning facilitators will receive immediate feedback from participants in their sessions to improve subsequent sessions. Site administrators will have opportunities to informally assess clinical practice at the three goal-setting meetings as well as three formal surveys reflecting on the candidate and the program itself. Higher education partners and stakeholders outside of the district will have the opportunity to provide input through yearly surveys or attendance at an Advisory Committee meeting.

In their submission, SMBSD provides the *Induction Continuous Improvement Timeline* which encapsulates the information provided here and shows how the key stakeholders of candidates, mentors, Advisory Committee, and administrators will specifically participate in the continuous improvement of the induction program. Additionally, to gather input regarding the extent to which candidates are prepared to enter the teaching profession, candidates who have completed the program will be surveyed one year, three years and seven years after the completion of induction to learn how this preparation assisted them as new teachers in both their teaching duties and continued development as a professional educator.

Overall, the *Induction Continuous Improvement Timeline* shows how “In an effort to maintain the quality and effectiveness of the Program, the SMBSD Teacher Induction Program will regularly and systematically collect and analyze data,” and how the Advisory Committee will reflect on that data and the effectiveness of SMBSD’s unit operations and make improvements to the program and its services, as necessary.

#### **Common Standard 5 – Program Impact**

Santa Maria Bonita School District is “... deeply committed to preparing new teacher candidates to serve as professional school personnel who demonstrate the knowledge and skills necessary to educate and support all students in meeting State adopted academic standards.” Candidates will formally demonstrate knowledge and skills necessary to educate and support all students in meeting state adopted academic standards by successfully completing each inquiry cycle with positive feedback from both their mentor and administrator and showing growth on student outcomes data on the Lesson Planning Conversation document. Candidates informally demonstrate knowledge and skills during weekly self-assessments as candidates and mentors review areas of strength and areas of need based on their identified ILP goals. These formal and informal assessments will culminate in a final assessment using the *Continuum of Teaching Practice*. Results from this final assessment will be discussed between the candidate and mentor and included as part of the candidate’s end of year digital reflection, as well as the

induction program's continuous improvement process. SMBSD intends to use the data identified in the *Induction Continuous Improvement Timeline* to assess the immediate positive impact of the proposed program and the one, three, and seven year completer surveys to assess continuing positive impact.

All data will be shared with the Advisory Committee and the SMBSD Board of Trustees to be fully transparent of the program's positive impact on candidate learning and competence, and on teaching and learning in schools that serve California's students. As the program grows to include candidates from outside SMBSD, the Induction Director will hold a bi-annual meeting to review the data with representatives from the participating school and/or districts.

### **Staff Recommendation**

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

Granting Provisional Approval would allow SMBSD's proposed teacher induction program to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

Staff recommends that if Provisional Approval is granted to SMBSD by the Commission, the period of Provisional Approval be set to three years because the teacher induction program is designed to be two years in length. After three years, SMBSD will have had an opportunity to have a cohort complete the program and the institution will have 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 SMBSD in Stage V.

### **Next Steps**

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