

COMMON STANDARDS FINDINGS

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

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content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

Interviews with San Mateo Foster City District (SMFCD) Induction leadership members confirm that the induction program functions under the district’s vision of a student-focused educational system. The emphasis on providing universal access to students is key to the district-wide system of support for all teachers. The program’s design supports candidates in an individualized, job-embedded, context-specific, induction experience combined with differentiated professional development through a comprehensive mentoring system. District and program leaders are consistently involved in the coordination and decision-making of the program, as well as the monitoring and support of candidates and mentors. Documentation and interviews confirm that the program is well supported by district and site leadership. Stakeholders report that resources are allocated sufficiently, based on evolving program needs. Input on program design and implementation is sought regularly from multiple stakeholders including, but not limited to, district advisory members, site administrators, and mentors. Collaboration and communication occurs with local institutions of higher education regarding details of the teacher preparation programs and how induction can build on the pre-service experience. Fulltime-release mentors support candidates both within and outside of the classroom weekly. Additional support is coordinated at the site and/or district level depending on the goals set in each candidate’s Individual Learning Plan (ILP). Candidates report they are well supported by their mentors, the program director, and colleagues at the sites. The program director, in conjunction with candidate and site administrator feedback, monitors mentor effectiveness. Mentors meet monthly to collaborate, share expertise to support candidates, and network around mentoring challenges. Candidates confirm they are aware of a grievance process and are comfortable reporting any concerns with the program director, commenting that if they have any issue with their mentor, it would be addressed and handled confidentially. The program director closely monitors candidate’s progress through frequent classroom visits and by providing written, individualized feedback regarding completion of credential requirements.

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> • Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		
<ul style="list-style-type: none"> • Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>The SMFCSD Induction program is designed so that candidates are recruited and supported in all educator preparation programs to ensure their success. Completers report that the SMFCSD Induction Program “builds off the PACT,” providing a successful entry into the profession. Advice and assistance is provided upon hire. Candidates report, and the district leadership confirm that candidates meet individually with a credential analyst and with the induction program director to review the program requirements, timeline for completion, and a needs assessment. New hires attend a new teacher orientation at the beginning of the school year where they receive an overview of district initiatives, resources and core curriculum. The director then monitors candidates’ progress towards attaining program requirements while they are enrolled in the program. Candidates and completers report program leadership conducts multiple observations of candidates and provides feedback about their practice. They also state that their portfolios are reviewed during the year with specific feedback that guides future growth. The candidates and mentors feel that these processes are “customized” and “supportive” of the candidates’ individual growth and that several people are invested in candidates’ success as well as the success of their students. Human Resource personnel report that the SMFCSD Induction program is a draw for recruiting candidates and positively affects teacher retention. This is confirmed by candidates who were previously enrolled in other induction programs and state that this program is “meaningful” and that it is not “stressful or overwhelming.”</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to	X		

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develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.			
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>The SMFCSD Induction program provides individualized support that results in candidate’s progression toward mastery of the CSTP with particular emphasis on the socio-emotional learning for students. Candidates attend a two-day orientation with district staff at the beginning of the year. Professional development providers then follow up with candidates throughout the year to provide curricular and content support in addition to induction mentoring. Advertisement for induction mentors occurs bi-annually, then mentors are selected through an application and interview process and assigned based on candidate needs (grade level, subject-matter, emphasis, etc.). The program director meets individually with candidates at the beginning of the year to assess needs and identify the best mentor match. Candidates and mentors describe the weekly support which includes addressing immediate needs, developing and monitoring CSTP-based goals via the ILP, engaging in cycles of inquiry, guided reflection, and facilitation of site and or district-based support. Mentors and the program director observe candidates regularly and provide targeted feedback on the implementation of research-based strategies relative to ILP goals. Mentors collaborate weekly to further their skills, engage in both district and site-based professional development that aligns with candidate’s ILP goals, and support candidates with district initiatives. Ongoing collaboration between mentors and the program director ensures that candidate needs are being met and resources to support growth goals are being provided. Candidates report that the mentoring support “helped me focus on pieces I would have overlooked.”</p>			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice;	X		

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and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.			
Finding on Common Standard 4: Continuous Improvement	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>There is ample evidence confirming that the SMFCSD Induction program implements a continuous improvement process and makes adjustments based on data analysis. District leaders, site administrators, professional development providers, mentors and candidates are comfortable providing feedback to the program director who is responsive to their recommendations and requests. The candidates feel that they each have a “connection” to the director because she observes each candidate regularly and provides observation feedback. She collects first hand evidence of candidates’ progress and effectiveness. Candidates express appreciation for the notes the director provides after conducting unannounced observations throughout the year with comments like: “I saw small group instruction today,” and the feedback given on their portfolios such as, “I want to see more of....” Mentors and candidates spoke highly of the amount of and type of support the candidates receive. Candidates say they feel “very supported” by their mentors who help them reflect on their practice related to student learning. Mentors state that the mentoring work is grounded in the California Standards for the Teacher Profession from which candidates identify professional growth goals. The program director collects and analyzes multiple sources of data including: stakeholder survey and anecdotal data, initial and regular interviews with candidates, continual review of portfolios and classroom observations to assess the effectiveness of the program and to make modifications. One modification being piloted this year, due to feedback, is the appointment of onsite support teachers by principals to provide additional, beginning of the year support to new teachers.</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students	X		
Finding on Common Standard 5: Program Impact	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>Multiple stakeholders report that the SMFCSD Induction program has a positive impact on candidate learning and competence and on teaching and learning in their schools, and that the candidates demonstrate the skills to effectively educate their students. Mentors describe examples of candidates improving student achievement and/or engagement based on data and evidence collected by the mentor and shared with the candidates. Professional development providers describe providing professional development to new teachers at the New Teacher Orientation and then following up with individual teachers by conducting classroom observations or by providing additional personalized professional development to them. Mentors guide candidates to develop an Individual Learning Plan based on the California Standards for the Teaching Profession (CSTP), and meet weekly to identify professional growth goals and focal students, identify action steps or resources, then try different strategies and reflect on the effectiveness of their teaching on student learning. Candidates and mentors reinforce how clear the program requirements and expectations are and how the weekly mentoring is balanced between “in the moment” specific concerns about students and the “task at hand.” Candidates state that they know “what they are working toward and when they are done” and that it is very useful to be aware of that. They describe their mentors as being “flexible, supportive” and “open to learning new things.” Mentors cite specific examples of how they reach out to other mentors, professional development providers or to the program director when they need assistance to meet their candidates’ needs and requests. There is a strong sense of community and support for candidates, mentors and professional development providers.</p>			

INSTITUTION SUMMARY

The San Mateo-Foster City School District Induction program promotes enduring professional skills balanced with targeted support to meet immediate and long-term needs of induction candidates. Through personalized mentorship, candidates develop a path of professional learning grounded in the California Standards for the Teaching Profession and focused on outcomes for students. The mentoring system incorporates district, site, and individualized learning for candidates within a supportive, caring community.

Mentors are carefully matched with candidates according to identified needs, working collaboratively with district and site-level personnel to further their candidates’ growth goals. Goal achievement is monitored through frequent classroom observations and analysis of

student work. Mentor support is flexible and responsive to candidate’s evolving needs and candidates are encouraged to become active contributors to the larger educational community in the San Mateo- Foster City school district.