

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
San Francisco Unified School District
Professional Services Division
June 2022**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Francisco Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met with Concerns
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Education Specialist: Mild-Moderate District Intern	22	18	4	0
Preliminary Multiple Intern	6	5	1	0
Bilingual Authorization: Spanish	6	4	2	0
Clear Administrative Services Credential	5	5	0	0
Teacher Induction	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: San Francisco Unified School District

Dates of Visit: May 9-11, 2022

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2014	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of Accreditation with Stipulations for the institution was based upon the following:

Preconditions

All Preconditions have been determined to be aligned for San Francisco Unified School District.

Program Standards

All program standards for Clear Administrative Services Credential (CASC) were **met**.

All program standards for Teacher Induction Program (TIP) were **met**.

All program standards for the Preliminary Multiple Subject District Intern program were **met**, except Standard 2 which was **met with concerns**.

All program standards for Preliminary Education Specialist: Mild-Moderate District Intern program were **met** except Standards 7, 8, and 16 and Mild/Moderate 4 which were **met with concerns**.

All program standards for the Bilingual Authorization: Spanish program were **met** except Standard 2 and 3 which were **met with concerns**.

Common Standards

Common Standards 1, 2, 4, and 5 were **met**. Common Standard 3 was **met with concerns**.

Overall Recommendation

Based on the fact that all program standards were met with the exception of Preliminary Multiple Subject District Intern Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs), Preliminary Education Specialist: Mild-Moderate District Intern Program Standards 7: Transition and Transition Planning, 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning, 16: Assessment of Candidate Performance and Mild/Moderate Standard 4: Positive Behavior Support, and Bilingual Authorization: Spanish Program Standard 2: Assessment of Candidate Competence and 3: The Context for Bilingual Education and Bilingualism which were **met with concerns** the team recommends

Accreditation with Stipulations.

The team recommends the following stipulations:

- 1) That within one year of the COA's action, SFUSD must submit written documentation to the Commission consultant documenting all actions to address the stipulations noted below:
 - a. SFUSD provides evidence of matrices explicitly detailing how preliminary teacher candidates will demonstrate through practice and assessment all of the competencies (Teacher Performance Expectations and Bilingual Standards) required of the credential and/or authorization they seek.
 - b. SFUSD provides evidence on how the Educational Specialist Preliminary program prepares candidates to demonstrate the ability to design and implement Individualized Educational Programs including Transition Planning and Behavior Intervention Plans.
 - c. SFUSD provide evidence on how the Education Specialist program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments and participate in manifestation determination hearings.
 - d. SFUSD provide evidence on how the Education Specialist program prepares candidates are guided and coached on their performance in relation to the TPEs using formative processes.
 - e. SFUSD provide evidence on how the Bilingual Authorization program assessment process to determine candidate competence is implemented with a rigorous assessment standard.
 - f. SFUSD provide evidence on how the Bilingual Authorization program assessment process to determine candidate competence in the specific area of the context for bilingual education and bilingualism is implemented with a rigorous assessment standard.

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

Preliminary Education Specialist: Mild-Moderate District Intern
Preliminary Multiple Subject District Intern
Bilingual Authorization: Spanish
Teacher Induction
Clear Administrative Services

In addition, staff recommends that:

- San Francisco Unified School District’s response to the preconditions be accepted.
- San Francisco Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Francisco Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study

Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate File
Assessment Materials

Candidate Handbooks
 Budget Reports
 Survey Results
 Performance Expectation Materials
 Precondition Responses
 TPA Results and Analysis
 Coaching Logs
 Professional Development Matrix and Unit Plans
 Commitment and Offer Agreement
 School Professional Learning Plan Template
 Mid-Year ILP Reports
 Observation and Feedback Rubric
 Leading Adult Learning Rubric
 Leading Change Process Rubric
 Equity Interruption Log
 Meeting Notes and Agendas
 Credential Org Chart
 Pathway Assessment & Coaching Tools Landing Page
 Safe and Supportive Observation Templates
 Pathway to Teaching Handbook
 Preliminary General Education (Multiple and Single Subject)
 Teaching Performance Expectations: Part 1 and Part 2
 Pathway Core Rubric and Teaching Practices
 Pathway Assessment & Coaching Tools Landing Page
 Multiple Subject Course Sequences
 6.1 -Table Indicating number of Clinical practice hours
 2021- 2022 Site Placement data
 Clinical Practice Assessment Instruments
 Candidate Progress Monitoring Document
 Blank IDP form
 Course syllabi
 Vision of Excellent Instruction (VOEI) in Bilingual Classrooms
 Updated grading policy for SY 22-23
 Assignments on Canvas for multiple courses, both BILA and Multiple Subject.
 Summative assessment descriptions provided by program supervisor

SFUSD Accreditation Site - Program Review and Program Exhibits
 Organizational Chart - Credential Program
 Pathway to Teaching Organizational Chart
 SFUSD CTC Site Visit Participant Roster
 SFUSD CTC Site Visit Schedule
 SFUSD Accreditation Site - Program Review and Program Exhibits
 Organizational Chart - Credential Program
 Pathway to Teaching Organizational Chart
 SFUSD CTC Site Visit Participant Roster
 SFUSD CTC Site Visit Schedule
 SFUSD CTC Accreditation Site Visit Google Slide Presentation
 SFUSD Approach to Effective Collaboration (Google Slide Graphic)
 SFUSD Addenda, July 2021SPED Standards Core Rubric Crosswalk
 2021-2022 Pathways to Teaching Handbook
 5.1 Course Matrix (and all syllabi links)
 Support & Supervision Hours Overview
 Equity Seminar Syllabus, Fall 2020
 Pathway to Teaching Assessment & Coaching Tools Landing Page
 Credential Dashboard (Google Sheet)
 Canvas Courses (EDUC100, EDUC105 - Pre-Service 2021 & Fall 2021, EDUC110, EDUC205, EDUC207, SPED200A, SPED200B)
 Teacher Induction ILP Tracker
 Teacher Induction Professional Development Slide Decks
 Teacher Induction Mid-Year, End of Year and Peer Mentor Survey Responses
 Teacher Induction Candidate ILPs
 Teacher Induction Continuous Improvement Storyboard Slides
 Teacher Induction Verification of Completion Tracker
 IHE Advisory Council Meeting Agenda and Notes
 Teacher Induction Mentor/Coach Job Description and Application
 SFUSD CTC Accreditation Site Visit Google Slide Presentation

SFUSD Approach to Effective Collaboration
(Google Slide Graphic)
SFUSD Addenda, July 2021
SPED Standards Core Rubric Crosswalk
2021-2022 Pathways to Teaching Handbook
5.1 Course Matrix (and all syllabi links)
Support & Supervision Hours Overview
Equity Seminar Syllabus, Fall 2020

Pathway to Teaching Assessment &
Coaching Tools Landing Page
Credential Dashboard (Google Sheet)
Canvas Courses (EDUC100, EDUC105 - Pre-
Service 2021 & Fall 2021, EDUC110,
EDUC205, EDUC207, SPED200A, SPED200B)

Interviews Conducted

Stakeholders	TOTAL
District Stakeholders and Leaders	35
External Program and Research Partners	18
Preliminary Program Community Partners	2
Preliminary Programs Coaches, Faculty and Instructors	26
Preliminary Programs Leader	1
Preliminary Programs Content Team Partners	4
Preliminary Programs Policy and Operations Staff	3
Performance Assessment Coordinators	2
Preliminary Programs Preservice Faculty and Working Group	6
Candidates	84
Completers	58
Advisory Committee Members	17
Teacher Induction Program Staff and Supervisors	18
Mentors/Coaches	33
Site Leaders	16
Professional Development Providers	5
CASC Program Administrator supervisors	5
CASC Program partners	11
Credential Analysts and HR Staff	4
TOTAL	358

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

San Francisco Unified School District (SFUSD) is the seventh largest school district in California, educating over 50,000 students every year, 53% of whom are socioeconomically disadvantaged. Because San Francisco is both a city and a county; SFUSD administers both the school district and the San Francisco County Office of Education (COE) making SFUSD a “single district county.” SFUSD has 130 total schools, 3,568 teachers and 9,199 total employees. Initial teacher preparation includes the Pathway to Teaching program which is an intern model for Multiple Subject Credential and Bilingual Authorization, and Education Specialist Credential. The district also offers two induction programs, one for teachers called Induction New Teachers Support Program (SIP) and one for administrators called Transformative Leadership for Equity and Excellence (TLEE).

Education Unit

The approved credential programs operate under the direction of the SFUSD Superintendent and Executive Leadership team with a program director managing the day-to-day operations of all programs. The Education unit supports the credential and certification programs. The Preliminary Education Specialist Mild/Moderate, Preliminary Multiple Subject and the Bilingual Authorization Programs comprise the Pathway to Teaching Program. The Clear Credential Programs include the Teacher Induction Program and the Transformative Leadership for Equity and Excellence Clear Administrative Services Program. These programs work in unison to support the SFUSD Mission Statement which is to every day provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-2021)	Number of Candidates Enrolled (2021-2022)
Clear Administrative Services	43	55
Preliminary Special Education	20	37
Bilingual Authorization: Spanish	6*	26*counted again in Multiple Subject
Preliminary Multiple Subject	10	46
Teacher Induction	220	350

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders participated in interviews via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple Subject District Intern

Program Design

Review of program documents and stakeholder interviews show that the San Francisco Unified School District (SFUSD) Preliminary Multiple Subject District Intern credential program is a district-run, alternative certification pathway created in 2016 to attract individuals who aspire to teach in SFUSD. Called The Pathway to Teaching program, it serves Preliminary Multiple Subject District Intern, Preliminary Education Specialist: Mild-Moderate District Intern and Bilingual Authorization candidates. An embedded route for the Multiple Subject District Intern plus Bilingual Authorization is part of the program design for those candidates seeking certification in both of these areas. SFUSD partnered with New Teacher Project to create the intern programs and the Bilingual Authorization program which were designed to meet a critical district need through targeted recruitment of candidates seeking an accelerated path to teaching in San Francisco, with the vision of long-term retention.

Multiple Subject Interns are hired by the district through a designated recruitment process and take mini courses throughout the school year to support their learning in their credential/authorization area(s). They are paired with a mentor who provides support, observes them, and evaluates them using aligned rubrics which focus on specific aspects of teaching throughout the school year. During interviews interns stated that they greatly value the access to their mentor many days a week and beyond the school day hours and the specific support and guidance the program staff provides.

Program evidence and constituent interviews evidenced multiple means for stakeholder input as both qualitative and quantitative data are gathered by surveys from stakeholders. The advisory board, which is largely program completers, meets once a month and uses data from the previous year to create an area of focus for program improvement. Additionally, SFUSD partners with several outside organizations such as The New Teacher Project, Stanford University, California Education Partners, Jamestown Community Center, and several county offices of education. Meetings are held with various groups a different number of times throughout the year, some depending on the time in the school year. For example, the advisory board meets once a month.

As a joint partnership of SFUSD’s office of Human Resources and the Professional Growth and Development department within Curriculum and Instruction, the Pathway to Teaching program involves various stakeholder groups within the district that engage in continuous program improvement. This includes leaders from district content teams (e.g., math, science, multilingual pathways, English language arts), alumni, leaders from student support services and equity teams (e.g., Pupil Services, Professional Learning and Leadership), and school site teachers and leaders. Some conduits for feedback and programmatic improvement are the Pathways Steering Committee, Working Groups (e.g., Pre-Service Preparation, Recruitment and Selection), and the Advisory Committee.

Program documentation shows that the Pathways to Teaching program is in the Department of Curriculum and Instruction for the 2021-2022 school year and through interviews with the program leadership, the review team was informed that it will move to the Human Resources Department starting in the 2022-2023 school year as approved programs are consolidated under the same leadership structure. The chief academic officer is the head of the division supported by the director of education and under that is the Pathway to Teaching Intern Credentialing Program. Review of documents and interviews with constituents confirmed the ongoing communication between district department personnel on a regular and frequent basis via text, in person and online meetings to support both candidates and program operations.

Course of Study (Curriculum and Field Experience)

Program evidence shows that Multiple Subject interns are hired by SFUSD and accepted into the Pathway to Teaching Intern program. The intern candidates take specific pre-service courses during the summer and then take mini courses throughout the school year. The model of delivery is a hybrid model with teachers completing pre-service classes in person during the summer and asynchronous courses online during the school year with occasional full day Saturday in person sessions combined with field experience support as interns are observed by and interact weekly with their mentor.

Program evidence and stakeholder interviews confirmed that Multiple Subject interns are paired with a mentor teacher at their school site who observes and then evaluates them using specific rubrics which focus on different aspects of teaching throughout the school year. Program completers and current interns stressed that they appreciate that the mentors are flexible in terms of how they receive feedback (e.g., in the moment or after the completion of a lesson). A post observation conference follows in which interns are given feedback on specific tasks, reflect on the lesson, and create a plan for implementing suggestions as necessary. Interview and review of program documentation shows that intern candidates also receive layers of support through the program and district. This includes instructional mentor coaches who work with up to 15 interns each to provide mentoring and support. Mentors develop teachers through coaching by engaging in coaching cycles, providing real-time coaching during instruction, grading intern coursework, using teacher data to analyze intern performance, supporting interns to complete testing requirements, and acting as a liaison with school administrators. Through interviews, multiple interns stated that they have access to their

mentor many days a week and beyond the school day hours and how much this support is valued and appreciated.

Additionally interviews confirmed that Pathway Teacher Educators are summer personnel who coach interns during summer school by provide multiple early levels of support including: providing specific, actionable, real-time feedback to interns; facilitating planning and practice sessions which support intern candidates with the Pathway to Teaching program core teaching practices; planning coaching experiences based upon performance data; leading interns in analyzing and reflecting upon instruction; assessing intern progress and performance using program rubrics and collaborating with other summer staff as needed on best support practices. Across this system of support staff communicate with each other on a regular and frequent basis via text, in person and online meetings.

Review of program documents and candidate interviews confirm that interns engage in a sequenced course of study to build knowledge and skills while serving as a teacher of record. This curriculum series includes foundational coursework on content, teaching and learning, equity based instruction, supervised practicum experiences, and TPA instruction.

The mentors serve as assessors for the coursework. Interns submit assignments via Canvas by Sunday evenings and receive a grade by the end of the next week. As part of the course of study, the specific course to help interns pass the TPA was noted by several program completers who stated that they particularly appreciated this course. Program changes shared by program leadership included the area of test preparation/support with the increased development of edTPA preparation, including the pivot to an edTPA online course which was launched in Spring 2021.

Review of documents, survey data, and interviews with stakeholders including candidates, program leadership, and district administration evidenced that the Multiple Subject District Intern program follows a sequenced process of job embedded curriculum and field experience. Through interviews the practical application of course information is a noted strength of the program as stated by a candidate who appreciated the “practice-based approach to the program.” At the end of and upon successful completion of the one-year program, Multiple Subject interns are recommended for a preliminary teaching credential.

Assessment of Candidates

Program evidence and stakeholder interviews demonstrate that the Multiple Subject Pathway to Teaching Intern Program is based on an assessment system called School Year Performance Checkpoints that are used to evaluate intern progress. As noted, interns are observed weekly by their mentor and they receive a combined score based upon the mentor observations, alternate observer observations (e.g., site administrator), and for interns in grades 3-12, student surveys. The rating is based upon performance areas of the district created core rubric and interns receive a School Year Performance Assessment report within 96 hours of the observation.

Program documentation shows that the School Year Performance Checkpoint score is based upon the performance areas of the district created core rubric. Interns submit assignments via the online Canvas platform and the mentors are the assessors for the course work. Interns submit weekly assignments via Canvas by Sunday evenings and receive a grade on this submission by the end of the next week. Program documentation further shows that SFUSD developed its own rubric of teacher performance levels based on a 1-5 scale, with 1 representing 'Ineffective' and 5 representing 'Skillful.' Interns are expected to be performing at a level 3, or 'Developing' level, by the end of the school year and are informed of the evaluation process and criteria in the SFUSD Pathway to Teaching Handbook.

Program documentation shows that there has been a significant internal program leadership discussion about changing the grading structure of the course assignments. Through review of program evidence and through stakeholder interviews, there was concern within the area of assessment of candidates on how candidate competency assessments lacks rigor or focus on candidate preparation towards mastery of the TPEs. The team of reviewers did not find uniform evidence of TPEs assessments. Additionally, the assessment process did not have the needed rigor around assessing the TPEs. The team found that candidate competencies are measured by completion and effort rather than a system of rigorous measurement of knowledge and application of skills.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are met for the San Francisco Unified School District Preliminary Multiple Subject District Intern Program except for the following:

Standard 2: Preparing Candidates Toward Mastery of the TPEs- **Met with Concerns**

Interns are given credit for completing individual activities and for putting in effort but there is not a uniform assessment system of candidate competencies evidenced for program completion measures that is aligned to preparing candidates towards mastery of the TPEs.

Though a matrix was provided of the coursework sequence that identified in which course each TPE is introduced, practiced, and assessed, and the matrix has links to the course syllabi, it was not clear from documents and interviews that there is a uniform and rigorous system of assessment. While some syllabi have direct links to the assessments, others do not. Further, while a specific TPE is noted for the assessment in program documentation, upon a thorough review of the course syllabi and of the learning management system, there is not a specific connection to TPE assessments.

Bilingual Authorization: Spanish Program

Program Design

Review of program evidence and interviews across program stakeholder groups show that the SFUSD Bilingual Authorization in Spanish program is a part of the district-run, alternative

certification Pathways to Teaching program for the intern programs: Preliminary Multiple Subject, Education Specialist Mild/Moderate, and the Bilingual Authorization program. Specifically, the Bilingual Authorization program is run in conjunction with the Preliminary Multiple Subject Intern program for candidates seeking this added authorization.

The Bilingual Authorization program is housed within the design of the Multiple Subject Intern program design within the Pathways to Teaching Program. Interns are recruited and hired by the district and take mini courses throughout the school year. They are paired with a mentor who provides support, observes them and evaluates them using aligned rubrics which focus on specific aspects of teaching throughout the school year. During interviews interns stated that they greatly value the access to their mentor many days a week and beyond the school day hours and the supports across the program by staff and personnel.

As a joint partnership of SFUSD's office of Human Resources and the Professional Growth and Development department within Curriculum and Instruction, the Pathway to Teaching program involves various stakeholder groups within the district that engage in continuous program improvement. This includes leaders from district content teams (e.g., math, science, multilingual pathways, English language arts), alumni, leaders from student support services and equity teams (e.g., Pupil Services, Professional Learning & Leadership), and school site teachers and leaders. Some conduits for feedback and programmatic improvement are the Pathways Steering Committee, Working Groups (e.g., Pre-Service Preparation, Recruitment & Selection), and the Advisory Committee.

The Pathways to Teaching program is in the Department of Curriculum and Instruction for the 2021-2022 school year and with information gained through interviews with the program leadership, the review team confirmed that it will move to the Human Resources Department starting in the 2022-2023 school year as approved programs are consolidated under the same leadership structure. Currently, the Pathway to Teaching program is under the Chief Academic Officer and is supported by the Director of Education. Review of documents and interviews with constituents confirmed the ongoing communication between on a regular and frequent basis via text, in person and online meetings to support both candidates and program operations.

In alignment with the Multiple Subject Intern program, Bilingual Authorization program documents show that both qualitative and quantitative data are gathered by surveys from a variety of program stakeholders. Interviews confirmed that the advisory board, which is made in large part by program completers, meets once a month and uses data from the previous year to create an area of focus for program improvement. In addition to having an internal advisory board, SFUSD partners with several outside organizations such as The New Teacher Project, Stanford University, California Education Partners, Jamestown Community Center, as well as several County Offices of Education. Meetings are held with these various groups a different number of times throughout the year, some depending on the time in the school year. For example, the advisory board meets once a month. Modifications are determined as a result of the focus area of the advisory board which is comprised of program leadership, program completers, and other personnel.

Course of Study (Curriculum and Field Experience)

Through the review of documents, survey data and interviews with stakeholders including candidates, program leadership and district administration, it was evident that the intern program follows a sequenced process of job embedded curriculum and field experience. Once accepted in the program, interns take mini courses throughout the school year, with a hybrid model where candidates complete pre-service classes in person during the summer and asynchronous courses online during the school year with occasional full day Saturday, in-person sessions.

Bilingual Authorization intern candidates are placed in either dual language immersion or a biliteracy classroom as the teacher of record. Program documentation indicated that, in addition to the same courses of the Multiple Subject Intern program, bilingual authorization interns also take additional coursework focused on bilingual foundations, methodology, teaching and learning, and language and literacy.

The courses are experienced in tandem with the support of a mentor who is paired with the intern and who observes the intern once a week and then provides observation-based feedback with a post-observation conference that follows each observation in which interns are given feedback on specific tasks, reflect on the lesson, and create a plan for implementing suggestions as necessary, and evaluates the intern throughout the school year. The mentor also evaluated the intern throughout the school year based on the programmatic assessment process.

During interviews program completers and current interns stressed how much they appreciate the mentors' flexibility in terms of how they give feedback (e.g., in the moment or after the completion of a lesson). Both stakeholder groups also expressed gratitude for the way that mentors adapted to the model of the bilingual program and the site-specific class setting of the intern (e.g., dual language immersion, biliteracy, high percentage of newcomers, etc.).

Under the umbrella of the Multiple Subject Intern program, the model of curriculum delivery for the Bilingual Authorization program is a hybrid model with teachers completing pre-service classes in person during the summer and asynchronous courses online during the school year with occasional full day Saturday in person sessions combined with field experience support as interns are observed by and interact weekly with their mentor. Program completers and current interns stressed that they appreciate that the mentors are flexible in terms of how they receive feedback (e.g., in the moment or after the completion of a lesson) and that they appreciate that the mentors adapt to the model of bilingual program that each intern is in and the site-specific situation (e.g., dual language immersion, biliteracy, high percentage of newcomers, etc.) A post observation conference follows in which interns are given feedback on specific tasks, reflect on the lesson, and create a plan for implementing suggestions as necessary. The mentors also are the assessors for the course work. Interns submit assignments via Canvas by Sunday evenings and receive a grade by the end of the next week.

At the end of and upon successful completion of the one-year program, Multiple Subject interns are recommended for a preliminary teaching credential with the added bilingual authorization in Spanish. Through interviews it is clear that the practical application of course information is a strength of the program as stated by a candidate who appreciated the “practice-based approach to the program.”

Assessment of Candidates

As with the Multiple Subject intern program, the Bilingual Authorization program follows an assessment schedule called School Year Performance Checkpoints that are used to evaluate intern progress. Interns are observed by their mentor on a weekly basis and receive a score of 1 to 5 based upon a combination of mentor-based observations, alternate observer observations (e.g., site administrator) and, for interns in grades 3-12, student surveys. Stakeholder interviews with program completers and current interns confirmed that mentors meet with the interns once a week and several interns expressed appreciation for this mentoring aspect of the program.

Program documentation shows that the School Year Performance Checkpoint score is based upon the performance areas of the district created core rubric. Interns submit assignments via the online Canvas platform and the mentors are the assessors for the course work. Interns submit weekly assignments via Canvas by Sunday evenings and receive a grade on this submission by the end of the next week. Program documentation further shows that SFUSD developed its own rubric of teacher performance levels based on a 1-5 scale, with 1 representing ‘Ineffective’ and 5 representing ‘Skillful.’ Interns are expected to be performing at a level 3, or ‘Developing’ level, by the end of the school year and are informed of the evaluation process and criteria in the SFUSD Pathway to Teaching Handbook. Interns receive a School Year Performance Assessment report within 96 hours of the given observation.

The issue of rigor in the Bilingual Authorization program assessment process was a thematic concern during site visit interviews and was specifically substantiated during interviews with the advisory board, candidates, and program leadership. Candidate competency assessment measures in the Bilingual program are based in candidate effort and completing assignments rather than a quantifiable system of grading and measures of content knowledge aligned to the TPEs. Pathway to Teaching teacher candidates do take content based graded quizzes during the course of study, but these quizzes do not count towards a final grade. During interviews, program leadership personnel stated that this is an area of needed revision for the program. Program leadership further reported that in the past year there has been a significant discussion about changing the grading structure of the course assignments based on these concerns evident in the data.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and program leadership, the team determined that all program standards are met for the Bilingual Authorization except for Standards 2 and 3, which are Met with Concerns.

Standard 2: Assessment of Candidate Competence – Met with Concerns

Bilingual candidates take several courses that help them develop the knowledge and skills for the cultural framework of Bilingual education in our country, including the context of Bilingual education and Bilingualism and the Culture of Emphasis. Although the course work appears to be rigorous, as determined by reviewing course syllabi and summative assessments, upon deeper understanding through interviews combined with the review of program data during the visit the lack of rigor in the assessment process was confirmed. This is based on the fact that satisfactory status is given if the work is completed according to findings and if ‘there is evidence of effort’ rather than meeting a rigorous assessment standard.

Standard 3: The Context for Bilingual Education and Bilingualism – Met with Concerns

Pathway to Teaching teacher candidates take several courses that address the context for Bilingual education and Bilingualism such as Introduction to Bilingual Methodology and the Foundations of Bilingual Education, Teaching and Learning in the Bilingual Classroom, and Language and Literacy in the Bilingual Classroom. The primary goal for each course is noted as “develop the skills and knowledge to teach effectively and prepare you to meet the Teaching Performance Expectations (TPEs) outlined for the California Bilingual Spanish Authorization.” However, after thorough review of program documentation, including a review of the Canvas learning management system and interviews with constituents, it was found that there is no indication of rigor in the coursework. Satisfactory status is given if the work is complete and ‘there is evidence of effort’ rather than meeting rigorous standards.

Preliminary Education Specialist: Mild-Moderate District Intern Program

Program Design

The Preliminary Education Specialist: Mild-Moderate District Intern program is also within SFUSD's Pathway to Teaching (Pathway) alternative certification/intern program. The program design and implementation incorporate topics of equity, diversity, inclusion, and social justice issues in alignment with the mission and vision of SFUSD. The Pathway program holds as its focus the model of the Graduate Profile, including the six competencies of a SFUSD graduate. This Graduate Profile is regarded as the "North Star" of the district and Pathway program.

The supervisor of the Pathway program oversees the day-to-day operations of the program, which is nested under the Curriculum and Instruction Division of SFUSD, with guidance from the deputy superintendent of instruction. Communication within the hierarchy of this instructional branch occurs on a regular basis. Through interviews with various constituents, it was shared that multiple meetings occur monthly with the directors and supervisors so information is relayed to the appropriate person who can make decisions needed for the success of the program. A member of the organization identified the Pathway program as a "priority" for the SFUSD and that the district is "committed to low-cost/no cost" tuition for the credential candidates of the program.

The Pathway program is dedicated to preparing teachers who are informed educators able to "disrupt the antiquated educational systems," according to one administrator interviewee. Participants apply and are accepted into the Pathway program prior to April. The majority of candidates stated they were accepted in the spring semester of the academic year. Coursework for Pathway begins in April with pre-service instruction - Introduction to Special Education, Introduction to Teaching and Learning, and Child Development, early field experience hours, practicum, and lab sessions. Constituents shared this is an "intense and rigorous program", "the demands are high", "there is a lot of reading about theory during the summer and then you practice what you read", and "this process builds the culture of relationships". Review of program documentation and interviews with program leadership show that education specialists receive extended coursework into late summer (July-August) to learn how to administer special education assessments and manage a caseload/write individualized educational programs (IEPs). During this range of time - spring to late summer - participants concurrently apply for an intern position within the district. Once hired as an intern, they begin with the fall coursework of the program and continue into the spring of the following year.

Program evidence reviewed by site visit team members showed that experiences occur during the summer and into the academic year, when Pathway teachers are hired as interns. Early field experiences begin in June during the extended school year (ESY) session for students with special needs. As stated by a program leadership, "Three to four pathway teachers are assigned to one teacher educator in the classroom." Pathway teachers observe the planning and instructional practices of the teacher educator at the beginning of the ESY session and receive explanations about strategies and pedagogy during the Learning Lab which takes place immediately after the school day is over. Gradual release plans for interns are created for the

ESY session, so that Pathway interns can begin to practice what they observed and learned in coursework. In the subsequent fall and spring semesters, field experiences occur when the Pathway teacher is an intern and the teacher of record in the classroom. Pathway interns are assigned a coach who observes them on a weekly basis informally and every six weeks formally, in accordance with the Commission on Teacher Credentialing standards.

Program modifications over the recent two years primarily consist of transitioning the mode of delivery of in-person summer instructional coursework and all field experiences to a virtual classroom as a result of the COVID-19 pandemic. According to constituents and evidenced by an individual's input during an interview, the program "adjusted coursework based on feedback they received" regarding an overload of assignments. Another interviewee shared that there is an advisory committee of stakeholders who meet "approximately five times throughout the year" to discuss the scope and sequence of the program. These meetings ensure that the Pathway program "addresses current societal and educational issues" as well as ensures that content provided to Pathway interns is not replicated in multiple courses and does not allow gaps in learning. One stakeholder shared that "through a review of assessment data, we identified specific needs for the teachers in SFUSD that were different from our initial work with TNTP, therefore, minor modifications were made to the curriculum to address the needs of our teachers and students."

For feedback and input for continuous improvement, the Pathway program collaborates with a number of stakeholders including external partners, the SFUSD special education and curriculum and instruction departments, site leaders, community partners, local institutions of higher education, instructors, and coaches (clinical supervisors). Through conversations with various groups of stakeholders, it was apparent that the Pathway program sends surveys regularly to hear the voices of these constituents regarding ways to make adjustments for improvement. In an interview with external partners, one person mentioned that they "meet regularly, ask questions of each other to strengthen the field of educators, collaborate... and [the Pathway program] has taken the lead to [prepare] for these meetings." Coaches shared that surveys are sent to help them improve strategies and guidance for interns as they progress throughout the year.

Course of Study (Curriculum and Field Experience)

As mentioned previously, the sequence of coursework begins in April with pre-service preparation where students are introduced to theories of instructional practices, observe instruction, debrief the observation, and begin to co-plan/co-teach with their teacher educator and fellow Pathway teachers. The last pre-service class (late July-August) includes the aspects of case management with assessment administration and IEP. In the fall, the coursework includes concepts of equity, diversity, identity, mindset, teaching literacy, English language development, and a deeper understanding of teaching in special education settings. This is combined with practicum and supervision. These classes are provided in modules where content is presented asynchronously, and the assignments are graded by the coaches. In the spring, there is a deeper exploration of equity, teaching in special education settings, and teaching math and health. Again, this semester includes practicum and supervision which are

conducted by the coaches.

For the 2021-2022 academic year, there were 37 interns seeking the education specialist preliminary credential placed in schools within the SFUSD to support students with mild to moderate needs. Program documentation and interviews confirmed that the minimum of 600 hours of field experience is acquired throughout the academic year when the intern is the teacher of record. Supervision is conducted informally on a weekly basis where candidates are supported by their coaches. Coaches are teachers on special assignment, who must apply for the position and provide evidence of their ability to give reflective feedback. Once selected, each coach is assigned 10-12 interns and visits with them twice a week in an informal setting. The schedule of visits with the coaches are made collaboratively between the intern and the supervisor. The group as a whole meets monthly. The two weekly meetings consist of an observation and a debrief. Coaches described informal observations as possibly including coaching conversations, review of the core rubric, practice of strategies, role play, or discussion of coursework and are mostly formative. Coaches also stated that they have a formal observation every six weeks. This meeting is followed with a debrief of the lesson observed. Individual intern stakeholders praised the coaching (supervision) aspect of the program: “strength of the [Pathway] program is the actual coaching,” “Pathway has the resources for help,” and “Coaching and interaction with staff at Pathway [are] the strengths [of the program].”

The coaching cohort is the group of 10-12 interns and their coach who collectively meet monthly to review questions, discuss lessons, share celebrations, and lean on each other for support with challenges. The coach is the person who supports the interns in their development as a teacher, grades their coursework assignments, and collaborates with them on areas that are identified for improvement or growth. Candidates shared that the support received from the coaching cohort is “like a community.”

Formal observations are conducted by site administrators occur at least twice during the academic year. Administrators shared that Pathway interns have a higher level of maturity than candidates who come directly from traditional programs. They also praised the interns’ strong organizational skills and their desire to show up. Site administrators stated, “the Pathway team is invested in the candidates” and there is a “huge need” to fill the positions with competent individuals. They emphasized the importance of support and stated that that special education teachers have “a lot going on with coursework, assessments, and case management.”

The Pathway program includes an introductory course in Designated English Language Development. As noted in Canvas, this course provides the history, philosophy, and methodology for teaching students who are learning the English language. This course also provides information regarding effective teaching strategies, the California English Language Development standards, theories of language acquisition, and domains of language. Content is provided to inform candidates on their practice and allow them to reflect on students within their classrooms as well as how they can utilize strategies to help students become more proficient in speaking, reading, writing, and comprehending English. Interviews and the review

of program evidence did reveal concerns with the opportunity for candidates who are not at the high school level to learn the information and acquire the skills needed for developing transition plans for students with disabilities across the lifespan. There was also no clear evidence that all candidates have the opportunity to practice and be assessed within areas of developing post-secondary IFSP/transition planning goals and requirements. The area of Positive Behavioral Support also had specific concerns as, upon the review of evidence and interviews with stakeholders, the team did not find convincing evidence that the program is preparing candidates to demonstrate and implement positive behavioral support plans and interventions that are based on functional behavior assessments and to participate in manifestation determination hearings.

Assessment of Candidates

Review of evidence and interview findings show that candidates are primarily assessed according to the Pathway to Teaching Core Rubric. This rubric was developed by the Advisory Committee for the Pathway program and adapted from work with The New Teacher Project (TNP). There is a companion rubric for teachers of students in special education settings. This rubric is broken down into four parts: 1. Culture of Learning (Are students engaged in the work of the lesson from start to finish?); 2. Essential Content (Are all students working with essential content for their subject and grade?); 3. Academic Ownership (Are all students responsible for doing the thinking in this classroom?); and 4. Demonstration of Learning (Do all students demonstrate that they are learning?). “Core norming of this rubric is constant,” according to one stakeholder. There are a set of anchor teaching practices which aid in the norming process.

While candidates do have opportunities to develop as a teacher of record there were concerns around the lack of evidence in the area of candidate assessment in relation to the TPEs and how they are used as a formative process for candidate growth.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Education Specialist: Mild-Moderate District Intern Program except for the following:

Standard 7: Transition and Transitional Planning – **Met with Concerns**

There was no convincing evidence that all teachers within the Pathway program receive “opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.” The program provides all candidates with the opportunity to learn the various parts of the complete individualized education program (IEP) during SPED103: Case Management. However, through interviews, it was identified that only Pathway interns who are at that high school level receive specific instruction in developing transition plans.

Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning – **Met with Concerns**

There was no convincing evidence that all teachers within the Pathway program practice and are assessed to “demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning especially-designed instruction to support access to the core curriculum, developing appropriate IFSP/transition planning goals based on standards, and following all legal requirements of the IFSP/transition planning process.” While the program provides all candidates with the opportunity to learn the various parts of the complete IEP during SPED103: Case Management, it was identified through interviews that only Pathway interns who are at that high school level receive specific instruction in developing transition plans.

Standard 16: Assessment of Candidate Performance – Met with Concerns

The program provides all candidates with the opportunity to develop their teaching practices. However, there was no convincing evidence that “candidates are guided and coached on their performance in relation to the TPEs using formative processes.”

Mild-Moderate Standard 4: Positive Behavior Support –Met with Concerns

The program provides all candidates with the opportunity to develop their teaching practices and understanding of case management in special education settings. However, based on interviews there was no convincing evidence that the “program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.”

Teacher Induction Program

Program Design

Interviews and review of teacher induction program evidence show that the SFUSD Induction Program is a two-year, job-embedded program which focuses on providing targeted individualized support to first- and second-year teachers by highly trained coaches. The program is designed to provide new teachers with professional development opportunities and coaching based on the California Standards for the Teaching Profession (CSTP). Candidates collaboratively develop their Individualized Learning Plan (ILP) with their assigned coach, by setting professional goals, analyzing student data, and reflecting on their practice. At the end of each year, candidates provide evidence of ILP implementation, as well as reflection and growth in the CSTPs.

The SFUSD Induction Program is housed in the Department of Curriculum and Instruction and reports to the director of educator development. Interviews and review of the induction program organizational chart and personnel table confirm that the program includes four full-time peer mentors, two full-time special education mentors, and more than 300 new teacher mentors who report to the program supervisor.

Interviews with team leadership confirmed that the SFUSD Teacher Induction Program communicates regularly, through multiple means, with stakeholders, including site leaders, coaches, and candidates. A principal portal has been established to streamline communication and candidate data from the program with site leadership. Google Classrooms are also utilized to communicate with program mentors and candidates, and house various tools and resources to assist with completion of candidate inquiry cycles. Candidates confirmed in interviews that their coaches and the SFUSD induction director have been very responsive and respond to communication in a timely manner.

Mentoring and coaching are the cornerstone of the SFUSD Teacher Induction Program. Review of the Teacher Induction Handbook and other documentation, as well as interviews with candidates and mentors, confirm that mentors work collaboratively with candidates to complete their Individual Learning Plans throughout the year. Mentors meet with candidates weekly for an average of 45-60 minutes, or 30 hours per inquiry cycle. Mentors conduct coaching sessions designed to foster thoughtful reflection and goal setting by the candidate based on their individual needs. In addition, mentors observe candidate lessons and facilitate reflective conversations about data collected. A year-one candidate shared that her mentor was “amazing” and helped her realize that “it’s okay to make mistakes in order to learn and grow.” Another shared that they appreciated having their mentor as a “thought partner”. Others shared that their mentors were very knowledgeable, supportive, and responsive.

Review of application documents and job descriptions, as well as interviews with mentors and program leadership, confirmed that qualified classroom teachers who demonstrate highly effective instruction, leadership, and effective collaboration with school leaders are identified by site administrators and are recruited and trained as mentors. According to posted job descriptions, induction mentors must possess a clear California teaching credential, have at least five years of teaching experience in SFUSD or another large urban public school district, and have received a rating of “Highly Satisfactory” or higher on their most recent evaluation. In addition, all site and district Teachers on Special Assignment (TSAs) are expected to coach and mentor up to three new teachers.

Interviews with mentors and review of program artifacts confirmed that the program provides many training opportunities offered by the program. These opportunities begin with the mandatory orientation that all mentors must attend. Other sessions, including ILP training, Coaching and Conversation Logs, and Tool Time trainings are available throughout the year, both synchronously and asynchronously. Mentors expressed in interviews that they appreciate the flexibility of the training, citing that all sessions are easily accessible in the Mentor Google Classroom as asynchronous modules with videos, slide decks and resources. One mentor shared that she is especially thankful for the Tool Time sessions which are optional drop-in sessions focused on a variety of topics that mentors may experience throughout the year. She also shared that there are peer mentors available who offers one-on one appointments to address any “just in time” needs. New mentors attend additional professional development, provided by the in-district New Coach Network, focused on developing coaching skills. Mentors

shared that these sessions are helpful for understanding coaching cycles and allow them to learn and share with peers.

Stakeholders are encouraged to give input and share feedback with the program throughout the year. Interviews and review of documentation confirmed that Mid-Year and End-of-Year surveys are completed by mentors and candidates. In addition, the program collects feedback from all professional development sessions. Mentors expressed that they appreciate being able to give informal input via email, in one-on-one meetings with their peer mentors, as well as in coaching meetings. Site administration confirmed that they can reach out directly to the induction director or peer mentors because they have strong structures and relationships in place. The Advisory Council meets quarterly and program leadership shares information and gathers input from IHE partners. The program director shared that all input from stakeholders is reviewed and considered when making modifications in order to best meet the needs of all stakeholders.

The program director and peer mentor leadership use a variety of data and information to assess the quality of services candidates and mentors receive in the program. Candidates and mentors complete surveys twice per year and are encouraged to communicate with program leadership anytime they have a need. Peer mentors shared that stakeholder survey data is reviewed at the end of each year. They also shared that they review ILPs and coaching logs regularly and give mentors feedback throughout the year. Mentor interviews confirmed that mentors meet with cohort leadership one on one to discuss any issues they may be experiencing in regard to the expectations of their role. Professional development feedback, in-field coaching data, as well as constituent anecdotal data are also considered when program leadership evaluates the quality of services provided.

Among the most impactful modifications made to the program in the past two years are changes to the ILP and professional development opportunities. Based on feedback from the program review, modifications were made to the ILP highlighting the CSTP focus as the primary element, while continuing to include the SFUSD anti-racist teaching focus as a supporting factor in the goal development section. In addition, a comprehensive cover sheet has been added with descriptors of each component and expectation of the candidate's induction experience. Candidates have been offered more flexibility and choice in the types of evidence they link and upload to their ILP. One candidate shared that he appreciates the flexibility that allows him to consider his site focus, as well as his individual needs, when working on his ILP. The design of the professional development offerings is another change that was acknowledged by multiple experienced mentors during interviews. Online synchronous sessions, as well as asynchronous sessions, are now offered on a range of topics. Regularly scheduled Tool Time sessions are offered to address a variety of "just in time" topics and are made optional, based on a mentor's individual needs. One mentor stated that this type of PD is "conducive" for candidate growth. Others shared that they appreciate the variety of asynchronous sessions and resources available on the Google Classroom, and that it is very "user friendly".

Course of Study (Curriculum and Field Experience)

Review of documentation, as well as interviews with various stakeholders, confirmed that the SFUSD Teacher Induction ILP serves as the roadmap for a candidate's experience in the program. The candidate's Individual Development Plan (IDP) from their preliminary coursework is the starting point for the ILP. The ILP builds on the IDP and consists of two inquiry cycles based on CSTP growth goals and an anti-racist question of practice, all of which are developed collaboratively by the candidate and their mentor. ILP goals are created with consideration of the CSTP self-assessment and data that is collected and analyzed about students, the candidates' teaching practices, and the community. Before creating the inquiry cycle goal, candidates are required to meet with and interview site administrators to learn about the site foci and receive input and advice for their goals. Throughout the cycle, candidates engage in a "plan, teach, assess, reflect and refine" process with their mentors. The ILP allows for flexibility in the types of professional development candidates engage in, as well as the types of evidence they collect to support their inquiry. Throughout the inquiry cycle, the mentor facilitates reflective conversations designed to build the capacity of candidates. They focus on lesson planning, observation data, professional development take-aways, and "just in time" topics, with student achievement and the candidate's growth in the forefront. Interviews with mentors and candidates highlighted the flexibility and individualization of the ILP process as one of the best aspects of the program. Mentors and candidates alike stated that they receive regular feedback on their progress in the collaborative ILP process.

Assessment of Candidates

The SFUSD Teacher Induction Program utilizes multiple measures prior to making a recommendation for a clear credential. The program mentors review ILPs twice per year and track progress toward completion on the ILP Tracker. In addition, coaching and conversation logs are reviewed and tracked to ensure candidates have received at least the required hours of support. Candidates and mentors confirmed that the process of self-assessment on the CSTPs serves as a key measure for candidate competence.

Interviews with program leadership and review of documentation verified that once a candidate's ILP is reviewed and deemed complete, they are notified of completion with a letter that is also shared with SFUSD credential analysts on the Verification of Completion tracker. Credential analysts verify that there are no other outstanding requirements before guiding candidates to apply for their clear credential.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the San Francisco Unified School District Teacher Induction Program.

Clear Administrative Services Credential

Program Design

SFUSD's Clear Administrative Services Credential (CASC) program provides coaching and professional development for all new administrators. The two-year induction program is referred to as the Transformative Leadership for Equity and Excellence (TLEE). Upon hiring, all first- and second-year administrators in SFUSD are invited to participate in the program alongside administrators who are new to a position. Candidates receive job embedded individualized coaching from an experienced administrator and participate in monthly professional development focused on developing leadership skills. The CASC program was developed with input from the leadership development working group, an internal and cross functional team that meets monthly and consists of the superintendent, deputy superintendent, principal supervisors, principals, assistant principals as well as representatives from human resources and curriculum and instruction. This group meets monthly to ensure leadership development strategies are aligned with the strategic plan toward SFUSD's equity vision.

The long-term purpose of the CASC program is 1) to create a common foundation of leadership skills, understanding of quality instruction and equity consciousness amongst leaders 2) support retention of transformational leaders, especially Black, Indigenous People of Color (BIPOC) leaders and 3) contribute to closing the racialized opportunity gap in SFUSD. Interviews and a review of evidence confirmed that the program focuses on intentional skill development related to eleven essential leadership priorities. The eleven essential leadership priorities are aligned to the California Professional Standards for Educational Leaders (CPSEL). Participants are supported through a job-like cohort model and assigned to a full time or adjunct coach who provide forty hours of coaching each year during biweekly onsite coaching sessions. New leaders' skills are assessed throughout the program in initial, formative, and summative assessments.

The CASC program is coordinated and led by the CASC director and the executive director for leadership and development who are both responsible for program coordination including admission, advisement, participant support and assessment, coach preparation, and program evaluation. Five full time coaches and five adjunct coaches serve all first- and second-year administrators in SFUSD regardless of a need to clear a preliminary administrative services credential. Coaches are highly trained and selected for their leadership skills, coaching techniques, and expertise with a program level. During interviews, full time coaches stated that they spend 80% of their time on site providing individualized coaching to candidates and planning professional development opportunities the remainder of the time. Coaches are directly observed by program leadership and provided feedback for growth opportunities.

Interviews and documents confirmed there are several systems of communication are in place to support induction activities and inform stakeholders about program components. The leadership coaches meet monthly with the principal supervisors for each division, preschool, elementary, middle and high school, to discuss patterns and trends in leaders' needs and make

sure there is alignment for leadership support. Full time coaches meet weekly to communicate about all aspects of the program. Full time coaches and part-time adjunct coaches meet monthly in a coach huddle to calibrate understanding and use of rubrics, coaching stances, and program components. During these monthly meetings coaches also participate in shared professional development to develop coaching and facilitation skills. Program leadership sends a monthly newsletter to coaches, so they are able to effectively thread between content provided during professional development and coaching sessions.

Recent promotions within SFUSD have resulted in a smooth transition for leadership in the CASC program along with a plan to move the CASC program to the Human Resources division. In addition, a reduction of full-time coaches due to budget reductions has resulted in the program changing from a three-year program to a two year program.

Stakeholder input is gathered to assess the quality of the program. Twice each year, a survey is administered to gather feedback from candidates about coaching and professional development. Surveys are used to analyze candidate experiences with coaching and professional learning modules as well as their confidence in the end of program competencies. In addition to the twice-yearly surveys, candidate feedback from each professional development session is used to make modifications to future sessions and assess candidate experiences.

Course of Study (Curriculum and Field Experience)

Stakeholders and documents confirmed the two-year induction program focuses on three overlapping components: coaching, professional development, and assessment. Evidence gathered confirmed participants' growth and development is chronicled in an individual induction plan (ILP) that is driven by data from assessments.

SFUSD's induction programs monitor candidate progress via a tracker log carefully maintained by program support. The tracker log includes the Individual Development Plan (IDP) which are submitted by each candidate's instructional coach and reviewed by the lead coach, policy and operations manager, and the pathway supervisor. This process occurs in the spring of each school year. The IDP along with the tracker log ensures candidates have completed requirements in line with the commission's requirements. SFUSD's administrative credential program, employs similar means using a candidate progress monitoring tool, called Growth and Impact Measures (GIMs). These tools, along with frequent collaboration between program leadership, ensure candidates who have successfully completed the program and demonstrated competencies receive credential recommendations.

Coaching is individualized to each candidate during biweekly ninety-minute coaching sessions focused on essential leadership skills. Coaches use a coach log to document conversations held; topics covered, and the amount of time spent coaching. Additional coaching takes place during monthly professional development sessions and an initial triad meeting with the candidate, coach, and supervisor to review data from initial candidate assessments. One program completer described the coaches as "amazing because they were able to guide me to think

about my own solutions and how to navigate logistics with grace and compassion.” Current candidates referred to the helpfulness of specific tools, rubrics and data points used by coaches during coaching conversations. Candidates felt these tools supported their leadership growth by helping them to be reflective leaders accountable for their equity vision. Another candidate described their coach as someone who helps them demonstrate their work and leadership competencies.

Candidates attend monthly professional development designed specifically for new leaders to focus on developing social justice leadership, instructional leadership, organizational and managerial leadership, and inclusive facilitative leadership. Candidates come into the program with varying levels of experience and expertise and are able to individualize the curriculum for the purpose of establishing a common foundation of equity leadership skills. One coach shared an example of a candidate experienced in instructional leadership who developed a learning plan to coach teachers to use the observation rubric as opposed to being observed using the rubric. All professional development sessions include differentiated sets of material to maximize the relevance of the content for all new leaders. Evidence collected confirmed an articulated scope and sequence of outcomes and learning activities mapped directly from the eleven essential learning priorities aligned to the CPSEL. In addition to monthly professional development, monthly office hours and group sessions are offered on specific topics. Office hours often include technical training or operational/managerial training specific to the district’s procedures. Candidates described the professional development time as monthly sacred time to look deeply at leadership skills and realize opportunities for growth. Another candidate described the experience, “We participate in a meaningful community intentionally built to provide professional learning on how to lead with an equity focus. The strong foundation let me reflect on experiences, share and get to know others in a community of trust where we held each other accountable.”

Assessment of Candidates

Candidates are assessed through a series of job embedded performance assessments called Growth and Impact Measures (GIMS). Coaches observe candidates perform tasks and use rubrics to assess candidate performance. Candidates receive feedback to celebrate successes and help them improve in their areas for growth. The performance measures include observing and providing feedback in instructional feedback to teachers, leading adult learning, conducting a change process, interrupting inequity, and conducting a school planning process.

In addition, candidates select a growth area through the 360 process and develop an Individualized Learning Plan (ILP) that includes a theory of action, a goal, and an action plan. Candidates reflect on their ILP at the end of year one and are also provided end of year one feedback on their performance assessments. At the conclusion of the program each candidate is given written feedback attesting to their readiness and leadership development. All stakeholders stated that norming around instructional feedback to teachers has helped candidates graduate from the program with a strong instructional vision and the skills to use an authentic tool. One candidate described the process of instructional norming as the best learning experience.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the San Francisco Unified School District Clear Administrative Services Program.

INSTITUTION SUMMARY

San Francisco Unified School District (SFUSD) indicated that it is committed to the highest standards of transforming learning to transform lives. Their “North Star ” includes traits that they expect of their student graduates, including leadership, empathy and collaboration, sense of purpose, sense of self, global, local and digital identity, content knowledge, creativity, and career and life skills. Their mission is that “Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.” SFUSD’s Vision 2025 describes a school district where all educators have the deep professional development and support necessary to master and integrate culturally relevant pedagogy across the curriculum. They are grounded with universal goals access and equity to make social justice a reality by ensuring every student has access to high-quality teaching and learning.

The district exhibits a passion for developing and retaining trained educational teachers and leaders who are ready to serve and create inclusive schools and classrooms and to disrupt inequities. This was demonstrated in various ways throughout the visit. Their focus is to offer low-cost to no cost credential and induction programs to grow and maintain their own teachers. Candidates, coaches, administrators, and faculty all praised the efforts of the unit for their work on producing and preparing competent completers to teach in California’s public school system. “Coherence and alignment” was a common theme woven throughout interviews. Interviews with district leaders made it clear that coherence and alignment was how they make sure they are delivering quality education for students and families. One interviewee noted, “All parts of the system need to be aligned. Everyone is grounded in a similar framework.”

Evidence of support was consistent across programs and the commitment to maintain this support was evident in interviews with leadership. These interviews showed priorities are set based on initiatives that work towards meeting the district’s mission and vision and funding is provided to support these efforts.

It was clear through interviews and documents that program completers are great collaborators and are ready to meet the mission and vision of the district. While thematic and specific areas of concern were identified around rigorous assessment within preliminary candidate preparation it was also evident that the program had already also identified this and is primed to take action to address it.

Candidates praised the effectiveness of the program, instructors, coaching and advising. One interviewee commented that “TPAs were great” because of the support they received. The team encountered an engaged unit of professionals dedicated to success, and to developing educational leaders dedicated to community improvement.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	Consistently
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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 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.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

San Francisco Unified School District (SFUSD) mission statement affirms that “Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.” Interviews from a variety of stakeholders illustrated that the district’s work is grounded in coherence and alignment to meet this goal. The unit provides a variety of educator preparation programs at no or low cost to ensure they are “putting qualified adults in place to deliver what we need for children and families” and that educators represent the diverse students they serve.

A review of documents and interviews with district and program leaders, faculty, coaches, and advisory council members identified regular communication and collaboration which provides appropriate resources and prioritizes what needs to be done. The unit collects and analyzes data for program improvement purposes. Minutes from meetings showed they meet and collaborate with a variety of stakeholders. Interviews of the advisory council members verified their roles and responsibilities and the important work they do. The advisory council representatives reported that “everyone brings their own expertise to the team- it consists of many groups at different levels, and this helps us build on each other and make great things happen.”

SFUSD is committed to hiring diverse candidates and supporting them along their career. SFUSD’s recruitment and educator development efforts support hiring and retention of faculty who represent and support diversity and excellence. The district has a continued focus on ensuring equity and interrupting systemic oppression and providing ongoing opportunities for staff to support their own development as an anti-racist educator. The district has built an ethnically diverse and gender-balanced teacher and administration pool that is higher than the

state’s average. They continue to work on ways to increase the recruitment and retention of future teachers and administrators from underrepresented groups.

The unit adheres to a systematic process to ensure appropriate credential recommendations are issued only to qualified candidates completing the program. The policy and operations manager monitors the progress of candidates toward completion of all program and credential requirements via a spreadsheet. Candidates monitor their progress toward completion via an individualized dashboard and receive formal progress reports each quarter. In interviews, candidates reported that their mentors or coaches regularly go over their progress with them using these dashboards. Additionally, the unit uses the edTPA to ensure that candidates demonstrate successful teaching strategies aligned with the TPEs. Robust scaffolding and support are provided to ensure all general education candidates pass the edTPA before recommendation.

The credential recommendation process is monitored by the credential analysts and Pathway supervisors. The sources of information are recorded on a spreadsheet and regularly cross-checked to ensure candidates are meeting program requirements. Candidates are regularly informed regarding their progress towards earning their credential.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	Consistently
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
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.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

A review of program documents, interviews with program leaders, faculty, and participants confirmed that the unit recruits and then supports candidates to assure their success in all

Commission-approved programs. A review of SFUSD’s program admissions documents and practices showed clear criteria for admission to commission-approved programs. Criteria for admission to specific programs within the unit are defined and available online and through advisement where applicants stated expectations were clearly communicated.

SFUSD purposefully recruits and admits candidates who want to work in a district committed to anti-racist practices and with a focus on diversifying the educator pool in California. Preliminary teaching credential programs, Teacher Induction and the Clear Administrative Service programs all include a strong emphasis on equity and diversity in their mission statements, published materials, instructional practices, and outside partnerships. The current preliminary teacher programs have a 70 percent rate of diverse teachers, far exceeding the state average. Interviews of candidates across programs confirmed the continued support they receive from coaches, instructors, and program staff.

Each program also has a clearly defined process in place, detailed in each program handbook, to identify and support candidates who need additional assistance. This includes access to open office hours and the ability to request additional coaching support. Interviews with candidates and completers revealed faculty or staff provided advisement and ongoing weekly support. Finally, interviews with program staff confirmed processes for tracking and reviewing candidate information to appropriately direct reminders or supports should additional supports be needed to meet program requirements or specific competencies. Candidates cited in interviews that available Saturday sessions, publicized professional development opportunities and coordination with additional related experts are offered as continual supports.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Inconsistently
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.	Inconsistently
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.	Consistently
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.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
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.	Consistently

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

Through a review of documentation and interviews held with faculty, candidates, coaches, completers, and staff, there is evidence the unit offers rigorous clinical programs. Candidates are provided a sequence of coursework integrated with fieldwork and personalized clinical experience. Interviews conducted with candidates affirmed the strong link between the mentor/coach support, fieldwork, and classroom placement. Candidates expressed satisfaction with the rigor and relevance of their observation cycles and inquiry frameworks. Interviews site personnel provided numerous examples of candidates’ expertise in supporting students and collaborating with colleagues. Core rubrics focused on district initiatives are primarily used with a provided crosswalk to the general TPEs and CPSELs. Program staff said in interviews they will continue to strengthen the alignment of syllabi, course assessments and assignment rubrics to the TPEs.

Programs are grounded in theory and high-leverage practices to empower success in fieldwork placements. Review of program documents as well as interviews with candidates, completers, program staff, faculty, coaches, and mentors corroborated ongoing collaboration with school-site, district, and community-based partners. Field placements give candidates the opportunities to meet the needs of communities while fulfilling program requirements. Interviews specifically cited the positive impact the unit’s diverse candidates bring to their sites.

Candidates reported that their coaches and mentors were experts in their field and provided many resources that assisted in improving their teaching. Program documents indicate coaches are subject to a collectively bargained application and interview process which validates licensing and experience requirements. Mentors demonstrate ongoing ability to support candidate growth effectively and knowledgeably per candidate statements. There is close

communication between faculty, staff, school partners, and candidates in all programs to ensure candidate success. Candidate interviews convey an appreciation of off hour availability and just-in-time support from their coaches and mentors.

SFUSD programs collect data for the purpose of evaluating the effectiveness of coursework, fieldwork and the support provided to candidates and utilized for ongoing program improvement. Candidate's progress is assessed throughout the program with support from mentors and program staff.

Rationale for the Finding

The provided evidence did not contain the depth and correlations needed to ensure that all candidates demonstrate, through practice and assessment, the knowledge, and skills to educate and support P-12 students in meeting program standards across the preliminary teacher preparation programs. The course syllabi and matrices provided for preliminary preparation programs during Program Review do not provide the detail of how preliminary teacher candidates demonstrate through practice and assessment all the competencies (Teacher Performance Expectations) required of the credential they seek.

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
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.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and services. The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice, and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.

Throughout the programming, participants and stakeholders implement the district's cycle of continuous improvement and embed the core value of data-driven decision-making into program improvement. For example, the Induction program, uses continuous improvement within the ILP. In the ILP, candidates are guided by coaches to set goals and collect and analyze evidence to make instructional decisions. Program participants are guided by their mentors and coaches in identifying, collecting, and interpreting data. At the annual mid-year retreat, team members review coach, teacher, and completer survey data, as well as ILPs, coaching logs, and coaching minutes to propose changes to the program for the following school year. The team also identifies additional sources of data needed for program improvements, such as interviews with other stakeholders and program participants. In the preliminary programs, data is presented to the advisory board which analyzes the data to help inform program improvement for the institution. Additionally, TPA data and participant surveys are used to inform instructional offerings and mentor support for the teacher induction program.

A critical part of SFUSD's continuous improvement process includes collecting and analyzing multiple sources of data from a variety of stakeholders to provide feedback to assess the quality of educator preparation. The unit provides a variety of structures and processes to collect recommendations from stakeholders. Examples include individual program feedback surveys and established advisory councils which include representatives from institutions of higher education (IHE), Human Resources, program staff, and leaders, all of whom have the opportunity to make suggestions and ask questions about the program. Additionally, individual programs create one focal area of program improvement per year based on the data received. These goals are tracked, and progress is shared with the stakeholder community.

To ensure the improvement process is effective, program leaders and staff members attend the bimonthly IHE meetings. SFUSD has MOUs with over 30 different IHEs including student teaching, residency, and intern programs. Meeting objectives include strengthening teacher pipeline programs and providing smooth transitions from pipeline or intern programs into and through the induction experience. Program partners have ample opportunities to provide feedback to the credentialing staff and leaders. Most recently, stakeholder recommendations led to improved student support for test-taking and planning.

The education unit at SFUSD monitors the credential recommendation processes as part of their completer data to ensure that candidates have met all requirements prior to being recommended. Each program uses tracking tools to note each candidate's progress including but not limited to attending professional learning sessions, completing assignments/coursework, meeting with coaches, observations and feedback, and submitting quality work on time. These tools help the unit ensure participants have demonstrated growth toward mastery of standards for their credential type.

proficiency in the classroom. Regular development of the coaches supports their growth as teacher leaders and increases their retention and efficacy in SFUSD as well. Additionally, SFUSD is working with the New Teacher Center, Stanford research partners, and its own Research Planning and Accountability team to further break down data and the impact on student learning.

The administrative credential program serves about 100 candidates a year. The program regularly engages in coaching and professional development with coaches who have been veteran site leaders with proven efficacy in improving student outcomes for Black and Brown students. Through SFUSD's work with The New Teacher Project, they have gathered data which indicates student learning is positively impacted when site leaders coach teachers on their campus. Additionally, work with the New Teacher Center helps improve the satisfaction and retention of Black site leaders in SFUSD. Through these measures, it is clear that SFUSD is having a positive impact on the field of education.