Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at San Dieguito Union High School District

Professional Services Division

March 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Dieguito Union High 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 a Seventh Year Report** 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 with Concerns**
2) Candidate Recruitment and Support	**Met**
3) Course of Study, Fieldwork and Clinical Practice	**Met**
4) Continuous Improvement	**Met**
5) Program Impact	**Met**

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
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 Dieguito Union High School District**

Dates of Visit: **January 30 - February 1, 2023**

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2015	Accreditation

Rationale:
The unanimous recommendation of **Accreditation with a 7th Year Report** 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 candidates, completers, mentors, employers, as well as program and district leadership. 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 the institution was based upon the following:

Preconditions
All preconditions have been determined to be **met**.

Program Standards
All program standards have been determined to be **met**.

Common Standards
All common standards have been determined to be **met** with the exception of Common Standard 1: Institutional Infrastructure to Support Educator Preparation, which has been determined to be **met with concerns**.

Overall Recommendation
Based on the fact that the team found all program standards for the Teacher Induction program were **met** and that all Common Standards were met with the exception of Common Standard 1

which was **met with concerns**, the team recommends **Accreditation with a Seventh Year Report**. The 7th year report is to address the issues identified in Common Standard 1.

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:

Teacher Induction

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.
- San Dieguito Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Dieguito Union High School District continues 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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Common Standards:
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Programs Reviewers:
Debbie Hughes, Retired from New Haven
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Staff to the Visit:
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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Administrator Survey Data
Advisory Board Agendas
Assessment Materials
Candidate Handbooks
Candidate Files
Candidate Progress Monitoring Document
Candidate Survey Data
Common Standards Submission

Common Standards Addendum
Completer Survey Data
Examination Results
Mentor Survey Data
Organization Chart
Performance Expectation Materials
Precondition Responses
Program Review Submission
Program Review Addendum
Programmatic Materials

Interviews Conducted

Stakeholders	TOTAL
Candidates	19
Completers	7
Employers	4
Institutional Administration	2
Program Coordinators	2
Faculty/PD Providers	6
Mentors	4
Credential Analysts and Staff	2
Advisory Board Members	8
TOTAL	**54**

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

San Dieguito Union High School District (SDUHSD) is a public school district in northern San Diego County. Established in 1936, the district serves nearly 13,000 students in five middle schools, four comprehensive high schools, and one alternative high school. Pupils matriculate directly into one of the five SDUHSD middle schools from four elementary districts: Encinitas, Cardiff, Solana Beach, and Del Mar. Students from Santa Fe Elementary School District begin their enrollment in SDUHSD as freshmen. SDUHSD is home to a population where 12.1% of students have been identified as socio-economically disadvantaged, 24.7% are multilingual learners, 4.2% are English learners, 58% are white, 17% are Asian, 15% are Hispanic/Latinx, and 6% are multiracial.

Booming population growth and demographic diversity have characterized the North County and SDUHSD in the past 15 years. Families from all parts of the world are attracted to the local climate and learning institutions like University of California, San Diego and the Scripps Institute of Oceanography, enriching the SDUHSD schools with a wide variety of languages and culturally diverse backgrounds. The district's vision is to "provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others, and prepare them to be lifelong learners and responsible members of society." SDHUSD boasts that they represent a broad range of the socio-economic spectrum from "surfers to scientists and from beach cottages to high tech towers" as well as offering a variety of programs to students including arts-based programs with new visual and performing arts buildings, International Baccalaureate and Advanced Placement programs, a national champion surf team, and credit recovery programs through their many National Blue Ribbon and California Distinguished Schools.

Education Unit

San Dieguito Union High School District is a local education agency that sponsors a teacher induction program. The program serves novice teachers from within the district's boundaries and is housed within the human resources department. The day-to-day operations of the program are run by two co-coordinators who report directly to the associate superintendent of human resources. Together, the co-coordinators monitor candidate progress, design mentor/coach training, communicate with all constituents, collaborate with local induction programs leaders, and work with a credential specialist to recommend qualified program completers for the clear credential. For the 2022-23 academic year, the San Dieguito Induction program is serving 34 candidates (12 first year, 20 second year, and two ECO) who are supported by four mentors. The mentor team includes the two co-coordinators, and each mentor is assigned four candidates per 20% release from classroom instruction.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2021-22)
Teacher Induction	17	34

The Visit

This site visit was conducted virtually. The team and institutional constituents were interviewed via technology. One program review team member was unable to attend the site visit interviews and team deliberations due to illness, but a portion of her writing was used in this report. The team had a sufficient number of remaining members to conduct the visit 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

Teacher Induction

<u>Program Design</u>
The San Diego Induction Program (SDIP) is unique in that candidates complete five cycles of inquiry each year which are documented in their ILP. The cycles include 12 observations by the mentor, in-depth conversations between candidate and mentor, and significant requirements of reflection. When asked about the 12 observations, a Year One Candidate replied, "When first coming into the program, it seemed like 12 observations is a lot along with administration and department chair observations. It was daunting at first, but I have grown to appreciate my induction observations, because it's a chance to grow. Having an open mind about it has definitely changed my perspective on it." Candidates have opportunities to attend professional development seminars based on the CSTPs, the District's LCAP (Local Control and Accountability Plan) goals, and topics including pedagogy and working with special populations. Interviews confirmed that each candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. A year one candidate said, "Something that I really appreciate during our weekly check-ups is a personal check-in, not just getting down to business. Then we look at growth goals, walk through a lesson, the mentor provides feedback, and together we develop an action plan."

Interviews verified that the SDIP co-coordinators are in daily communication with each other, regularly with the associate superintendent of human resources, and they meet on a regular basis with their mentor team. Communication is conducted through face-to-face meetings, virtual meetings, email communication, and phone calls. The SDIP program utilizes Google Classroom as the platform for candidates to complete the required components in their ILP, gain access to materials and resources, and for communication purposes. A candidate commented, "In addition to regularly scheduled weekly meetings, my mentor texts or calls to check in and is always available to provide advice and suggestions about difficult situations."

SDIP mentors are selected based on their experience and possession of a clear credential while demonstrating excellence in teaching with proven leadership experience. The selection process is conducted through an interview and observation of the prospective candidates. The needs at specific sites and credential areas of the program candidates also factor into the selection process.

New mentors are trained by the SDIP co-coordinators and accompanying program mentors during scheduled training sessions as well as at San Diego County Office of Education trainings and by attendance at the annual California Induction Conference. Mentors are evaluated by the

co-coordinators bi-yearly through observation of coaching conversations as well as through qualitative feedback gathered from surveys completed by SDIP candidates. According to one mentor, "Formally, we set goals for ourselves and then work with one of the program co-coordinators who observes us in a mentoring situation and gives feedback. Additionally, practicing with mock conversations provides valuable opportunities for feedback."

Interviews with the co-coordinators, advisory board, site principals, mentors, and professional development presenters confirm that educational partner input is encouraged and solicited frequently and in many different ways. Candidates complete a locally developed survey each semester that includes questions about the effectiveness of their mentor, the SDIP, and how they are applying what they learned to their practice. There are also overall evaluation questions as part of the final cycle of inquiry. Since the response rate for the CTC completer survey is low for this program, they ensure that they have completer data from their locally developed surveys for the advisory board and mentors to analyze. On the 2022-2023 mid-year survey completed by 25 candidates, 100% strongly agreed that their mentor "effectively guided me through the program over the course of the school year; provided timely support whenever I needed something; held productive post-observation reflective conversations with me; engaged me in meaningful conversation based on the CSTP and while working on my ILP; and possessed the necessary skills to provide quality mentorship."

Course of Study (Curriculum and Field Experience)
Interviews confirmed that the SDIP co-coordinators meet with school site administrators at least twice a school year to discuss ways that the SDIP team can support them. The SDIP advisory board, composed of first- and second-year candidates, recent graduates of the program, instructional specialists, and site and district administrators including the associate superintendent of human resources, provides additional program input at bi-yearly meetings.

Reviewers verified that the program assesses its quality of services through candidate feedback via bi-yearly surveys and in the final cycle of inquiry, administrator feedback via bi-yearly surveys, during meetings, and by way of the CTC completer's survey data, when available. In the most recent locally developed survey, 24 of the 25 responding candidates strongly agreed that the SDIP "process was clear and well organized; effectively communicated information throughout the year encouraged me to be reflective about my teaching practice; allowed me to effectively meet my growth goals; and benefitted my teaching practice over the course of the year." The program also receives informal feedback from candidates during one-on-one meetings with their mentors as shared at SDIP team and advisory board meetings.

Review of programmatic materials confirmed that modifications to the program were made during the pandemic. Additionally, improvements in the program were made based on constituent feedback. For example, in interviews with the advisory board, one member recalled that recently the education specialist candidates' cycles of inquiry were substantially more focused on individual education plan meetings and other issues and situations specific to them, so their feedback was considered, and consequently the program modified some cycles of inquiry to accommodate their specific needs.

Candidates and mentors confirmed that Year One candidates' induction begins with an orientation in August during which candidates are introduced to district programs and personnel and receive an overview of the SDIP including an overview of the ILP and a breakdown of the cycles of inquiry. Candidates either entering the early completion option or into their second year of induction participate in an initial meeting with their mentors during which they discuss goals and set up their observation schedule.

Assessment of Candidates

The ILP requires the candidate to link their university transition plan if available, discuss feedback received in their preliminary programs with their mentor, and consider integrating it into their induction goals. To demonstrate growth in their classroom practice, candidates complete five cycles of inquiry and the self-assessment of the CSTP. Each cycle focuses candidates to look at teaching and learning through a different lens: teaching context, co-observation, collaboration, data-based inquiry, self-assessment, and supplemental observations. Interviews confirmed that candidates set growth goals using the CSTP. Candidates provide two specific examples that support the extent to which this inquiry was successful. A thorough reflection occurs with the mentor during the post-observation conversation. The final cycle of inquiry requires a summative evaluation and evidence.

Interviews confirmed that candidates are observed at least 12 times during the school year by their mentor, submit evidence that is aligned to the CSTP, and engage in reflective conversations with their mentor. Evidence is reviewed by the co-coordinators and mentors. When revisions are needed, candidates have the opportunity to resubmit evidence or analysis. A progress monitoring document is used to track the successful completion of the cycles of inquiry and program components. At the end of each year, the SDIP co-coordinators perform a thorough review of each candidate's electronic portfolio including each cycle of inquiry, their ILP and assessment of CSTP. Candidates that complete the program are recommended for the clear credential.

Findings on Standards

After review of the teacher induction programmatic material, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 54 candidates, completers, mentors, employers, program coordinators, and district leadership, the team determined that all program standards are **met** for the Teacher Induction Program.

INSTITUTION SUMMARY

The San Dieguito Union High School District (SDUHSD) induction program is dedicated to providing a local system of support available to eligible teachers that includes an individualized program to meet the unique needs of each candidate.

The induction program has the foundation of a robust mentoring system, an individualized learning plan that includes five cycles of inquiry, candidate self-assessment on the CSTP, and 12 observations. Through the ILP and cycles of inquiry, candidates establish professional goals, develop reflective habits, and improve professional practice with a continuum of support by their mentor and the program.

Candidates, mentors, and administrator interviews revealed an extremely positive attitude for the induction program, its leaders and mentors, and gave high praise for the level of commitment to the support and growth of new candidates in their district. Candidates view the induction program as supportive of their daily work in the classroom and value the accessibility of their mentor. One candidate shared how individualized the program is by saying, "It's not like a one size fits all; it's very personal."

Interviews confirmed the existence of a quality induction program designed to ensure candidates develop and demonstrate the knowledge and skills necessary to effectively educate all students in SDUHSD. Additionally, site and district administrators confirm the existence of a quality induction experience which has a positive impact on candidates' teaching competencies and supports the retention of high-quality new teachers in SDUHSD.

One area of growth for the induction program, which minimally impacts the quality of the program candidates receive, is to partner and collaborate with local institutions of higher education. However, an additional area for growth that does have a significant impact is that the program did not enroll two eligible new teachers in the 2022-2023 school year due to insufficient resources allocated by the institution unit. Currently, the four partially released mentors are at capacity based on the district FTE guidelines.

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:	*No response needed*

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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.	**Inconsistently**
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.	**Inconsistently**
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**
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 with Concerns**

Summary of information applicable to the standard
A review of program evidence and interviews with a variety of educational partners confirm that the SDUHSD's teacher induction program has the infrastructure in place as characterized by a research-based vision of teaching and learning, with a mentoring relationship as its center. It was evident that the induction program supports the California state-adopted standards and frameworks and is well articulated throughout the district. Document review, interviews with program leadership, mentors, site administrators, institutional administration, teacher induction candidates, and completers from across the district confirm the strong commitment the program must guide and serve novice teachers through a robust mentoring system. It was very evident that mentoring and the commitment from the two co-coordinators are the heart of the SDUHSD induction program.

Interviews with multiple district leaders emphasized the importance of their induction program and the priority they feel for the continuance of the program. However, it was also noted that resources provided are not allowing for effective operations in providing enough mentors to serve eligible candidates who are hired after the school year has begun. Additionally, the induction program leaders acknowledged that their involvement with institutes of higher education is currently non-existent. While this does not have a direct impact on the candidates, it should be noted that the program leaders indicated they are currently seeking partnerships with local higher education partners.

The program's advisory committee meets twice a year to review and analyze current candidate and mentor data. The group was able to articulate the ways in which the program elicits feedback from them, implements program improvements, and monitors professional development opportunities for candidates. The induction program co-coordinators solicit membership for the advisory committee on an annual basis so as to maintain a "fresh perspective."

Rationale for the Finding
As of the site visit, the San Dieguito Teacher Induction Program does not systematically collaborate with a college or university representative. Additionally, the institution does not allocate sufficient resources to admit all eligible candidates into the induction program.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**

Common Standard 2: Candidate Recruitment and Support	Team Finding
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 evidence and interviews with a variety of program constituents confirm that SDUHSD's induction program recruits and supports candidates to ensure their success. It is clear that SDUHSD's Induction Program admittance requirements for newly hired teachers are communicated to potential candidates at the district's orientation or within one week from the point of hire. If eligible, candidates are granted admission to the program on a voluntary basis. The district recruits candidates through the posting of open positions and their descriptions on the SDUHSD website and on ED Join.

Qualified personnel advise candidates on their program eligibility and appropriate placement. Program co-coordinators receive initial and ongoing training at both the state and local level and continue their professional development through regional and county coordinator's meetings. The co-coordinators work closely with the credential analyst and other human resources personnel to determine candidates' eligibility and placement.

During orientation, or within one week from the point of hire, teachers with preliminary credentials are informed of their obligation to complete the teacher induction program within five years of obtaining their preliminary credential. Participation in the San Dieguito Induction Program (SDIP) is not a condition of employment but is voluntary and qualifies teachers to be recommended for a professional clear credential upon the successful completion of the program. SDIP is offered to teachers who possess a California Single Subject or Education Specialist preliminary credential listing induction as a requirement. As confirmed via program leader and candidate interviews as well as review of orientation content, candidates are informed of their responsibility to collect evidence of their reflective practice and to document the progress they make toward a professional clear credential. This includes work on the Individual Learning Plan (ILP) which provides the roadmap for the induction experience as well

as guidance for the mentor in providing support. The advice and assistance meeting includes information on the Early Completion Option (ECO) and the application process.

During semi-annual checks of each candidate's induction portfolio, mentors monitor progress, provide documented feedback and provide additional support and assistance as needed. As confirmed in document review and candidate and mentor interviews, SDIP utilizes a progress monitoring document to monitor the progress of each candidate and provides specific, documented feedback. This includes feedback about meeting program requirements and standards and next steps to ensure completion of the specific components. As confirmed by review of documents and interviews with program leaders and mentors, candidates needing additional support are provided a performance and assistance plan. These measures ensure that each candidate has the opportunity to complete the program requirements in order to qualify for recommendation for a professional clear credential. Only candidates who have met all requirements, as outlined in induction program standards, are recommended for a clear credential.

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.	**Consistently**
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.	**Consistently**
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**
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**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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

Summary of information applicable to the standard
San Dieguito's teacher induction program has designed and implemented a planned sequence of activities and experiences for candidates to further develop their teaching practice.

As confirmed through program leader, candidate, mentor, and professional development provider interviews, candidates work with a variety of populations, including students from a variety of racial, ethnic, and cultural backgrounds, English Learners, students with disabilities, and diverse socio-economic populations. In interviews, candidates and mentors indicated the ILP allows for candidates to work with these groups to improve teaching and student learning.

During the first cycle of inquiry, teachers complete class profiles to identify the diversity of their class make-ups. Mentors and teachers receive training in serving diverse populations through virtual and in-person training that includes Universal Design for Learning, trauma informed practices, bullying prevention, issues facing LGBTQI+ communities, and students with disabilities. SDUHSD also supports students by implementing co-teaching with classes that have a large percentage of students with IEPs. Candidate interviews revealed that general and educational specialist candidates find the opportunity to observe expert teachers to be especially valuable.

Induction program expectations are evaluated through a candidate's progress monitoring document. The level and nature of support is monitored regularly through a review of mentor logs with additional support provided to candidates by way of a support and assistance plan. Coordinators review SDIP survey data and the state completer survey to identify areas of strength, growth, and needs.

Candidates and coaches are matched with consideration of site, grade levels, credentials, and broader categories such as humanities or STEM. Overwhelmingly, during interviews, candidates express high levels of satisfaction and gratitude for their mentors.

Mentors are selected through an application and interview process. The interview panel is composed of SDIP personnel, mentors, and administrators. Mentors are experienced teachers who teach in either general education or special education positions. As confirmed through interviews and review of training content, mentors receive initial, and ongoing professional development by participating in professional development opportunities such as the California Teacher Induction Conference, those offered through the San Diego County Office of Education, and through book studies.

Mentors confirmed via interviews that they engage with a training and support plan throughout the year where they establish goals and document actions they have taken to make progress toward these goals. This training and support plan guides topics that are covered in regular mentor meetings. Support is also provided through frequent co-coordinator check-ins. Mentors also indicated engaging in role-playing scenarios in which they practice mentoring conversations and are provided feedback from program leaders on their effectiveness.

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 completer 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
Upon review of SDIP's yearly assessment cycle timeline, a document that identifies the roles of each induction team member in the continuous improvement process, and an annotated list of data sources, it is clear that a systematic approach to identifying program effectiveness and making modifications based on data is in place. In addition to document review, interviews with program leadership, mentors, and site administrators confirmed that the SDIP implements a comprehensive continuous improvement process and makes appropriate modifications based on findings. All interviewed educational partners indicated having regular opportunities to give program feedback. One site administrator shared how program leaders have applied feedback

leading to a more relevant, authentic induction experience stating, "candidates no longer find induction to be burdensome or busy work, but rather, they find induction to be helpful and supportive."

During interviews, a first-year candidate shared how her ILP was recently reviewed as part of a mid-year monitoring process, and how she was given feedback from program leaders on her induction program completion progress. Mentors shared how they regularly give and receive feedback from program leaders. Overall, from all educational partner interviews, it is clear that there is an element of trust throughout this program that breeds safety for reflection, growth, and development. There is a spirit of growth mindset that radiates throughout this program.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	**Consistently**
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.
The impact of San Dieguito's Induction Program on candidates' learning and competence is demonstrated by their assessment of the program through survey data and by way of completion of the ILP as well as observation reflections and evidence collection. Survey data from a variety of sources evaluate the program's areas of strength and opportunities for growth. As confirmed through review of survey data and candidate, mentor, and site administrator interviews, SDIP is impacting candidate effectiveness in areas such as lesson planning, classroom management, supporting diverse populations, and educational technology. Candidates indicated the program is effective in helping develop their skills, habits, or tools needed to grow their teaching practice. Candidates report having autonomy in developing fluid, individualized, relevant ILP goals that they regularly revisit with their mentor and adapt as needed. One candidate shared that she plans to continue goal setting and reflection beyond induction which confirms SDIP's positive impact on developing growth mindsets in their program participants. Program data and candidate interviews confirm that the candidates feel the program activities such as observation of and collaboration with colleagues is positively impacting growth in their teaching practice.

Mentioned several times in candidate interviews was the value and gratitude for the mentor support and relationship. Program and mentor data also showed that nearly 90% of candidates felt the program's mentors were "highly skilled" in meeting their needs. Similarly, based on a district administrative survey, 100% of administrators overseeing Induction candidates responded that the mentor team was "very well prepared" to support the candidates at their sites. Based on one of the district candidate surveys, 95% of current program candidates "strongly agreed" that their relationship with their mentor is strong. Highly trained, skilled, and caring mentors are clearly essential to the positive impact of the candidates' SDIP experience.

Retention data supports positive program impact with an increase in candidate retention over the last four years, and the members of the mentor team have been in this work together for many years showing passion and commitment for supporting new teacher success in their district.