

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Santa Monica Malibu Unified School District**

**Professional Services Division**

**January 2023**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Santa Monica Malibu 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** is made for the institution.

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

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction Program (TIP)	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:** Santa Monica Malibu Unified School District

**Dates of Visit:** January 23-25, 2023

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">May 13-15, 2015</a>	<a href="#">Letter</a> 2016
<a href="#">June 1, 2016</a>	<a href="#">Letter</a> 2015

**Rationale:**

The unanimous recommendation of **Accreditation** 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 program administrators, professional development staff, mentors, candidates, completers, collaborative partners, 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 the institution was based upon the following:

Preconditions

After review of all relevant preconditions for Santa Monica Malibu Unified School District, all have been determined to be met.

Program Standards

All Program Standards for the Santa Monica Malibu Unified School District's Teacher Induction Program credentialing program were determined to be met.

Common Standards

All Common Standards for Santa Monica Malibu Unified School District were determined to be met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction credential program were met and that all Common Standards were met, the team recommends **Accreditation**.

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.
- Santa Monica Malibu Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Santa Monica Malibu 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**

**Team Lead:**

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**Programs Reviewers:**

Jaymie Baiza  
Riverside County Office of Education

**Common Standards:**

Malaika Bryant  
Kern County Superintendent of Schools

**Staff to the Visit:**

Gay Roby  
Commission on Teacher Credentialing

**Documents Reviewed**

- |   |  |
|---|--|
| Accreditation Data Dashboard              | Mentor and coach application             |
| Accreditation Website                     | Mentor MOU and self-assessment           |
| Advisory Board MOU/Agenda/Minutes         | Milestone Maps                           |
| Affiliate Schools MOU                     | MOU for Site Administrators              |
| Assessment Materials                      | Newsletters (Mentor and Candidate)       |
| Calendar of Induction Improvement Cycle   | Organizational Chart of District/Program |
| Candidate Advisement Materials            | Orientation materials for candidates     |
| Candidate Files and Self-Assessment       | Preconditions Responses                  |
| Cluster meeting agendas and materials     | Professional Learning Calendar           |
| Common Standards Addendum                 | Program Calendar                         |
| Common Standards Submission               | Program Handbooks                        |
| Course of Study graphic                   | Program Review Addendum                  |
| Credential Recommendation Process         | Program Review Submission                |
| District Website (Induction pages)        | Recruitment materials                    |
| Early Completion Option (ECO) Application | School Board Presentations               |
| Evidence of mentor support/Mentor logs    | Survey Results                           |
| Exit Interview materials                  | Transportability Document                |
| Individual Learning Plans (ILP)           | Verification of Completion               |
| ILP review and feedback documents         | Vision Statement and Program Description |

## Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	15
Completers	11
Employers	10
Institutional Administration	3
Program Coordinator	1
Advisory Board Members	7
Professional Development Personnel	1
Mentors	12
Collaboration Partners (IHE & LEA)	4
Credential Analyst	1
<b>TOTAL</b>	<b>65</b>

*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**

The Santa Monica-Malibu Unified School District (SMMUSD) is headquartered in Santa Monica and serves the diverse coastal communities of Santa Monica and Malibu. It is located in Los Angeles County and serves 9,200 students in Transitional Kindergarten through 12th grade in eight elementary schools, three middle schools, two comprehensive high schools, a continuation high school, a K - 8th grade alternative school and Project-Based Learning High School pathway. SMMUSD employs approximately 1,400 staff members. The district is also home to 11 early childhood education centers and an adult school. The first classroom opened with 52 students in March 1876.

U.S. News and World Report has named both Santa Monica High School and Malibu High School as Top High Schools in the nation and state. Extra-curricular programs, including visual and performing arts and athletics at the high school level, are focal points within each campus. Students begin their visual and performing arts instruction in elementary school and access continues through high school.

The SMMUSD Mission Statement is "Extraordinary achievement for all students while simultaneously closing the achievement gap" while the New Teacher Induction program's goal is to develop and retain highly qualified teachers by cultivating reflective practices through mentorship, professional learning, and inquiry. Students attending Santa Monica High School

and Malibu High School have a graduation rate of about 95%, with the majority of students moving forward with post-secondary education options.

**Education Unit**

The Human Resources department provides supervision for the Teacher Induction Program, with the Assistant Superintendent serving as program director. For the 2022-23 year, the program employs one full-time program coordinator, changing a long-standing tradition of have two part-time coordinators. An advisory board meets three times a year to review program design and data sets in order to provide recommendations to better each candidate’s induction experience. Site administrators participate in triad meetings to help candidates determine their individual induction experience. The district employs 21 part-time mentors who receive two days of mentor training before being assigned a teacher candidate and ongoing trainings through quarterly mentor meetings. The program coordinator participates in regional activities with other induction programs and personnel from local colleges and universities to keep abreast of current educational patterns and trends. Over the last seven years, 124 candidates have participated in the teacher induction program, with a retention rate of 73% in the district.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Teacher Induction Program	11	27

**The Visit**

This site visit was conducted virtually. The team and institutional stakeholders were interviewed 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

### Teacher Induction Program

#### Program Design

The Interim Superintendent for the district, formerly the Assistant Superintendent of Human Resources and the unit head for the program, shared his belief that induction is important to the district because it helps teachers get their clear credential while making connections in the district. It helps embed the district's Diversity, Equity, and Inclusion initiative from their very entry into SMMUSD. SMMUSD's Induction program is overseen by a full-time Induction coordinator with the collaborative support and guidance of the Interim Superintendent, Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, an advisory board, and collaborative education partners. All the program mentors are classroom-based teachers who mentor for an extra-pay stipend. Interviews highlighted all constituents' great appreciation for the responsiveness and collaboration of the induction coordinator.

The induction coordinator is responsible for all day-to-day operations, including program delivery, acknowledgment of candidate progress, maintenance of institutional contact information to the Commission on Teacher Credentialing (CTC,) attendance at Cluster Four Induction meetings, program level and candidate record keeping, and supervision and training of mentors. The induction coordinator reports that this first year as a full-time coordinator (after two years as a part-time co-coordinator) has afforded her the opportunity to reflect more deeply on the program's design and contemplate changes that better reflect the priorities of current education in California. She collaborates with other induction program coordinators as well as seeks guidance from the advisory board to solicit improvements in the program. Interviews with district administration and local collaborative partners emphasized that within the last year, the coordinator has both reached out to begin partnerships with local colleges/universities and established the program as a strong regional leader within the greater Los Angeles area teacher induction community.

The program's Advisory Board is composed of district and program leadership, site administrators, classroom teachers with induction experience (mentor or candidate), regional induction coordinators, and college partners. According to the steering committee members, their job is to ensure the success of the induction program, representing different perspectives in supporting participant teachers. Steering committee members confirmed they meet three times a year and spend most of their time analyzing survey data so they can recommend program changes, such as their recent recommendation for changes in the exit interview process. Members of the steering committee expressed satisfaction with their participation as panel members during the candidate exit interviews, where they assess candidate competence via an established rubric. One of the advisory board members said this activity was the highlight of their service on the board as they get to celebrate new teachers' growth, while others shared that they appreciated witnessing the reflective nature of the interviews as candidates shared their growth during their enrollment in the induction program.

The program coordinator and unit head explained that in order to provide a strong mentor-candidate pair, they solicit input from candidates during their program enrollment regarding the type of mentor they feel will best support their needs. As confirmed by the site administrators, the program leaders consult with site administrators, and department leads to identify and recruit high-quality mentors for each new candidate. A review of the program database illustrated the coordinator's past successful mentor matches with current candidates, based on credentials held, grade level, site, and/or subject area. All mentors interviewed agreed that once identified, teachers with at least 3 years of teaching experience who are interested in becoming a mentor submit an application to determine if they meet the criteria of a classroom-based mentor teacher. Mentors and candidates confirmed that they are assigned their partner within the first 30 days of the participant's enrollment of the program.

After an initial two-day training in mentoring skills, SMMUSD's classroom-based mentors participate in ongoing trainings throughout the year led by the induction coordinator. Mentors expressed appreciation for the opportunity to collaborate with other mentors in support of candidates, developing the skills of reflective conversations, where candidates are empowered to solve their own problems. Mentors described how the training equipped them to discuss the intersection of the candidate's induction goals and their job responsibilities. Mentors shared that this year's training sessions taught them to create a mentor timeline in order to identify what kinds of support candidates needed throughout the year.

Professional conversations between mentors and their candidates provide both "just-in-time" support that addresses the immediate needs of teacher candidates while also supporting more long-term candidate growth through the implementation of their Individual Learning Plan (ILP), unpacking problems of practice, engaging in cycles of inquiry, and debriefing classroom observations. During cycles of inquiry, mentors reported they also facilitate candidate growth by modeling effective teaching strategies and connecting candidates with available resources and related research. Each mentor confirmed they provide a minimum average of 1 hour of weekly individualized support to their assigned candidate. Candidates expressed appreciation for the ability to self-select professional development that supports their ILP goals, their inquiry, and their California Standards for the Teaching Profession (CSTP) focus.

The Induction coordinator confirmed that she regularly assesses program delivery methods and practices via candidate and mentor surveys at the end of each Milestone meeting, using information from the surveys to support plans for the next milestone meeting and identify individual candidate and mentor needs. The program also engages additional constituents to assess and advise program leadership in making improvements such as integrating the explicit relationship between the CSTP and professional development offerings as confirmed by interviews with site administrators and collaborative partners. The induction coordinator reported she continues to look for formative ways to assess program methods and candidate understanding without creating redundancy. The program coordinators and steering committee shared that they carefully analyze candidate, mentor, and site administrator survey feedback to determine necessary program shifts. All interview groups were able to recall programmatic changes, made from their recommendations, be it a refinement in the exit interview process,

the creation of a newsletter for mentors, or the establishment of a summary assignment project that first year candidates complete to reflect on their first year of induction work.

### Course of Study (Curriculum and Field Experience)

Candidates shared that their journey through induction begins with the development of an Individual Learning Plan (ILP), which starts with a self-assessment. They utilize information from their Individual Development Plan (a summary of the skills developed in their preliminary preparation program) to describe their areas of strength and areas for growth as it relates to the CSTP. They then reflect on their current classroom students (or focus period for secondary teachers) and describe the classroom context. Candidates receive feedback from their mentors via a debrief from a recorded classroom lesson. The program coordinator shared that she also observes candidates' lessons and provides CSTP-based feedback.

Once candidates have self-assessed, considered their classroom context, and received CSTP-related feedback, they self-select a focus CSTP for the year. Mentors shared that the focus is developed by the candidate based on all of the data they have gathered. Candidates assess their current level of performance on the focus CSTP and develop action steps that will help them grow in the focus area, all with the weekly support of their mentor. Interviews confirmed that the site administrators, mentor, and candidate then meet as a triad to solicit input and feedback around the CSTP and content area that the candidate is working on, providing site administration the opportunity to hear and give suggestions, feedback, or support for the candidate, as reported by the mentors.

Candidates then engage in a 4- to 6-week cycle of inquiry around the action steps and focus CSTP described in their Individual Learning Plans. Year 1 candidates explained that they begin with a focus on inquiry skills such as data collection prior to beginning the process of inquiry while mentors explained that candidates engage in the inquiry cycle by following the steps of Plan, Teach, Reflect and Apply to unpack a problem and make shifts in their practice to address the problem. Mentors provide support throughout the process by connecting candidates with resources and professional learning opportunities, ensuring data collection occurs to measure candidate growth and reflection on the actions they are implementing. Once a candidate has completed an inquiry cycle, they reflect on their learning and growth in the CSTP and make adjustments to their ILP as needed before beginning another cycle of inquiry.

According to the candidate handbook, candidates and mentors attend monthly milestone professional development meetings together. A review of agendas, and interviews with both candidates and mentors, demonstrated that the meetings encompass a social-emotional learning component, a discussion on candidates' ILP, designated time to connect with their mentor, and professional development opportunities that relate to a specific CSTP.



### Assessment of Candidates

The program coordinator and the advisory board confirmed that at the end of the two-year program (one year for the Early Completion Option), candidates are required to prepare a 15-minute presentation that demonstrates their growth and development as a practitioner. Candidates explained they present this information to a panel of 3-5 induction community constituents at their exit interview, showing growth occurring in the CSTP during their program participation. The program coordinator shared that the panel scores candidates according to a rubric and communicates the results to her. The board also shared that candidates who complete the program requirements and demonstrate growth during their exit interview are recommended for the clear credential. Documentation and interviews by the program coordinator indicated that candidates who do not show competency during their exit interview or within the other program requirements are asked to revise their portfolio of work or are given a follow-up assignment (which could entail repeating a portion of the program) to complete with the support of the induction coordinator prior to being recommended for a clear credential. Candidates are informed of an appeal process through the grievance policy outlined in the program handbook and website.

A thorough review of candidate work, submitted through an online portfolio in Google, verified that candidates receive informal feedback on both their progress toward completion and work quality from their mentor during their weekly meetings and formal feedback twice a year from program leadership. Mentors shared that they also use milestone maps to assess candidate growth and progress. The program coordinator explained that she uses information from the milestone maps and reflections of mentors to determine future needs for candidate support. Mentors also shared that they provide input to the program coordinator regarding the reflection ability and CSTP growth of each candidate before the coordinator authorizes the credential recommendation, signaling all program requirements have been met.

Program coordinators and the credential analyst confirmed that completers' names are submitted to the district's credentials analyst who is authorized to make clear credential recommendations to the CTC. The credentials analyst explained how she works with candidates to complete appropriate paperwork and submit their credential request. Candidates shared that they receive a letter from Human Resources that confirms their completion of the program for their records.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with 65 constituents including program administrators, professional development staff, mentors, candidates, completers, collaborative partners, and local school personnel, the team determined that all program standards are met for the Teacher Induction Program.

### INSTITUTION SUMMARY

The SMMUSD Teacher Induction Program is guided by the district’s vision to develop and retain highly qualified teachers by cultivating reflective practices through mentorship, professional learning, and inquiry with a focus on improving student learning through an equity-based learning program for all students. The district leadership is firmly committed to providing strong initial and ongoing support to their novice teachers through a robust, high quality induction program which ultimately advances the learning of all candidates, mentors, students, and district personnel.

All 27 candidates in this year’s program are individually supported by site-based mentors. Upon entry into the Induction Program, candidates develop their ILP after self-assessing their level of practice on the *CA Continuum of Teacher Practice* with the support of their mentor through both video and or in face-to-face meeting. Candidates create a class profile of their student’s needs and confer with their site administrator and mentor in a triad meeting to gather information regarding their professional practice. Candidates, with strong mentor support, then work on designing and implementing cycles of inquiry, reflection and continued professional development to meet their ILP goals, as confirmed through candidate and mentor interviews and candidate portfolios.

The program coordinator continuously monitors and reviews candidates’ submitted work, verifying that candidates are moving advancing their ILP goals while completing the program’s requirements. Mentors reported that meetings with candidates (an average of 4 hours per month) focus on support of their “just in time” issues as well as long-term growth as outlined in their ILP. Candidates also meet with the induction coordinator throughout the school year at monthly Milestone Meetings that ensure candidate progress in meeting ILP goals are occurring. Candidates demonstrate completion of their ILP through an exit interview which includes a presentation of their professional growth over their time in the program.

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The Santa Monica-Malibu Unified School District (SMMUSD) New Teacher Induction program’s mission is “to strive to develop and retain highly qualified teachers by cultivating reflective practices through mentorship, professional learning, and inquiry.” This research-based vision is implemented internally across the program and externally with their educational partners. Document reviews and interviews conducted with program participants, district, and program leadership as well as educational partners confirmed a deliberate and intentional

design and implementation of the program. Interviews with SMMUSD district leadership confirmed the induction program has built a system of communication and collaboration across district departments and programs to ensure participants are supported effectively in all areas. Site administrators and advisory board members described how program leadership deliberately involves and collaborates with multiple departments and programs to ensure there is a strong system of support across the district to support induction candidates. A site administrator shared that “the induction program is like a think tank for the district.”

Additional evidence of fiscal and operational support is the recent allocation of a full-time coordinator of Teacher Induction. The program coordinator has worked to streamline communication and processes across the program. Interviews confirmed district-wide admiration and support for the strong leadership demonstrated by the program coordinator. A site administrator summarized this as “gratifying, knowing that someone who is capable is running the program... and there is honesty and appreciation to hear the feedback.”

The program coordinator communicates regularly with all program participants and educational partners, and provides ongoing support and feedback through emails, newsletters, the program website and meetings. Interviews and document reviews confirmed the program pairs mentors and candidates by site and content area. Mentors are provided with initial and ongoing training and support, with feedback provided by the program coordinator.

The program coordinator collaborates with the district credential analyst to identify and enroll eligible candidates. Review of program documents and interviews with program leadership, candidates and mentors confirmed program tools, staff guidance, and continuous formative feedback to candidates leads to a credential recommendation process that ensures candidates have met all program requirements. A candidate described the enrollment process as a very personal one, as the program coordinator “reached out to me personally when I was hired full time, so I could fill out a survey to get a mentor, and I am forever grateful for the perfect match.”

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

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Document reviews and interviews with program leadership, site administrators, candidates, and completers confirm that the Santa Monica Malibu Unified School District (SMMUSD) provides a strong system of support, advice, and assistance to all program candidates. The acting superintendent describes the program as “necessary and meaningful to the recruitment and retention of our teachers.” Upon hire, qualified candidates are provided advisement by the SMMUSD credential analyst, then connected with the Induction Program coordinator who provides program enrollment information. Interviews with the Human Resource specialist, credential analyst, and program coordinator confirmed program eligibility requirements and candidate advice/assistance procedures are uniformly employed.

Members of the advisory board and regional collaboration with other induction programs provided multiple examples of the strong network of support and collaboration in the district and region. A regional induction program colleague stated the program coordinator “is a reliable resource and collaborator. We have truly built a circle of ongoing support.”

SMMUSD’s induction program uses multiple measures to monitor candidate progress in meeting program requirements. A review of the evidence confirmed that abundant evidence is collected which then guides advice and assistance efforts by the program so there is a coherent system of support. Feedback from interviews confirmed the program’s systematic approach to assisting candidates in their growth and success—all designed to promote successful entry and retention into the teaching profession. A candidate indicated in an interview this “helps you learn and grow to be the teacher you can become.”

Interviews with a broad base of stakeholder groups provide evidence that the induction program and its leadership are committed to providing a meaningful, job-embedded experience that is designed to meet each candidate’s needs. A candidate summarized this experience as “everyone is clearly working as a team to support me and my growth.” The induction program coordinator takes an active role in guiding and supporting each candidate’s induction

experience, including timely and specific feedback to candidates and mentors throughout each year of participation. Document reviews and interviews with candidates, completers and mentors confirm the program coordinator provides clear guidance and support through the program handbook, website, review materials, program meetings and regular document reviews, in order to guide each candidate’s attainment of program requirements. In interviews, candidates indicated that milestone meetings provided an opportunity to touch base with program leadership and one another, providing both time to work together and to obtain feedback on “how everyone is doing–this where you should be, this is where we are going.”

Mentor logs confirmed that they meet with their candidates weekly to support, advise, and provide feedback within the candidates’ growth goals, inquiry cycles, and overall development as an educational professional. A mentor indicated this “involves a lot of discussion about where you see yourself. One of the big things in this process is really helping them reflect on their journey and coaching them.”

A review of the SMMUSD induction website and handbooks highlighted information and resources that guide candidates throughout their induction experience. Document reviews and interviews with program leadership and participants confirmed the program provides support and guidance throughout a candidate’s participation, and there is a clearly defined process in place to identify and support candidates who need additional assistance and/or time to meet competencies.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

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

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The Santa Monica-Malibu Unified School District (SMMUSD) teacher induction program offers a quality course of study focused on the knowledge and skills expected of beginning educators, centered on the individual needs of each candidate. Documentation and interviews verified that the SMMUSD teacher induction program is a job-embedded, individualized goal-driven program that allow candidates to choose their area for growth through the use of an Individual Learning Plan (ILP), engage in cycles of inquiry, collaborate with their mentor to apply the tenants of continuous improvement in order to learn, practice, and demonstrate competencies required to clear their credential. As one candidate described it, “we’ve been led to wonder— what are our wonderings about our own classroom?” and another confirmed “this is an invitation to be honest.”

Professional learning offerings are aligned with candidate’s ILP goals, cycles of inquiry, and district initiatives. Interviews with mentors, program leadership and the district professional learning personnel confirmed that candidate and mentor feedback is used to design ongoing professional learning opportunities as well. The district professional development provider indicated “the advisory board is looking at feedback, looking at areas of growth, and using that information to guide future professional development offerings.”

Mentors are an essential foundation component of the SMMUSD induction program, providing specific, ongoing program guidance and support as well as “just in time” support to candidate(s) as part of the job-embedded program design. A common theme expressed in candidate interviews was captured by a candidate’s comment that “my mentor was on my site

and very flexible; she was always available” while another candidate added “my mentor had great insight for me; he helped me out a lot.”

Review of program documentation and interviews confirm that mentors are recruited and selected through defined criteria—a clear credential, 5-years of experience and teaching expertise, prior successful experience as an Induction candidate and/or former mentor. Additionally, program leadership seeks to recruit National Board-certified teachers as mentors whenever possible and to retain mentors through a strong system of support and tiered stipend based upon mentoring experience level.

Documents reviewed and interviews with the program coordinator, mentors, and the credential analyst confirmed that mentors and candidates are matched based on like-credentials, content, and site knowledge and that candidates are matched with mentors within the first 30 days of the program. Interviews with mentors and program coordinator confirmed that mentors receive orientation training by level of experience, while document reviews verified that these mentor training sessions include components of adult learning theory, observations and feedback skills, tools to support reflective dialogue, and information regarding program documentation and timelines. Mentors are provided with a “toolbox” full of documents that can be used as they see fit to support a candidate, further creating opportunities for individualized and contextualized support for both mentors and candidates. A first-year mentor provided feedback on this resource stating, “we have a lot of tools in our digital toolbox that help us meet our mentee, depending on what the candidate needs. Love that mentor toolbox!” Additionally, the program coordinator observes mentors during a session with an assigned candidate and provides feedback related to areas of growth identified by the mentor.

Candidates are assessed against professional standards of the CSTP. Interviews with candidates and program completers confirmed that the use of the ILP, inquiry cycles, and collected data guide their continuous reflection and examination of their approaches to teaching, components that are supported by their well-trained mentor which leads to a well prepared and impactful educator. As a candidate described the impact of this experience, he stated, “this was a fantastic experience, very beneficial. I thought it was something I had to do, and I came out of it a better teacher.”

Candidates, mentors, site administrators, and district leaders all described the wide reach and impact of the induction program on the teaching and learning climate in SMMUSD. The interim superintendent summarized the impact of this experience as “the impact over time is that the work of induction is challenging for new teachers, but they are better for it. They transform and make meaning out of the process.”



<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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 constituencies such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

Document review and multiple interviews verified that the SMMUSD Induction Program’s coordinator regularly collects, analyzes, and uses feedback data received through candidate, mentor and site administrator surveys. Surveys are administered in fall, mid-year, and spring to assess candidate progress and the ongoing effectiveness of the program. Because completer numbers are too low for the program to receive data from the Commission’s Annual Accreditation Data System (ADS), the district implements a locally designed exit survey for all candidates. Survey results for the most recent two years confirmed that Year 2 participants felt the program had a positive impact on their professional practice and highly valued the support provided by the mentors and the district’s professional development. “My mentor was always there for me, guiding me on both big and little issues, from curriculum to class management,” commented on completer. A candidate stated, “My mentor helped me to dive deeply into my practice, helping me to use data in a variety of ways to guide my work with my students.” All candidates and completers remarked that their mentors are/were readily available to them.

Interviews with mentors, candidates, completers, and site administrators confirmed that the program provides them with multiple and robust opportunities for feedback on their experiences within the induction program. Numerous constituent groups reported that they feel very comfortable providing both survey and anecdotal feedback to the coordinator on program effectiveness and candidate needs and progress, citing the program coordinator’s sincere interest in outside feedback and improving program services. Data from all surveys are reviewed by the program coordinator and key findings are discussed with both the director of human resources and district professional development providers, as well as the SMMUSD

Induction Advisory Board. Documented changes have been made to program protocols and documents over time, based upon this feedback. The program coordinator collaborates with other induction coordinators through the local Induction Cluster 4 on an ongoing, regular basis. Interviews with other induction coordinators from Cluster 4 confirmed that these meetings contribute to calibrating and improving the quality of Induction programs across the region, for all programs.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

Through strong mentor support and evidenced by completed ILP Goals and a “Plan, Teach, Reflect and Apply” approach to cycles of inquiry, SMMUSD Induction candidates gather classroom-based evidence to demonstrate they have acquired the necessary knowledge and skills to educate and effectively support all students in meeting state content standards. Document review and interviews with candidates, completers, site administrators, and program leadership confirmed that candidates believe their participation in the program strongly supported growth in their classroom practice. In addition, the mentors, completers, site administrators, and district administrators all attested to the positive impact of the program on candidate learning, growth, and professional practice across all CSTP. Retention data illustrates this as the district has retained 73% of the 124 participants in the program over the last seven years.

Site and district leaders affirmed the positive impact the program is making on district educators. “The Induction program initially fosters an initial and ongoing inquiry-based mindset in our new teachers, which extends long beyond their time in the program,” explained one principal. “Reflective practice advances the teaching practice of both the candidate and mentor.” The SMMUSD interim superintendent who is also the assistant superintendent of human resources commented, “Mentors quickly build relationships with their candidates which helps new teachers feel a connection to our district early on in the school year. Their ongoing

work together helps to embed our district initiatives, such as our Diversity-Equity-Inclusion program from the get-go.”

The Advisory Board, which is composed of completers, mentors, site and district leadership and local IHE representatives remarked on the impact of the program on all its participants. One board member confirmed the long-term benefits of the induction program by commenting it “has provided our teachers with tools to advance practice and a community to help you be a reflective practitioner over the course of time. It’s not about getting through the next few years, or five years. It’s about resiliency and growth, to be in the field for multiple years. Our Induction has become a foundation that leads to other growth opportunities. We are a community of folks who are happy to see teachers to grow.”

When asked to describe what impact the SMMUSD Induction Program had on teaching practice, a remarkable number of completers commented that they still use all the processes that they learned in the Induction Program, especially analyzing data to plan instruction, and using an inquiry-based approach to teaching. One completer said, “I was able to fine tune my teaching in a way that I would not have done if I had not been in the program.” Many completers noted that there is only so much that one could learn in preservice experiences and the Induction Program helped to fill those gaps, advance their teaching, and transition them to successful professional practice.