

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Stockton Unified School District Professional Services Division March 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Stockton 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

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
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: Stockton Unified School District

Dates of Visit: February 6-8, 2023

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
June 2015	Accreditation

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 candidates, program completers, program and unit personnel, mentors, site administrators, and other constituencies. 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 for the Teacher Induction program offered by Stockton Unified School District were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

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

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

Teacher Induction

In addition, staff recommends that:

- Stockton USD’s response to the preconditions be accepted.
- Stockton USD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Stockton USD 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:

Amanda Baird
Orange County Department of Education

Programs Reviewers:

Marcy Santos
Pomona Unified School District

Common Standards:

Beth Bythrow
Los Angeles Unified School District (retired)

Staff to the Visit:

Hart Boyd
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Candidate-Mentor Matches
Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses

Program Overview Presentation
Induction Folio Samples
Individual Learning Plans
ILP Rubric
Candidate Diversity Spreadsheets
Mentor Website and Training Materials
Mentoring Matters Google Classroom
Candidate and Mentor Roles and Responsibilities
Individual Progress Document
Early Completion Option Application
Accreditation Data Dashboard

Interviews Conducted

Constituents	TOTAL
Candidates	141
Completers	25
Site Administration	25
Institutional Administration	2
Institutional Personnel	5
Program Managers	1
Program Specialists	2
Mentors	92
Program Leadership Team	9
IHE Partners	6
Professional Development Providers	12
TOTAL	320

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 Stockton Unified School District (SUSD) is a public school district located in San Joaquin County in Northern California. SUSD is comprised of 34,024 students in grades PK-12. SUSD’s student body is made up of 68.7% Hispanic, 9.4% African American, 9.1.% Asian, 4.5% White, 3.5% Filipino, 3.4% two or more races, 0.9% American Indian, and 0.6% Pacific Islander students. Additionally, 83.9% of students are socioeconomically disadvantaged, 24.6% are English language learners, 12.7% are students with disabilities, 4.3% are homeless, and 0.6% are foster youth. SUSD is made up of 37 Head Start classes, 53 state preschool classes, three First 5 preschool classes, 41 K-8 schools, 4 comprehensive high schools, 3 small specialty high schools, an alternative high school, 3 special education schools, a school for adults, and 5 dependent charter schools.

Education Unit

SUSD is a single district induction program under the leadership of the Curriculum and Professional Development Department and serves TK through 12th grade preliminary credential holders in both general education and special education. The district superintendent serves as the Unit Head. The induction unit consists of a program manager, two program specialists, and one full-time support staff, and the unit reports to the Director of Curriculum and Professional Development. The program manager and program specialists meet with the SUSD Teacher Induction Advisory Council (IAC) – consisting of district-level leaders and constituencies – to finalize the credential recommendation process for candidates completing all Teacher Induction credential requirements, as verified by program staff.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Teacher Induction	99	143

The Visit

This site visit was conducted virtually. 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 REPORT

Teacher Induction

Program Design

The mission of the Stockton Unified School District (SUSD) Teacher Induction program is to provide job-embedded professional development experiences, combined with individualized support, that results in ongoing improvement in teacher practice and student achievement. The program provides comprehensive, extended preparation and professional development for clear credential candidates in their first years of teaching, focusing on the California Standards for the Teaching Profession (CSTPs) in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks. Program staff, along with curriculum specialists, “Develop support sessions and training based on mentor, site administrator, and candidate input.” During interviews, candidates stated that they were enrolled into the Teacher Induction program when they were hired or as soon as they received their preliminary credential. Program staff said that “No one is denied who holds a preliminary credential.”

Candidate professional growth is guided by an induction mentor through cycles of inquiry and ongoing implementation of an Individual Learning Plan (ILP). Candidate progress toward mastery of the CSTPs, combined with completion of all program requirements, leads to the recommendation for the California clear credential for both general and special education teachers. Additionally, interviews and document review confirmed that mentors meet weekly with their candidate(s) to engage in activities to develop and monitor the ILP with action research based on the CSTPs. Assessment of candidate growth and student achievement are measured using the Continuum of Teaching Practice at the beginning, middle, and end-of-year.

SUSD’s Teacher Induction program staff consists of a program manager, two program specialists, and one full-time support staff position. The program is part of the Curriculum and Professional Development Department and is overseen by the Director of Curriculum and Professional Development. During interviews, candidates, mentors, and administrators expressed that the manager of the Teacher Induction program is “responsive,” “always available,” and “supportive.”

The Induction Advisory Council (IAC) provides oversight over the induction program and assists the program leadership with issues and personnel outside of the induction program. The advisory council includes the superintendent, Assistant Superintendent of Human Resources, Director of Curriculum and Professional Development, Director of Certificated Personnel, induction program manager, two program specialists, and a credential analyst. The IAC meets annually to receive program statistics and updates, review accreditation activities, and approve

candidates who have met all requirements for a California clear credential in general or special education.

The Induction Leadership Team is the governing body of the induction program and has representation from all relevant constituencies (e.g., mentors, site administrators, induction program staff, professional development providers, and program completers). This body meets bi-monthly to advise on policy and fiscal decisions and to assist in the implementation and evaluation of the program in order to support program leadership with the organization, coordination, and governance of the program. As expressed during interviews, the team gets “a lot of statistics and details at the meetings” and “provides support with the program staff to make decisions together to support mentor and candidate development.” One member stated that the strength of the Teacher Induction program is “the team's quick accessibility to teachers, mentors, and leaders. The three people at the heart of the program are consistent and committed. There are layers of support, and they are the anchors.”

Site administrators play a crucial role in the Teacher Induction program. Program staff meet annually with site administration to provide program updates, seek input on support for induction candidates and mentors, and provide individualized professional development around program requirements. These one-on-one meetings provide the venue for aligning induction activities with site and/or district goals. Additionally, mentors meet annually with their candidate's site administrator to discuss the ILP and solicit input on candidate ILP goals and site/district resources that can support the ILP activities. In addition, site administrators said during interviews, “The induction team is easy to reach out to and get support, in conjunction with site support, when we have candidates that are struggling.” Site administrators support candidates with their ILP needs with “release days to see other staff, time for mentors to go to candidate classrooms, time to attend training,” and “time to collaborate with other teachers at their site and other sites.” Site administrators also noted that they “take into account who might be ready to be a mentor.” Site administrators also stated, that by the end of the program, “You can see growth as you observe (candidates) in their classrooms” as the “CSTP goals align with what they are being observed for during the evaluations” and “teachers are more confident and able to adapt better to those students' needs.”

SUSD's Teacher Induction program identifies and assigns an induction mentor to each eligible candidate within the first 30 days of the participant's enrollment in the program. Interviews and documents verify that teachers with their preliminary credential are enrolled into the Teacher Induction program when hired. Induction mentor matches are determined based on the credentials held by the candidate and mentor (e.g., same/similar grade level and/or subject area, or education specialist authorization) with every effort being made to match candidates and mentors at the same site. In addition, site administrator and candidate input are considered when making the appropriate candidate and mentor matches.

SUSD's Teacher Induction program mentor application is distributed to teachers in SUSD annually. The application process requires prospective mentors to submit a letter of intent,

resume, documentation of relevant experience, letters of recommendation from the applicant's site administrator and peer/teacher, and evidence of having received satisfactory (or better) status on the most recent certificated evaluation. Additionally, prospective mentors must take part in an interview with members of the Induction Leadership Team. The complete application is reviewed by the leadership team for final approval.

Mentor selection criteria are consistent with the mentor's specified roles and responsibilities, including knowledge of beginning teacher development, state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the CSTPs. Mentors must also be willing to do the following:

- Participate in professional learning to acquire the knowledge and skills needed to be an effective mentor, including the use of an electronic portfolio system used in the program, to engage in reflective conversations about teaching practice and professional growth goals with induction candidates
- Share instructional ideas and materials with candidates
- Deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity
- Develop and use effective interpersonal and communication skills
- Provide ongoing support to candidates with their ILP
- Demonstrate a commitment to personal professional growth and learning
- Be a professional role model relative to all elements of CSTP 6 (Developing as a Professional Educator)

During interviews, mentors noted that they volunteered or were encouraged to become a mentor by administrators and/or by other program mentors they already had a relationship with. Mentors verified that they all had to fill out an application, receive site administrator approval, interview, and be trained in order to become a mentor. First year mentors have a total of five two-hour meetings during the year and badge work to complete while a veteran mentor has three meetings during the year with additional badge work for second year mentors. The Badge Project is a program designed for mentors to monitor and practice essential skills which help support candidates in the classroom. Once a mentor learns a new skill or strategy, they submit an artifact(s) demonstrating they have completed the task outlined. Once their evidence has been reviewed and if it demonstrates mastery of the concept, then they will earn badges that represent that they possess the skill sets that make them assets to the program. Mentors also receive training around the *Mentoring Matters* series and reflect upon their mentoring skills according to a mentor rubric. Mentor evaluations include a mid-year meeting with program staff regarding their own "growth goals in the beginning, middle, and end of the year."

SUSD's Teacher Induction program utilizes a comprehensive system of formative program development and evaluation. Candidates, mentors, site administrators, and district leaders provide formal and informal feedback on the quality and effectiveness of the program. This feedback is reviewed, analyzed, reported, and discussed with the leadership team, whose

decisions determine program adjustments and improvements. Based on this feedback, the following program modifications have been implemented, as evidenced during document review and confirmed during interviews:

- Revisions to ILP for streamlining, navigation, and instructions
- Development of the ILP rubric and exemplars for mentor use with candidates
- Mentor training with increased opportunities for collaboration/networking
- Mentor training with focus on specific observation skills to support candidate growth goals
- Mentor training with implementation of mentor goal setting utilizing the Continuum of Mentoring Practice
- Mentor training with additional, self-paced, micro-credentialing opportunities to improve practice
- Site administrator training with one-on-one annual meetings with induction program staff to provide differentiated information based on experience

Course of Study (Curriculum and Field Experience)

SUSD's "New Teacher In-Service" web page substantiates that new teachers receive a week of in-service training during mid to late July before they begin the school year. New teachers are trained on the following topics: district nuts and bolts, school site visits with site administrators, instructional technology, content-specific overviews, support for English learners, support for students with disabilities, special education overviews and individualized supports, social-emotional learning, and classroom management. New teachers also have access to the archived presentations and documents on the aforementioned topics. Evidence is collected by the candidate to demonstrate progress toward mastery of the CSTPs. In addition, program staff recently developed a support series to give specific support on top of the district support. It is an optional strand that is presented every other month and is based on new teacher needs. Program leadership noted that these sessions are offered on Saturdays in four-hour spans to get support around needs: "We pay them for their time with support from district leadership and raffle prizes to encourage them, too." With late starting high schools and no substitutes, leadership find this method "more doable for candidates and mentors."

At the beginning of each year of a candidate's induction experience (within the first 60 days of the school year), candidates collaboratively develop an ILP with their mentors. Mentors said that they "act as a sounding board" and "reflect on (candidate) goals and what might ultimately lead to achieving these goals in order to become the teacher that she/he wants to be."

According to documents and interviews, the process starts with candidates looking at the CSTPs and assessing and choosing where they are at for all CSTP elements. Following an initial observation by the mentor, candidates self-assess their areas of strength and growth for each of the self-selected elements and, with the support of their mentor and input from their site administrator, identify three CTSP growth goals at the elemental level. Candidates assess their level of teaching practice for each of their three CSTP elements using the Continuum of Teaching Practice. Once the growth goals are selected, candidates use the ILP to engage in

focused cycles of inquiry via monthly action plan activities. Candidate participation in these inquiry cycles helps move their practice towards mastery of the CSTPs.

Throughout the year, candidates engage in district-aligned, self-selected professional development activities and gather supporting evidence to demonstrate progress toward mastery of the CSTPs within their current context for teaching. To assess their progress toward mastery in the CSTPs, candidates use their ILP, in conjunction with the Continuum of Teaching Practice, to reassess their level of teaching practice with a mid-year assessment and an end-of-year assessment prior to the May colloquium.

Candidates and mentors meet for a minimum of one hour a week, as documented on monthly mentor collaborative logs. The focus of these weekly meetings is to address immediate needs, engage in ILP activities according to the induction Timeline for Progress, and identify evidence that demonstrates classroom application of the CSTPs. Candidates verified that mentors meet with their candidates for a “minimum of an hour a week” and these are “usually a dedicated hour and a half with other support whenever I need it throughout the week.” The same-site mentors might “pop in three or four times a week” or as needed for support. Many candidates noted that their mentors are “available by text, email, and more whenever needed.” The foundation for the coaching conversations held between candidates and mentors is the plan, teach, reflect, and apply cycle supported by the structure of ILP activities.

Assessment of Candidates

All ILP activities and evidence supporting the candidate’s demonstration of professional knowledge and skills relative to the CSTPs are maintained electronically for review by program staff, via candidate induction folios. Document review and interviews confirm that progression through the ILP requirements is monitored by program staff monthly, and feedback is provided to both mentors and candidates following each monthly review. According to one recent program completer, “My induction experience was wonderful because of the communication with my mentor and the induction staff. They answered my questions to adapt to my special circumstances without a class, since I work in student homes with birth to three-year-olds. For extra support, I would go to my mentor first and get feedback. Then, we would directly go to program staff and email. The program manager is great at responding to emails. Then, we would brainstorm ideas. The program manager is always available even with Zoom right away on some certain days, and they were available other times, too.” Another completer stated that there was “never a fail situation” because “if they didn’t accept it, they would give you a week to fix it” and there would be “lots of support from program staff, especially the program manager.”

Mentor collaborative logs are submitted monthly and reviewed by induction program support staff. Document review and interviews confirm that the induction program staff assesses each candidate’s progress and completion of program requirements through ongoing individualized assistance, monthly review and feedback of candidate ILP activities, bi-annual progress monitoring meetings with induction participants, and an end-of-year culminating activity.

Additionally, reviewed evidence and interviews confirm that candidates are recommended for a California clear credential after completion of program requirements and the advisory council's approval. Induction program staff file the Commission on Teacher Credentialing (CTC) online recommendation for the clear credential. Candidates complete the online recommendation process and are responsible for a credential processing fee.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, program completers, program and unit personnel, mentors, site administrators, and other constituencies, the team determined that all program standards are **met** for the Teacher Induction program.

INSTITUTION SUMMARY

The review team had a positive experience working with all Stockton Unified School District (SUSD) Teacher Induction program constituencies during the site visit. Unit leaders, program staff, mentors, and candidates were welcoming and supportive throughout the site visit process. At each level, support was a consistent theme. Candidates feel supported by their mentors, mentors feel supported by the program staff, program staff feel supported by the institution, and the unit supports the induction program, specifically noting the positive impact on candidate performance. SUSD has many professional learning opportunities available to candidates throughout each year. In addition, many of the program’s mentors are completers of the induction program, and all mentors are provided with rigorous training to appropriately support their candidate(s).

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:	<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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies 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

The SUSD Teacher Induction program’s vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curriculum frameworks. During interviews, the superintendent and other district leadership consistently discussed their support towards the program and the need to support new teachers. District leadership also emphasized that the work the program staff does is life-changing for new teachers, noting specifically that induction promotes “life-long learning,” with the program staff being very intentional in the support they provide to candidates and mentors. Interviews confirmed that SUSD consistently involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for the induction program. Additionally, SUSD’s induction program ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues as confirmed through document review and interviews. Site administrators reported that there is a lot of positive energy demonstrated through the induction team: “Their organization and communication is on point. Their unwavering support is always there for everyone.” SUSD mentors, professional development providers, and induction leadership reported that they are part of a very collaborative team that meets regularly to discuss candidate needs and make program adjustments as necessary. SUSD provides the unit with sufficient resources for the effective operation of the induction program. Unit leadership confirmed their priority is to secure funding to effectively operate the induction program. The unit leadership has the authority and institutional support required to address the needs of the induction program. Interviews and document review confirmed that the program makes every effort to provide opportunities to increase candidate capacity and further their practice. This is evidenced through employing

high-quality mentors, making program improvements, and increasing professional development opportunities (e.g., “Super Support Series” and Saturday sessions where candidates are compensated for their participation). Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. At the district level, a director of recruitment serves as the lead recruiter in the promotion of SUSD hiring. Partnerships have been established with local universities, as well as participation in career fairs and other recruiting events. SUSD employs, assigns, and retains only qualified persons to teach courses, provide professional development, and serve as mentors to candidates. Additionally, the unit monitors a credential recommendation process that ensures that candidates recommended for a clear credential have met all requirements. Document review and interviews confirm that at the completion of a candidate’s induction experience, the SUSD induction program staff verifies that all candidate expectations have been met. This information is then given to the advisory council for final approval before program staff processes the credential recommendation.

Common Standard 2: Candidate Recruitment and Support	Team Finding
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.	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

Document review and interviews with leadership members and school administrators confirm that SUSD induction program candidates are recruited and supported to ensure their successful entry into the profession. Credential analysts confirmed that all newly employed teachers, with preliminary credentials that must be cleared through induction, are enrolled in the program. The program is actively involved in the district’s efforts to recruit educators that reflect the

student diversity of the district. The induction program manager participates in the SUSD Equity Task Force which focuses on the development and support of the Educator Equity Gap Plan. The Teachers College of San Joaquin County Teacher Residency Grant has helped their efforts in this area as well. Many district administrators and university partners reported that the reputation of SUSD's programs across their Learning to Teach Continuum, which includes student teaching, Short-Term Staff Permits, Provisional Internship Permits, interns, and induction candidates, attracts aspiring teachers to the program. District leadership collaborates with the human resources department to support recruitment and retention efforts through job fairs, social media, and open houses. Additionally, there is strategic outreach to underrepresented populations, including attending on-campus black student unions, clubs, and university organization meetings and gatherings. As the Director of Recruitment shared, "It's not just about going to job fairs, it's about establishing relationships and rapport, resulting in more students being referred our way." The result of these efforts is evident in the induction candidate demographic data. The program manager shared that many of the candidates are "home grown... they came through our school system, and we think it's a plus that also contributes to better retention."

Program leadership is dedicated to providing an individualized, job-embedded induction experience designed to foster growth toward mastery of the CSTPs. Mentors provide just-in-time support as well as guidance as the candidates fulfill the CSTP-based goals of their ILP. Candidates and mentors consistently praised the ongoing, frequent, and timely communication from the program manager and two program specialists. One candidate stated, "The coordinators are so supportive, accessible, and approachable." Candidates appreciate the opportunities to self-select mini-action research inquiries specifically tied to their areas of interest and growth toward mastery of the CSTPs. The monthly rubric-based feedback, as well as the detailed written feedback that is provided in the folio ILP platform, greatly supported candidate learning and growth. Program completers also noted that the process served as a foundation for them becoming life-long learners.

The induction program staff works collaboratively with the human resources department's credential analysts to ensure that appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. The weekly meetings between the program manager, recruitment director, and credential analysts – that begin at onboarding and end with final decisions about clearing a candidate's credential – contribute to "no one falling through the cracks." Evidence regarding progress in 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 and to provide additional support and official extensions when needed.

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
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 <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

SUSD’s induction program supports candidates through a structured induction experience designed to increase their pedagogical knowledge and abilities. Their professional growth is guided by an induction mentor through cycles of inquiry and ongoing implementation of an ILP, evidence collection for candidate progress toward mastery of the CSTPs, combined with the

completion of all program requirements that leads to a recommendation for the California clear credential for both general and special education teachers.

The program identifies and assigns an induction mentor to each eligible candidate within the first 30 days of the candidate's enrollment in the program. Document review confirmed that candidates are matched with mentors based on the credentials held, same/similar grade level and/or subject area, or education specialist authorization. Every effort is made to match candidates and mentors at the same site. When an exact credential type match is not possible, the program makes every effort to "triage" support in collaboration with curriculum specialists and site instructional coaches. For candidates holding a preliminary special education credential, each site has an assigned special education program specialist to assist with specific special education needs such as testing, individualized education program (IEP) meetings, and instruction with additional support being provided by program specialists from the special education department.

The induction program's mentor application is distributed to SUSD teachers annually. The application process requires prospective mentors to submit a letter of intent, resume, documentation of relevant experience, letters of recommendation from the applicant's site administrator and peer/teacher, and evidence of having received satisfactory (or better) status on the most recent certificated evaluation. Additionally, prospective mentors must take part in an interview with program leadership. Mentor selection criteria are consistent with the mentor's specified roles and responsibilities, including knowledge of beginning teacher development, content expertise, willingness to participate in professional learning, including the use of a folio system, and willingness to engage in reflective conversations to support candidates with their ILP. The process and criteria result in the selection of mentors who provide effective and knowledgeable support for candidates.

Newly hired, returning, and veteran mentors participate in ongoing differentiated training – new mentors have 16 hours of required training while returning and veteran mentors have 6 hours. Topics include ILP requirements, coaching skills, reflective questioning, CSTP crosswalk, *Mentoring Matters*, and data-driven feedback. Mentors use the Continuum of Mentoring Practice tool for self-assessment and goal setting and ongoing progress reflection. Additional badge work opportunities are offered to improve practice. During interviews, mentors reported that the training helps them support their candidates and improve their own teaching practice. One mentor stated, "I've learned so much by helping someone else, and I learn a lot from my mentee." Program leadership monitors survey data and collaboration logs and reviews mentor growth plans, training reflections, and badging completion as part of the mentor assessment process. Additionally, the program manager expressed that one of key strengths of the induction program is mentor longevity.

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 constituencies 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

SUSD’s induction program utilizes an effective, efficient, and comprehensive system of formative program development and evaluation. Candidates, mentors, site administrators, and district leaders provide formal and informal feedback on the quality and effectiveness of the program. This feedback is reviewed, analyzed, reported, and discussed with program leadership whose decisions determine program adjustments and improvements. Program leadership noted that these meetings are so productive that “We have a strong understanding on how the program is going.” The Induction Advisory Council (IAC) provides oversight of the program and assists program leadership with issues and personnel outside of the induction program itself. Document review shows that the IAC meets annually to receive program statistics, review mid-year candidate and site administrator survey results, and review accreditation activities. This review reveals implications and considerations for next steps and prospective program modifications. Some examples of recently implemented modifications and improvements based on constituency feedback include:

- Revisions to the ILP for streamlining, navigation, and instructions
- Development of the ILP rubric with exemplars for mentor use with candidates
- Mentor training with increased opportunities for collaboration/networking

Two particularly innovative practices are the extension of the highly successful COVID virtual office hours and the “Super Support Series.” These are offered outside of work hours and during school breaks, the content of which is developed based on real-time feedback coming from site administrators and mentors after classroom visits. A site administrator on the Induction Leadership Team noted that “They (program leadership) are very responsive to our

feedback that’s based on what is going on at our sites,” while another stated, “I can text them on a Saturday afternoon, and I get a response.” Candidates in the second year of the program reported noticing many of their suggested changes implemented into the program, including the “Super Support Series,” which includes opportunities to participate in table talks with district curriculum specialists and additional opportunities to get one-on-one virtual support. In addition, candidates appreciate the additional rubrics and examples added to the folio website.

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.

SUSD ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state-adopted academic standards. Assessments show that candidates meet the Commission-adopted competency requirements as specified in the Teacher Induction program standards. Candidates and mentors are provided many professional development opportunities throughout the induction program. In addition, the candidate ILP serves as the foundation of the program, focusing on individual growth in each of the CSTPs. Constiency groups report that the ILP process teaches candidates to become action researchers and reflective practitioners. Document review and interviews confirmed that the unit and the induction program 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. During interviews, site administrators shared that they know by being involved in the induction program, candidates improve their teaching craft by becoming more reflective and knowledgeable with the CSTPs. Additionally, site administrators stated that they believe candidate impact is demonstrated by all of the induction completers who eventually become mentors in the program. Induction program leadership also discussed the support of new teachers while having high expectations to ensure that “When (candidates) complete induction they have the full capability to clear their credential and teach every student.”