2H

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Temecula Valley Unified School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Temecula Valley Unified School District's responses to the Common Standards for consideration and possible Provisional Approval by the Commission.

Recommended Action: That the Commission grant Provisional Approval to Temecula Valley Unified School District and set the Provisional Approval period to be three years.

Presenter: Elizabeth de los Santos, Consultant, Division of Standards, Accreditation, and Workforce Investment

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
    A. Set and uphold rigorous standards for educator preparation programs
    C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Temecula Valley Unified School District

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Temecula Valley Unified School District's (Temecula Valley USD) responses to the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). All Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned. If granted Provisional Approval, the next step in the IIA process would be the review of Temecula Valley USD's responses to the Teacher Induction Program Standards by a BIR team. When these reviewers determine that the program standards are aligned, the proposed program will be considered for Initial Program Approval by the Committee on Accreditation (COA). Then, at that time, if approved, the institution may offer the program for the three-year provisional period as specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must satisfactorily complete five stages to be approved as a program sponsor.

The submission of Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed program is approved by the COA in Stage IV.

Five Stages of the Initial Institutional Approval Process

Temecula Valley USD is seeking approval of Stage III in order to be eligible for Stage IV as highlighted and italicized in the chart below

IIA Process	Stage I - Prerequisites	Stage II – Eligibility	***Stage III – Provisional Approval***	Stage IV – Initial Program Approval	Stage V – Full Approval
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	*Ensures institution meets all Common Standards*	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria • Initial Program Preconditions • General Precondition #9	*Submit responses to:* • *Common Standards*	Submit responses to: • Program-Specific Preconditions • Program Standards	Institution Must: • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	*BIR*	**Preconditions:** Staff **Program Standards:** BIR	Site Visit Team & COA
Authority	Staff	Commission	*Commission*	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	*Provisional Approval:* *1. Grant* *2. Deny*	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
IIA Status*	Not Approved	Not Approved	*Provisional Approval***	Provisional Approval***	Full Approval

*At conclusion of stage **Institutionally approved but cannot offer programs ***May begin offering approved program

Temecula Valley Unified School District
Temecula Valley USD completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its August 2026 meeting. This action allowed Temecula Valley USD to move forward to Stage III in which responses to the Common Standards were submitted, as linked in this item. Currently, Temecula Valley USD seeks Provisional Approval from the Commission. If approved, Temecula Valley USD will seek COA approval of their proposed Teacher Induction program. Temecula Valley USD serves approximately 27,000 students spread over 213 square miles in the communities of Temecula, Murrieta, French Valley, Winchester, and Riverside County.

Stage III: Review to Determine Alignment with Common Standards
In keeping with the Commission's process for IIA, Temecula Valley USD submitted its responses to the Common Standards. Two BIR members reviewed the Common Standards and have found them to be aligned.

Summaries of Temecula Valley USD's responses to the Common Standards are included in this agenda item. Temecula Valley USD's complete Stage III Common Standards submission is available on their website.

It is an important reminder that although the responses to the Common Standards in this agenda item can provide some indication of the design of the program the institution proposes to offer, detailed program information will be provided in the institution's responses to the Teacher Induction Program Standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review team has determined that the responses are aligned to the program standards, an item will be brought to the COA for consideration of Initial Program Approval for the proposed program. If approved, the Provisional Approval period will begin, and the institution may begin offering the program.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR reviewers, to be aligned. Beneath each Common Standard is information and excerpts from Temecula Valley USD's Common Standards submission. The 2015 Common Standards are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

Temecula Valley USD's proposed Teacher Induction program will support candidates' growth in the California Standards for the Teaching Profession (CSTPs) through guided professional development, inquiry, coaching, and reflection. The program will engage a diverse group of internal and external constituents who will share responsibility for program development, implementation, evaluation, and continuous improvement. The Advisory Committee will serve as the primary collaborative structure through which constituents will provide input into the development and implementation of the proposed program. The Committee will meet a minimum of three times per year to review program implementation, candidate and mentor needs, program effectiveness data, alignment between preliminary preparation and induction, and continuous improvement priorities.

Temecula Valley USD will provide the proposed program with sufficient personnel, financial, technological, material, and organizational resources for effective operation. Personnel resources will include induction program leadership positions, qualified mentors, Human Resources staff, Curriculum and Instruction staff, site administrators, and other district personnel whose expertise can support candidate development. Temecula Valley USD will establish a mentor stipend of $1,500 per inductee to support the individualized, job-embedded mentoring that is central to the proposed program. Mentors will also receive initial and ongoing professional learning to prepare them to effectively support candidates. Program leadership will regularly review resource needs to ensure sufficient resources are maintained for effective program operation.

Temecula Valley USD has established a clear leadership and accountability structure for the proposed program. Kimberly Velez, Superintendent, will serve as the Unit Head and ensure that the program has sufficient resources for effective operation. In addition, the Unit Head will ensure alignment among credentialing requirements, candidate support, professional learning, and district instructional priorities. Day-to-day program coordination will be delegated to induction program leadership. Temecula Valley USD will recruit qualified educators to serve as mentors and instructional personnel for the proposed program through established district recruitment and selection processes. Induction mentors will hold a valid California Clear Teaching Credential and have a minimum of three years of successful teaching experience. The program will regularly evaluate the effectiveness of mentors and other instructional personnel using participant feedback, program data, self-reflection, and program leadership review.

Common Standard 2 – Candidate Recruitment and Support Preparation

Temecula Valley USD's proposed program will serve eligible teachers following the district's established recruitment and hiring processes. The district is committed to fostering an educator

workforce that reflects and effectively serves the diversity of California's students. The proposed Teacher Induction program will accept teachers who hold a California Preliminary Multiple Subject, Single Subject, or Education Specialist credential and be employed as a teacher of record in Temecula Valley USD. Following verification of eligibility, candidates will receive an admission letter, program handbook, orientation information, and initial meeting details. The Temecula Valley USD Teacher Induction Handbook describes the comprehensive system designed to support candidates' successful entry into the profession.

Candidates are introduced to program expectations and available support during admission and orientation and receive continued guidance throughout the program. Each candidate will be assigned a mentor who provides at least one hour of individualized, job-embedded support each week, including just-in-time assistance. Candidates will also have access to program leadership, site administrators, and credential personnel.

Temecula Valley USD will monitor candidate progress throughout the program. Candidate progress will be tracked through the Individual Learning Plan (ILP), CSTP self-assessment, mentor meeting documentation, observations and feedback, professional learning, reflections, and a program completion status report. Candidates will review their progress regularly with their mentor during weekly meetings. Program leadership will monitor completion of program requirements and provide additional advisement when necessary. When a candidate is not making sufficient progress, the mentor and/or program leadership will identify the area of concern, communication expectations to the candidate, and develop an individualized plan for support.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

Temecula Valley USD's proposed Teacher Induction program will engage candidates in individualized, job-embedded professional learning that provides ongoing opportunities to examine and respond to the diverse academic, linguistic, cultural, social-emotional, and developmental needs of the students they serve. Through the ILP, CSTP self-assessment, and cycles of inquiry, candidates will identify areas of professional growth based on their teaching context and student needs. Mentors will provide individualized and just-in-time support and connect candidates with professional learning and district resources.

Temecula Valley USD will ensure that mentors providing site-based support to candidates are experienced and credentialed educators. Mentor selection and matching will consider the candidate's credential authorization, grade level, content area, teaching assignment, professional experience, and identified support needs. Whenever possible, candidates are matched with mentors who possess knowledge and experience relevant to the context and content of each candidate's teaching assignment. The program will use a purposeful selection process to identify qualified and effective educators to serve as mentors, including demonstrated effective professional practice and communication skills and possession of a collaborative disposition necessary to work with beginning teachers.

Temecula Valley USD will provide systematic preparation and ongoing support to ensure that mentors are equipped to provide effective feedback and individualized support to candidates.

The program will track mentor participation and completion of required professional learning. Mentor effectiveness will be evaluated through multiple sources, including mentor self-reflection, candidate feedback, fulfillment of program responsibilities, and program leadership review. The program will recognize mentors for their contribution to the development of beginning teachers through an annual stipend per induction candidate and an induction celebration with a certificate of appreciation.

Common Standard 4 – Continuous Improvement

Temecula Valley USD has developed a systematic, multi-year assessment cycle to monitor program effectiveness, evaluate candidate experiences and outcomes, and guide continuous improvement processes. Data will be collected each year and reviewed at established intervals by program leadership and the Advisory Committee. Candidate-level data will include enrollment and completion information, CSTP self-assessments, ILPs, mentor observations, annual reflections, and credential recommendation status. Candidate and mentor surveys will provide additional information regarding the quality of mentoring, accessibility of professional learning and program resources, and overall program experience. Program leadership will use these data and constituent feedback to identify program modifications, implement changes, and monitor the impact of those changes during subsequent assessment cycles.

Common Standard 5 – Program Impact

Program impact will be determined by evaluating candidate growth in their teaching practice via the CSTP self-assessment and documentation of ILPs, inquiry cycles, observations, annual reflections, and program completion status. Candidates will begin by self-assessing their practice using the CSTPs and developing an ILP informed by their professional preparation, teaching assignment, student needs, mentor support, and administrator input. Throughout induction, candidates will engage in cycles of inquiry to examine evidence of student learning, reflect on effectiveness, and adjust their practice. Candidates will demonstrate their ability to support students in meeting California's adopted academic content standards through standards-aligned lesson planning, instruction, assessment, and reflection. Program leadership will review inquiry documentation, instructional artifacts, and candidate reflections as evidence of candidates' ability to translate academic standards into effective classroom practice.

Temecula Valley USD's proposed program will systematically evaluate the impact of its proposed program on candidate learning, professional competence, instructional practice, and student learning through multiple measures collected throughout the year. Candidates will complete initial and final CSTP self-assessments and document their growth through the ILP, inquiry cycle, and annual reflections. The program will collect feedback from candidates, mentors, and program completers through surveys to evaluate the effectiveness of mentoring, professional learning, and overall program support. Program leadership will document its annual analysis in a program impact summary that identifies trends in candidate growth, instructional practice, student learning, and constituent feedback. Through this ongoing cycle of data collection, analysis, constituent feedback, and program refinement, Temecula Valley USD will evaluate and continuously improve the impact of its program on teacher effectiveness and student learning.

Staff Recommendation
The Board of Institutional Review (BIR) team has found the Common Standard responses to be aligned. Therefore, staff recommends that the Commission grant Provisional Approval to Temecula Valley Unified School District.

Granting Provisional Approval would allow Temecula Valley Unified School District's proposed Teacher Induction program to be reviewed by the Committee on Accreditation for Initial Program Approval in Stage IV. The Provisional Approval period would begin once the COA grants Initial Program Approval for the proposed program at the conclusion of Stage IV.

Staff recommends that if Provisional Approval is granted to Temecula Valley Unified School District by the Commission, the period of Provisional Approval be set to three years because Temecula Valley Unified School District's Teacher Induction program is designed to be two years in length. After three years, Temecula Valley Unified School District will have had an opportunity to have a cohort complete the program, and the institution will have accumulated three years of data, including completers of the program. A Provisional Site Visit would occur and the report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for Temecula Valley Unified School District in Stage V.

Next Steps
Staff will take appropriate next steps based on the Commission's action.