

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

Professional Services Division

April 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Mateo Union High School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** 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 Program	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
Provisional Site Visit Team Report**

Institution: San Mateo Union High School District

Dates of Visit: March 24 – 26, 2025

Accreditation Team Recommendation: 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 provisional accreditation site visit including interviews with administrators, mentors, candidates, completers, 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

All Preconditions have been determined to be aligned.

Program Standards

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

Common Standards

All Common Standards have been determined to be **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction 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 program and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- San Mateo Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

Team Lead:

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Programs Reviewer:

Elizabeth Steele
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Common Standards:

Kelly Daly
Sonoma County Office of Education

Staff to the Visit:

Roxann Purdue
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course of Study
Candidate Advisement Materials
Accreditation Website
Learning Management System (LMS)
documents

Faculty Vitae
Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	17
Completers	5
District Superintendent	1
School Principals	8
Mentors	13
Program Leadership	3
Professional Development Providers	2
IHE partners	1
District Human Resources	2
Credential Analysts	1
District Curriculum and Instruction	2
District Business Services	1
Advisory Council Members	6
TOTAL	62

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 San Mateo Union High School District (SMUHSD) Teacher Induction program is situated within northern San Mateo County and includes the communities of San Bruno (pop. 39,714), Millbrae (pop. 21,386), Burlingame (pop. 28,998), Hillsborough (pop. 10,563), San Mateo (pop. 98,441), and Foster City (pop. 31,144). Northern San Mateo County is located along the San Francisco Bay bordering San Francisco to the north and the San Bruno Mountains to the east. Northern San Mateo County is close to the San Francisco International Airport and is well connected to public transportation with BART and Caltrain stopping in many cities.

Approximately 9,093 (2021-2022) students attend one of the six comprehensive high schools, a special Middle College program in conjunction with the College of San Mateo, an alternative/continuation high school, a newcomer school, and an Adult School Program within the district. SMUHSD has graduated approximately 134,000 students since its founding in 1902. As of the 2021-22 academic year, a staff of approximately 471 teachers were serving this student population.

The district serves a diverse population, with approximately 40% of students identifying as Hispanic/Latino, 20% as Asian, 20% as White, 9% as Filipino, and smaller percentages of African American, Pacific Islander, and multi-racial students. According to DataQuest, out of a total enrollment of 8,841, 11.8% of the students within SMUHSD are English Learners and 22.2% of students are identified as socioeconomically disadvantaged.

Education Unit

SMUHSD's Teacher Induction program is available to candidates in all nine public schools within the district, although the number of schools requiring induction services varies from year to year. Each year, SMUHSD hires an average of 45 new teachers, and there are 25-35 teachers who require induction services in any particular year. The SMUHSD chose to establish a new teacher induction program to address the difficult task of recruiting and retaining teachers in a district with a high cost of living.

SMUHSD's Teacher Induction program straddles two departments - Human Resources (HR) and Instruction. The deputy superintendent of Human Resources manages operations, including mentor assignments and constituent communication. The assistant superintendent of instruction oversees professional learning aligned to the district instructional framework and California Standards for the Teaching Profession (CSTPs), while the program manager oversees daily operations, mentor support, and data reporting. The credential analyst verifies eligibility and credential requirements, and the lead mentor offers candidate support and feedback on individual ILP components. Mentors guide candidates through the Individual Learning Plan (ILP) and conduct mentor observations to gauge progress in the CSTP and ILP goals.

In a typical year, approximately 26 candidates are enrolled in SMUHSD's Teacher Induction program, with approximately 13 candidates completing the program each year. The program is in its fourth year of operation under Provisional Approval from the Commission and has served

a total of 103 candidates over the past four years, with 38 candidates completing the program as of December 2024.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Teacher Induction	21	27

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. The team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate. San Mateo Union High School District (SMUHSD) Teacher Induction program have operated in provisional status for four years.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

San Mateo Union High School District Teacher Induction Program

Program Design

The San Mateo UHSD Teacher Induction program is a subset of a district-wide support system for teachers new to the district. All teachers entering the district are supported by an instructional coach and some of the more experienced instructional coaches are also induction mentors. Induction program leadership consists of a program manager administrator and a lead mentor. The program manager is primarily responsible for induction coordination, including the following duties: feedback to mentors, choosing mentors with site administrators, communication with the Commission, observing candidates for demonstration of growth, and confirming clear credential requirements are met. Review of program materials and interviews with program leadership and participants confirmed that the program manager has principal responsibility and authority for program revisions and implementation. Because the induction program was developed from the established program for teachers new to SMUHSD, it is aligned with Local Control and Accountability Plan (LCAP) goals to support multilingual students and enhance literacy instruction. The induction program is further adapted for brand new teachers, focusing on classroom culture, Universal Design for Learning, and student-centered spaces.

Documentation and interviews demonstrate the system-wide support SMUHSD provides for all new teachers. An interview with the professional development coordinator highlighted that “Administrators were able to provide the grace and space for the just in time support that the candidates needed” when collaborating with the induction program. A site administrator stated in an interview that, “Induction is a safety net for teachers to grow and take risks in their practice. The site instructional coach/mentor knows the PLC and staff.” Candidates are welcome to share their induction work with their administrators. While induction information is

never used in evaluation, the documentation for induction is aligned with the evaluation process to support candidates through the inquiry cycle.

Induction mentors attend all required mentor colloquiums and professional learning and meet regularly with candidates. Mentors guide candidates toward meeting professional growth goals, review required documents, respond to program surveys, report concerns and communicate questions to induction leadership in a timely manner. Mentor professional development topics are determined by the balance of new and returning mentors and instructional coaching training on foundational practices. They include research on support for new teachers of color, identity development, racism in education, focusing on assets, and non-traditional pathways to teaching. Mentors practice self-reflection and set goals for their professional practice, checking in with the program manager throughout the school year. As noted in interviews with mentors, feedback collected at mentor meetings is honored and addressed by the program manager at the following meeting.

Induction candidates participate in collaborative meetings with their mentor to address just-in-time concerns and to receive support for developing, implementing, and reflecting on Individual Learning Plans (ILPs). Candidates also respond to surveys and communicate questions to their mentor or to induction leadership in a timely manner. Participants in the program receive support, guidance and resources needed to transition from a preparation program and continue their professional journeys. Guidance from skilled program mentors and site administrators provides candidates with the knowledge and skills needed to engage in ongoing reflection and growth through their field experience as classroom teachers. As reported in interviews, candidates also receive individualized mentoring support and professional learning opportunities.

The program assures that a qualified mentor is assigned to each candidate within 30 days of enrollment in the program matching the mentor and candidate according to credentials held, and grade level and/or subject area. Mentors must demonstrate exemplary teaching and the ability to meet diverse student needs. Additional qualifications include establishing rapport with adult learners, attention to the needs of new teachers, knowledge of state content standards, instructional frameworks, and the California Standards for the Teaching Profession (CSTP). Mentors must be willing to work with others to create a collegial learning community and demonstrate a commitment to personal professional growth and learning.

The induction advisory council is composed of a diverse group of education partners, including district administrators, program completers, mentors, an institution of higher education partner, and program leadership. Members meet three to four times per year to analyze program data and make recommendations. The higher education partner demonstrated reciprocity by sharing candidate feedback with university program leadership. An advisory council member stated “everyone is given equity of voice” when looking at the data and there is an open invitation for constituencies to join the advisory council. The program manager facilitates triangulation between participants, administrators, and mentors in small groups to

identify what is going well, areas for growth, and to make recommendations. Survey data is generally positive and there are ample opportunities to make small tweaks for improvement. A longitudinal perspective is gained by looking at the same questions over time to show progress over the years.

Course of Study (Curriculum and Field Experience)

Candidates develop an Individualized Learning Plan (ILP) that provides them with the opportunity to individually design their induction experience in collaboration with their mentor. Website and handbook evidence show that the ILP provides the roadmap for candidate growth and includes areas for developing goals and collecting evidence. The self-selected growth goals influence the candidates' inquiry focus and align to professional areas of growth, the CSTP, and district-wide initiatives. A principal with 20 years of experience shared in an interview what "a game changer it is to have an in-house induction program." She described the reduced stress on new teachers, collaboration and networking between teachers in the district, and increased alignment with district goals.

Mentors provide candidate observations and are available as needed for just-in-time support. The program manager explained in an interview that there is timely intervention for teachers who need additional support after their first semester observations. The program manager is available to provide additional conversation and planning with the mentor, when necessary, in addition to routinely checking the support logs for candidates. Extensions are provided when candidates need more than two years to complete induction. Upon successful completion of the ILP and all program requirements, as well as any additional credential requirements, candidates are recommended for a California clear teaching credential.

Using a learning management system, candidates submit completed portions of the ILP and inquiries for review and feedback. Documents and candidate examples demonstrate the SMUHSD induction program's course of study/field experience supports the development of reflective teacher's practitioners set up for continuous improvement. Candidates and mentors are provided with a professional learning and inquiry activities choice board organized by CSTP to support four inquiry cycles per year of induction. The research base for program design and mentor support includes Jim Knight's work on instructional coaching, Elena Aguilar's equity resources, and the New Teacher Center's standards for mentoring.

As reported by participants, induction activities that support candidate growth and increase teacher confidence include goal setting, co-planning lessons and units with a mentor, backwards planning, project-based learning, sharing resources, and observing other teachers. Conversation time and clear timelines for program requirements are greatly appreciated by both candidates and mentors.

Assessment of Candidates

Candidates are assessed formatively throughout the two-year program. Initial review occurs within 60 days of enrollment to ensure each candidate has selected CSTP growth goal areas on

their ILP. Formative assessment includes a triad meeting between the candidate, mentor and site administrator. During the triad meeting further assessment and analysis lends to fuller development of the ILP and inquiry focus. Program manager observations of candidates upon beginning induction ensure “the candidate gets early support in areas of need.”

Self-assessment on the CSTP using the Continuum of Teaching Practice descriptor levels indicates candidate areas of strength and growth. Additional formative assessment is based on review of mentor observations and debriefs as well as inquiry reflection. The candidate growth process is supported and complemented by district provided professional learning opportunities, with multiple full-day professional development sessions throughout the school year.

Findings on Standards

After a review of the institutional report, supporting documentation, and outcomes data including survey results, the completion of interviews with candidates, mentors, advisory council, site administrators, and induction program leadership, the team determined that all program standards are fully **met** for the SMUHSD Teacher Induction program.

INSTITUTION SUMMARY

The San Mateo UHSD teacher induction program is a priority to the school district across all departments, including the office of the superintendent and the board of trustees. In an interview with the advisory council, one member noted that they are a diverse group encompassing departments across the district. It is with those many lenses that they can look critically at data and identify areas of commendation and recommendation.

The mentoring support provided to the beginning teachers is a subset of the system of support provided to every teacher in the district. It can be viewed as a pipeline into a system-wide coaching model. The group of completers noted that the program is completely aligned with their teaching and that their ILP goal allowed them to narrow their focus to work on and refine one thing at a time.

The support provided is best summed up in the words of a Year 2 teacher, “I am pleased and happy with the (induction) process. I never felt so supported and never felt I had my head under water... I have someone to go to.”

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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
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 district superintendent shared that he and the district board of trustees fully support the work of the induction program as an integral part of the “overarching support of exceptional teaching.” He further noted that because of the support they receive, very few teachers leave the district. This support was echoed through all departments and all interviews.

The program manager meets with the assistant superintendent of business services twice a year to review funding needs. Any mid-year adjustments to the budget are made through weekly instructional council meetings.

Candidates are provided with sufficient assistance beginning with the point of hire with the credential analyst through an on-boarding process. Completers stated that their mentor was able to help them with nearly anything they needed and that the program manager could always answer their questions or know who to refer them to. At the conclusion of the program,

the program manager confirms that all program requirements have been met, meets with the credential analyst to confirm that any out-of-state or out-of-country credential holders have completed their additional requirements, and then submits a completion form for recommendation of the clear credential.

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

Within the unit, the Teacher Induction program intentionally recruits and admits eligible candidates based on clear and specific criteria. These eligibility criteria are outlined in the SMUHSD induction program handbook and are shared with new hires during the new teacher orientation.

The unit actively engages in efforts to diversify the educator pool. Recruitment strategies include a recruitment video, local recruitment fair attendance, and collaborating with local universities (*Handshake Approved College List for SMUHSD Recruitment*). School leadership emphasized the importance of hiring teachers who reflect the diversity of the school community. One leader noted, "Recruiting for diversity has always been our priority. A diverse mix of voices, and talents lead to better outcomes for all of our students."

Once a new teacher is hired, SMUHSD ensures a smooth transition into the induction program through a well-structured onboarding process. This includes an intake meeting with the

credential analyst where the teacher's credentials, induction eligibility, and program requirements are reviewed. During this meeting, teachers are referred to the program manager where they are introduced to key documents such as the Individualized Learning Plan (ILP), and other program requirements, and Early Completion Option (ECO) eligibility requirements.

Candidates confirm their understanding of program expectations and timelines at the outset of their induction experience by signing the *Induction Commitment Form*. The school also ensures that all new teachers are aware of available support throughout the SMUHSD's induction program as affirmed by candidates and mentors.

Candidates and mentors confirmed in interviews that each new teacher in SMUHSD is matched with a qualified mentor within 30 days of enrollment in the induction program. Mentors provide ongoing, job-embedded support through regular meetings, classroom observations, and reflection sessions. These supports are tailored to the candidate's content area, and individual professional learning needs. Many candidates shared that they felt their mentors were "very supportive" and the "strong relationships" were central to the program.

The ILP is developed collaboratively between the candidate and mentor within 60 days. The plan incorporates the candidate's strengths, areas for growth, and alignment with the CSTP. The ILP may also include input from the candidate's teacher preparation program and align with site-specific goals discussed in triad meetings that include the candidate, mentor, and site administrator.

SMUHSD provides access to a range of professional learning opportunities to support teacher development. A calendar of professional learning events for newly hired teachers is shared at the start of each year during orientation and updated throughout the year as new opportunities become available. These include specific inquiry activities that are linked to a specific CSTP. Mentors and candidates are also welcome to identify other professional learning opportunities that meet the needs of the candidate.

When candidates face challenges in meeting induction program requirements, SMUHSD provides additional support through program manager observations, access to Professional Learning Communities, structured timelines, mid-year progress reports, check-ins with program staff, and if needed revised timelines and/or extensions.

Candidate progress is monitored through ILP documents, mentor support logs, candidate observations, Canvas assignment monitoring, participation in joint induction meetings with the mentor and the candidate, and program surveys. Mentors and candidates meet regularly to review goals, gather evidence, and reflect on practice. Feedback is both formative and ongoing.

The verification of the completion process involves the candidate, mentor, and program manager. All required documents and reflections are submitted on Canvas by the second week of June. The program manager verifies the candidate has satisfactorily completed all program activities and requirements.

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

SMUHSD provides candidates with a clearly designed and sequenced system of support and their development in the CSTPs. Throughout SMUHSD's induction program, candidates engage in cycles of inquiry, receive individualized support from trained mentors, and work in diverse

school settings. The goal is to ensure candidates build and demonstrate the knowledge and skills needed to support all students in meeting state-adopted academic content standards.

Each candidate develops professional growth goals on their ILP annually, guided by self-assessment and reflection on the CSTPs. Candidates select a focus area and inquiry goal in collaboration with their mentor and, when appropriate, a site administrator. Goals are established in the Fall and candidates collect evidence of progress toward the goal through the spring. The ILP process is grounded in a Plan-Gather-Analyze/Reflect structure (Plan-Teach-Reflect Cycle) that supports iterative growth and instructional refinement. One candidate said, “I feel like everything we do has an authentic intention to help make us better teachers”

Candidates maintain a portfolio of assignments in Canvas (LMS) that includes evidence of their growth, reflections, inquiry activities, and documentation of ILP progress. The portfolio supports continuous reflection. Candidates engage in additional professional learning aligned to their ILP goal. Opportunities may include observing veteran teachers, attending district PD sessions, or participating in ongoing learning offered through the *Professional Learning and Inquiry Activities Choiceboard*. Candidates are required to be observed in relation to their ILP inquiries. These formal observations are done in the Fall and Spring of the induction program. In addition, the program manager observes once in the Fall for Year 1 candidates and again in the Spring for Year 2 candidates. Based on interviews with candidates and mentors, during these observations, mentors consistently provide feedback to candidates about their progress toward meeting their ILP goals.

Mentors are selected by the site leader (principal or designated administrator) in collaboration with the program manager. Mentors, also district instructional coaches, are selected based on meeting program qualifications, strong instructional practice, and knowledge of the state-adopted curriculum frameworks and the CSTPs.

Mentors engage in ongoing professional learning and reflection to continuously improve their practice. They complete a self-assessment aligned with the New Teacher Center (NTC) Mentor Practice Standards and maintain a mentor support log to document the work they are completing with their candidates. Mentors participate in orientation, mentor colloquiums, instructional coaching workshops, and mentor/candidate meetings throughout the year. They receive individualized feedback from the program manager during a designated annual meeting and gather feedback from their mentees. This mentee feedback is reviewed both holistically—to inform program-wide improvements—and individually to support each mentor’s professional growth. During mentor interviews, mentors shared feelings of being respected and valued as coaches in their district.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key 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

Within the unit, the SMUHSD Teacher Induction program implements a comprehensive, comparative, and ongoing evaluation process that includes the collection of both qualitative and quantitative data. This commitment to continuous improvement is driven by a clearly defined *Cycle of Assessment and Improvement*. The program follows an established data and assessment timeline that outlines key data sets and corresponding review periods throughout the year. Based on the findings from these assessments, the induction program makes data-informed programmatic adjustments to enhance support for the professional growth and success of its beginning teachers. SMUHSD feedback is collected throughout the year from various sources to inform ongoing improvement, including:

- Candidate CSTP Self-Assessment, candidate surveys (mid-year, end-of-year), candidate reflections, ILP progress, program manager observations, completer data, and mentor logs, reflections, and observations.
- Data is collected from current candidates, completers, mentors, site administrators, and teachers on special assignment (TOSA).

Interviews with mentors, candidates, and site administrators affirmed that the program regularly assesses its effectiveness through data analysis. Interviewees cited clear timelines, improved communication, expanded professional learning opportunities, and a streamlined document improvement process as evidence of the program's continuous improvement cycle.

In addition, the program manager meets bi-monthly with district leadership to review program data also using the structured improvement model: *Cycle of Assessment and Improvement*.

These meetings focus on identifying trends, planning responsive support, and celebrating growth. The SMUHSD advisory council also meets three times per year to review data gathered from surveys completed by administrators, candidates, and mentors. This data is triangulated to provide insight from multiple perspectives—mentor, candidate, and site administrator. The advisory council emphasizes the importance of reviewing data at multiple points throughout the program to monitor progress and support continuous growth over time.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The district superintendent identified induction as a “game changer” for their continuation high school. Seven of the nine teachers are new to the school this year and four of those are in induction. Through the mentoring support of the induction program, the school mirrors a “community school.” Students are supported socially, emotionally, physically, and academically. All of the teachers plan to remain at the school next school year and are working together to create a climate that supports the students and their families.

The school principals all agreed that the in-house teacher induction program is what makes the difference in the beginning teachers’ effectiveness in the classroom. The mentors understand the district culture and instructional goals and are hence able to provide the support needed to impact teaching and learning in their classrooms.

In an interview with completers, they all concurred that the reflection and the collaboration have all impacted their instruction. By collaborating with their mentor, they were more comfortable working collaboratively with their departments. The increased reflection allows them to focus on solutions.

Program leadership and mentors both described “book-end observations” that are completed at the beginning of the first year and the end of the second year. For those two observations,

they use the same form based on the CSTP. A mentor described the second observation as “moving to see their growth over the two years.”