

**Recommendations by the Accreditation Team and Report of Findings of the
Provisional Accreditation Visit for Professional Preparation Programs at
San Benito County Office of Education**

Professional Services Division

February 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Benito County Office of Education**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** 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 with Concerns
4) Continuous Improvement	Met
5) Program Impact	Met with Concerns

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	3	3	0

All Preconditions were aligned with the exception of Program Precondition 5.

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 Benito County Office of Education

Dates of Visit: January 27-29, 2025

Accreditation Team Recommendation: Accreditation With Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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 administrators, faculty, coaches, candidates, 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 recommendation of **Accreditation with Stipulations** for the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned with the exception of Program Precondition 5.

Program Standards

Teacher Induction Program Standards 1, 2, and 5 are found to be Met. Program Standards 3, 4, and 6 are Met with Concerns.

Common Standards

Common Standards 1, 2, and 4 are found to be Met. Common Standards 3 and 5 are Met with Concerns.

Overall Recommendation

Based on the findings listed above, the team recommends Accreditation with Stipulations.

The team recommends the following stipulations:

- By March 1, 2025, the program provides systematic evidence of compliance with the Induction Program precondition 5 that the Individual Learning Plan (ILP) developed and implemented by the candidate in collaboration with their coach is not used for evaluative purposes.

That within one year, the institution provides evidence that:

- For Common Standard 3: Provide evidence that supervisors are oriented to their supervisory role, are evaluated and recognized in a systematic manner.
- For Common Standard 5: Provide evidence of how the program will evaluate and demonstrate that the program and unit are having a positive impact on teaching and learning in schools that serve California's students.
- For Program Standard 3: Provide evidence that the program has instituted a defined process for employer input into the development of the ILP.
- For Program Standard 4: Provide evidence that the program is providing training to coaches in the principles of adult learning theory.
- For Program Standard 6: Provide evidence that the program is providing formative feedback to induction coaches on their work.
- That SBCOE submit a 3-month progress report (and 8-month report if necessary) addressing the remaining stipulations.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted, with the exception of Program Precondition 5 as noted in the stipulation above.
- San Benito County Office of Education not be permitted to propose new credential programs for approval by the Committee on Accreditation until the Commission advances the institution from provisional approval to full approval status.

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

Teacher Induction

Accreditation Team

Team Lead and Common Standards:

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Common Standards:

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Programs Reviewers:

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Staff to the Visit:

Rosemary Wrenn
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website

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

Interviews Conducted

Stakeholders	TOTAL
Candidates	33
Completers	18
Site Administrators	10
Institutional Administration	6
Program Director & Coordinators	2
Mentors/Coaches	31
Program Advisors	2
IHE Representative	1
Credential Analysts and Staff	1
Advisory Board Members	10
TOTAL	114

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 Benito County Office of Education (SBCOE) Teacher Induction Program is located in Hollister, California, the county seat for San Benito County. Nestled between the Gabilan Range and the Pacific Ocean, San Benito County is a small, rural county with a population of approximately 68,707 residents. Home to Pinnacles National Monument, the county covers 1390 square miles that includes rich farmland, numerous vineyards and beautiful golden hills. Because the county sits just below California’s Silicon Valley, many residents commute to the San Jose area to work in the Tech Industry. Many others work within the county in the Agricultural Industry. Due to its proximity to Silicon Valley and lower cost of housing, the county was listed as the fastest growing county in California by the World Population Review in 2024.

Approximately 11,969 students make their home in San Benito County and attend one of the 27 schools in 11 districts. A unique quality of San Benito County is its rural school districts, several of which have extremely small enrollments and are located an hour or more from Hollister. Enrollment in these districts ranges from 4 to 236 students. According to DataQuest, close to a quarter (23%) of the students in San Benito County are English Learners and 59% of students are low income. Because the county is an agricultural community, schools also reflect a significant Migrant population (10.3%). Although most students identify as Hispanic (77.3%) or White (14.4%), the population is slowly diversifying as new families make San Benito County their home.

Education Unit

San Benito County Office of Education’s Teacher Induction Program serves as the sole Teacher Induction Program in the county and is available to candidates in all 11 public school districts as well as in the schools operated by SBCOE. Together, the LEAs encompass 27 schools, although the number of schools requiring Induction services varies from year to year.

The faculty includes a Director, Coordinator and Credentials Analyst. Three Program Advisors from the three largest districts serve as liaisons between SBCOE and the districts. SBCOE provides Program Advisor services for the other districts due to their extremely small size.

In a typical year, approximately 50 candidates are enrolled in SBCOE’s Teacher Induction Program, with 20-30 candidates completing the program each year. The program is in its fourth year of operation under Provisional Approval from the California Commission on Teacher Credentialing and has served a total of 203 candidates over the past 4 years, with 75 candidates completing the program as of December 2024.

Table 1: Program Review Status

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Teacher Induction	22	58 (2 completed 12/24)

The Visit

This site visit was conducted virtually and proceeded in accordance with all normal accreditation protocols. The team and institutional constituents were interviewed via technology.

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. Because this PSV is based on a routine sixth year accreditation site visit, the team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved programs, in this case, Teacher Induction, have only operated for a short time, four years for the San Benito County Office of Education.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met with the exception of the following:

Teacher Induction Precondition 5 reads as follows:

The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

The team finds that some principals/site administrators engage in an evaluative manner with candidates and coaches during the induction experience.

PROGRAM REPORT

Teacher Induction

Program Design

The San Benito County Office of Education (SBCOE) Teacher Induction Program is designed to support new educators in obtaining their California Clear Credential through its mission to advance student learning by providing an interactive induction program that supports and retains new teachers as they grow in their profession and transform into life-long, reflective practitioners. The program's vision is to:

- Develop and retain highly qualified teachers in San Benito County schools
- Create ongoing reflective inquiry habits
- Alleviate isolation new teachers experience (transition)
- Collaborate with others
- Seek opportunities to grow professionally
- Develop the skills, confidence and knowledge to educate and address the needs of all students
- Through a reflective, inquiry-based manner, learn to effectively teach California's adopted standards and frameworks to students in grades TK-12

The program is overseen by the Deputy Superintendent, who makes final policy decisions based on input from key community partners including the Coordinator of Instructional Support, Director of Curriculum and Instruction and Equity and Access, the Director of Human Resources, the Advisory Board, and other relevant constituents. The Deputy Superintendent serves as the liaison between the California Department of Education (CDE), the California Commission on Teacher Credentialing (the Commission), and participating districts, ensuring the program meets all state requirements.

The day-to-day operations of the program are managed by the Coordinator of Instructional Support, who reports directly to the Deputy Superintendent. This role involves coordinating program activities, building curriculum, and verifying that candidates meet program requirements through regular checklists and evaluations. The coordinator, with the support of

the Deputy Superintendent, also provides training to program advisors and supports the development of the online curriculum in collaboration with the Director, Curriculum and Instruction and Equity and Access. The Director of Curriculum and Instruction and Equity and Access supports the Teacher Induction Program by assisting with curriculum alignment to the California Standards for the Teaching Profession (CSTP) and developing online curriculum. This position reports to the Assistant Superintendent, Educational Services, and works closely with the coordinator to ensure the program's curriculum is effective and current (see [SBCOE Organizational Chart](#)).

The program offers two pathways: the traditional two-year induction program and the Early Completion Option (ECO). The traditional pathway includes comprehensive support over two years, while the ECO allows eligible experienced teachers to complete the program in one year. Both pathways are designed to meet rigorous standards and support candidates in achieving their clear credential.

SBCOE operates the Teacher Induction Program for teachers in SBCOE schools as well as for Districts in San Benito County through an MOU. All districts employ their own induction coaches. Larger districts also hire their own program advisor while SBCOE serves as the program advisor for smaller districts or through an Addendum MOU upon request. Regular communication and collaboration are essential components of the program. The Deputy Superintendent communicates with program advisors about policies, credentialing and data. The Coordinator of Instructional Support communicates with program advisors on day-to-day operations, curriculum, and assignments and with coaches and candidates via monthly updates and additional email communication on a regular basis. Program advisors meet with induction candidates and induction coaches in their districts to ensure they are meeting the requirements of the induction program.

Coaches in the SBCOE Induction Program are full-time classroom teachers selected based on years of experience, possession of a clear teaching credential, and other requirements outlined in program standards. Coaches attend professional learning meetings approximately once per month to engage in developing their coaching practice and receive training from program leadership around induction tasks, mentoring instruments and mentoring challenges to support successful completion of induction by the participating teacher (PT).

Coaches meet with candidates an average of one hour per week to collaborate on the development and implementation of the Individual Learning Plan (ILP), to provide just in time support, and to provide support for long term growth of the candidate. In interviews, Year 2 candidates stated the coach “assisted me in using the California Standards for the Teaching Profession (CSTP) for both short- and long-term planning,” and the coach “reviewed the CSTP with me throughout the semester.”

The Deputy Superintendent, coordinator, and program advisors engage in continuous dialogue to ensure alignment with program goals and educational standards. Feedback from internal and external constituents is used to refine and improve the program. The SBCOE Teacher Induction

advisory board is composed of a representative from higher education, and educators, staff, and administrators from SBCOE and several of the districts within San Benito County. The advisory board meets three times each year to analyze data, review program standards and activities, and provide input on policies. Program advisors, induction coaches and candidates participate in mid-year and end-of-year surveys to measure the effectiveness of the program and to provide input. Professional Development Surveys are also provided after each coach workshop and professional learning opportunity and are used to guide policy and other decisions.

Course of Study (Curriculum and Field Experience)

Candidates are matched with coaches based on their teaching assignments, expertise, and compatibility. Program advisors oversee this matching process and are responsible for hiring and matching induction coaches. The Coordinator of Instructional Support collaborates with the program advisors and provides guidance on coach selection and effectiveness. 100% of candidate respondents in the 2023-2024 Completer Survey stated they were matched with a qualified coach within 30 days of enrollment.

To ensure all candidates are matched to a coach, each program advisor completes a spreadsheet with each candidate's name and the name of their coach. Additional information about the type of credential and grade/subject being taught is also collected for each candidate and coach.

Induction coaches are selected based on qualification and experience, which must align to the MOU and information provided on the Induction Coach Information handout. Coaches attend the coaches Kick-Off Orientation to understand their roles. If a candidate-coach relationship proves ineffective, the candidate or coach contacts their district program advisor who facilitates a conversation between the candidate and the induction coach. If the concerns cannot be resolved, the Program Advisor facilitates reassignment to ensure a better match. In a review of document evidence, this process is outlined formally and is included in the Participating Teacher Handbook. While there is a process in development to evaluate and provide formative feedback to coaches from candidates, program advisor observations, and mid and end of year feedback, this process has not taken place for coaches at the time of this report.

Candidates and their induction coaches collaboratively develop Individual Learning Plans (ILPs) that outline professional growth goals for the candidate, including the completion of an inquiry cycle each semester. Progress is tracked through monthly Collaborative Logs, evidence submissions in Canvas, and regular meetings. The program ensures both candidates and coaches have access to the resources necessary for developing and achieving their goals through tools such as the CTSP Self-Assessment, Mentor Goal Sheet, and SMARTIE Goal handout.

Induction coaches support candidates in the implementation of the ILP by advising the candidate on professional development and related resources necessary to accomplish the ILP. During weekly conversations, induction coaches and candidates discuss job responsibilities

and challenges, progress on implementing the ILP, and any additional just in time support needs. In a review of Completer Survey data from 2023-2024, 90% of responding candidates stated the observations conducted by the coach and resulting feedback had a strong impact on their teaching and learning.

The program seeks feedback from candidates and coaches about the program several times per year. The feedback is shared with the program's advisory group and considered when making program adjustments. In interviews, candidates reported that they gave the program feedback about the need to submit collaboration logs more frequently instead of just once a semester to support program pacing. As a result, the program made the shift to collecting and reviewing collaboration logs monthly.

Assessment of Candidates

The SBCOE Teacher Induction Program uses a comprehensive system to monitor and support candidate performance. This includes reviewing evidence such as coaching logs, reflections, and inquiry results. Each candidate completes an ILP in which they must document their entire Inquiry Cycle and reflect on their growth throughout the semester. Candidates receive feedback on individual assignments in Canvas and at the end of each semester through the ILP and Inquiry Process Feedback Form. Candidates who are not making satisfactory progress receive additional support through individual meetings with their induction coach, program advisor and SBCOE induction staff, depending on the needs of the individual candidate. During the interview of program completers, there was a general sense that the program has strong communication with and support for candidates, with one program completer stating, "I was never alone in the program." However, it was noted through interviews with Year 1 and Year 2 candidates and coaches, that there is not a clear delineation between evaluation and support for induction candidates. Candidates noted that evaluators become involved in induction, i.e., by requesting that observations focus on areas the evaluator sees as needing improvement. One candidate stated, "My administrator told me and my coach that we should work on the things that we needed to work on from my prior year's evaluation."

Candidates are informed about assessment criteria and program competencies during orientation and in ongoing communication. Additionally, induction coaches receive training throughout the year on assessment criteria so they can support candidates in a timely manner. These systems ensure that candidates understand all induction program requirements and how they will be evaluated on their progress throughout the program.

Data regarding candidate competence is reviewed with the advisory group and discussed through a lens of program improvement. Based on interviews of program leadership, a recent example of an advisory discussion included a review of candidate competence and the Early Completion Option (ECO) process. The program, based on the advisory board's recommendation, strengthened the requirements for ECO candidates to ensure that candidate competencies were being met, and ECO was not being used as a fast track to complete induction without meeting rigorous requirements for experience and exceptional practice.

Upon successful completion of the program, the Deputy Superintendent, with assistance from the coordinator, provides verification of program completion. This includes a Mid-Year and End-of-Year Checklist indicating the candidate met the standards each semester as well as a certificate of completion each year. The Deputy Superintendent provides each candidate with instructions for obtaining the California Clear Credential once their documents have been submitted to the Commission.

Once a candidate completes the SBCOE Teacher Induction Program and the SBCOE Deputy Superintendent has verified that all other requirements have been met for the California Clear Credential, the Deputy Superintendent submits an electronic folder containing the required documents to be submitted to the Commission to the Human Resources Credentials Analyst. Documents include Certificates of Completion for each year the candidate was in the program, as well as Mid-Year and End-of-Year Checklists for each semester of enrollment. For candidates who completed part of their induction program through another institution, the Transportability Document is included. The Letter of Acceptance into the ECO Program is included for all ECO candidates. SBCOE's Human Resources Credentials Coordinator reviews the documents, confirms that there are no other documents needed for the California Clear Credential, and then submits the recommendation to the Commission. Upon submitting the documents to the Commission, the Human Resources Credentials Coordinator emails the candidate to let them know the documents have been submitted.

In summary, the SBCOE Teacher Induction Program is structured to provide robust support for new teachers, ensuring they meet the requirements for the California Clear Credential through a well-coordinated and rigorous process.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty employers, and supervising practitioners, the team determined that all program standards are met for the SBCOE Teacher Induction Program except for the following:

Standard 3: Designing and Implementing an ILP – Met with Concerns

Reviewers did not find evidence that there is a defined process for employers to contribute to the development of the ILP.

Standard 4: Qualifications and training of mentors – Met with Concerns

While the reviewers found evidence of ongoing training and support for coaches, the reviewers did not find evidence of training in best practices for adult learning.

Standard 6: Program Assurances for Quality – Met with Concerns

Reviewers noted that the program is beginning to plan to address its *Responsibilities to Assure Quality of Program Services*. However, they did not find sufficient evidence of a practice currently in place to provide formative feedback to induction coaches.

INSTITUTION SUMMARY

The San Benito County Office of Education (SBCOE) is responsible for overseeing the financial, educational, credential monitoring, and operational success of 11 independently governed public school districts in the county. Those districts educate more than 11,000 students in 22 schools. Because of its proximity to Silicon Valley, the city has more than tripled its population within the last quarter century, including growth in the suburbs that brought 14,000 new residents over the past decade. During interviews, the team found that the community is highly familial, and teachers tend to stay in the local districts. Additionally, there is high support for the induction program leadership. The teacher induction program was developed based on the requests of local school districts who preferred their candidates not to have to drive for over an hour to another county program.

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 stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

A review of the program website provided ample evidence related to Common Standard 1 including a clear research-based vision that supports the SBCOE induction program.

The San Benito County Office of Education accreditation website and interview data confirm compliance with common standards for educator preparation institutions. The institution upholds a research-based vision of teaching and learning, ensuring coherence for the induction program and alignment with California’s standards and frameworks.

Faculty, instructional personnel, and community members engage in decision-making, fostering inclusivity and program effectiveness. Collaboration with P-12 settings is strong and they have begun to engage with a local institution of higher education. SBCOE continues to interface with the broader educational preparation community to work toward continuous improvement. An interview with cabinet level leadership revealed that sufficient resources are provided for program operations, including coordination, advisement, curriculum, professional development, and field experiences and that they support the use of local LCAP funds for this. The interview with cabinet level leadership also revealed that the unit Leadership has the authority and support to address program needs and represent each program’s interests effectively.

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

Data and evidence gathered during the site visit confirm that SBCOE effectively recruits and supports candidates, fostering an environment conducive to their success. A key component of this success is SBCOE’s commitment to diversifying the educator pool. Interviews with district leadership highlighted this commitment, with one district leader stating, "The commitment to diversity is embedded into our education values and norms of excellence." This emphasis on diversity is not only reflected in local recruitment efforts but also extends internationally, as SBCOE also actively recruits educators from outside the United States to ensure a broad and varied pool of candidates. This approach is in line with SBCOE's vision of creating an inclusive and diverse workforce for its 11 Local Education Agencies (LEAs).

Interviews with program leadership, the credential analyst, and a review of documentation confirm that SBCOE has established clear and comprehensive criteria for accepting candidates into its induction program. These criteria are based on multiple measures of candidate qualifications, ensuring a comprehensive approach to candidate selection. The recruitment process begins with each of the 11 LEAs, where district staff are responsible for recruiting and hiring qualified candidates. Once candidates are identified, they meet with district Human Resources personnel or their district program advisors to discuss their eligibility and the program's requirements.

Interviews with the Human Resources Director and program leadership confirmed that the program's intake process involves close collaboration between SBCOE and each participating district. The Deputy Superintendent, who also serves as the program director, meets regularly with each district to review the list of teachers and discuss the specific requirements for participation in the induction program. The Human Resources credential analyst verifies that each candidate holds a preliminary teaching credential through the California Commission on Teacher Credentialing (the Commission) website. Once the verification is complete, candidates are notified of their acceptance into the program, and orientation details are provided.

To ensure clarity and consistency throughout the induction process, SBCOE has developed a comprehensive handbook that serves as a resource for all educational partners involved in the program. This handbook outlines all program requirements and is distributed to candidates during orientation. Coaches and candidates consistently reference the handbook throughout the year, ensuring alignment with the program's expectations and goals. Interviews with program leadership, coaches, and candidates confirm that when additional support is needed, it is documented in the program's progress monitoring report, prompting follow-up by the program coordinator with both the coach and the candidate.

Throughout the year, SBCOE maintains strong support for its candidates. Program leadership, coaches, and participating teachers all confirmed that the program provides consistent guidance and assistance through weekly coaching sessions and monthly updates. This ongoing support is a cornerstone of the program's success, as evidenced by feedback from several candidates who expressed their appreciation for the coordinator's office hours. Candidates reported that the Induction leadership team was "very accessible," further demonstrating SBCOE's commitment to providing responsive, individualized support to all participants.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

Documentation and interviews with SBCOE Induction Program leadership confirm that the program has developed and implemented a structured sequence of coursework and field experiences. This comprehensive approach is intentionally designed to equip beginning educators with the essential knowledge and skills for success. The course of study is rooted in current research on effective teaching practices, ensuring that candidates are prepared with up-to-date strategies and insights to enhance their instructional effectiveness.

The SBCOE Teacher Induction Program is guided by four key principles: strong mentorship, regularly scheduled collaboration time, research-based professional learning opportunities, and timely, specific feedback. Together, these principles foster a comprehensive and supportive environment for teacher development.

Additionally, documentation and interviews with program leadership, administrators, and the advisory council confirm that the unit and program collaborate on establishing criteria and selecting site-based supervisors. These supervisors, referred to as induction coaches, are sourced from districts within the county. All induction coaches are required to hold a Clear California Teaching Credential and possess a minimum of three years of successful teaching

experience. These requirements are explicitly outlined in the SBCOE Teacher Induction Program Handbook.

Program leadership emphasized that mentorship is a foundational element of the induction experience. Interviews with candidates highlighted their strong appreciation for the support and guidance provided by their coaches. Coaches meet weekly with candidates for an hour to collaboratively develop and review individual learning plans, identify areas of strength and growth, implement instructional strategies to enhance teaching and student outcomes, and ensure the accurate completion of program documentation. Evidence of these meetings, captured in collaborative logs, was shared with reviewers. Candidates emphasized the value of the personalized and actionable feedback they receive during these sessions, describing it as instrumental in fostering their professional growth. One candidate noted that “my induction coach has made such a difference in my teaching practice this year.”

There is clear evidence that coaches receive ongoing, structured training and have opportunities to collaborate with one another. This collaborative approach promotes consistency and the sharing of best practices across the coach network. However, while feedback from candidates underscores the high quality of mentorship, the review team identified a gap in the evidence regarding how coaches are oriented to their roles. Additionally, the review team did not see evidence of a formal, systematic method for evaluating and recognizing coach effectiveness. Establishing such a system could provide valuable insights into coach performance and further enhance the overall quality of the induction experience. Interviews and documented evidence confirm that the SBCOE Teacher Induction Program serves educators across districts throughout San Benito County, providing them with opportunities to work with students from diverse cultural and academic backgrounds. This diversity equips candidates with firsthand experience addressing the varying needs of learners, ensuring they are prepared to support students of all abilities effectively.

Rationale for the Finding

While reviewers noted that coaches received various forms of training, it was found that they are not fully oriented into their role or evaluated and recognized in a systematic manner.

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

Common Standard 4: Continuous Improvement	Team Finding
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

A comprehensive process is in place to assess program and unit effectiveness, leading to data-driven modifications as revealed in interviews with leadership as well as stakeholders. Interviews also confirmed that the induction program is regularly evaluated based on coursework, fieldwork, clinical practice, and candidate support services. The unit systematically collects and analyzes data on candidate performance, program completer outcomes, and overall effectiveness. This ensures ongoing enhancements and informed decision-making. Multiple data sources inform the process, including candidate readiness for professional practice and feedback from employers and community partners on program quality.

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.	Inconsistently

Finding on Common Standard 5: Met with Concerns

Summary of information applicable to the standard.

Documentation and interviews with SBCOE Induction Program leadership confirm that the unit assesses its impact on candidate learning and competence using multiple measures. These include candidates’ growth on the CSTP, candidate assessments from Inquiry pre/post-tests, candidate reflections, coach goals and feedback, candidate retention, and local survey data.

Evidence of local survey data was provided to reviewers, including mid- and end-of-year surveys completed by candidates and induction coaches. Additional evaluations were conducted after key sessions such as orientation and coaching workshops. Program completer data indicated that candidates perceived the program as effective in helping them develop the skills, habits, and tools needed to grow their teaching practice. Notably, data showed that the use of the ILP helped candidates prepare to engage and support all students in learning. The California Commission on Teacher Credentialing completer survey data further reinforced this, with 80% of respondents indicating that the ILP goals and activities effectively prepared them to engage and support all students.

Interviews with candidates and coaches confirmed that the program's design provides structured opportunities for professional growth through self-assessment, inquiry cycles, and the Individual Learning Plan, aligned with the Continuum of Teaching Practice. Additionally, SBCOE ensures candidates are equipped to educate and support all students effectively, as evidenced by their growth demonstrated during the end-of-year colloquium presentations.

Candidates shared that although the program was demanding, it helped them build confidence, knowledge, and skills to meet the diverse needs of their students. Coaches noted that the structured support and reflective practices promoted through the program had a lasting impact on candidates' professional growth and ability to apply strategies effectively in their classrooms.

Rationale for the Finding

While there seems to be a plan in place to assess the impact of the induction program for candidates, the reviewers found no evidence regarding the extent to which the program evaluates how the unit and program have a positive impact on teaching and learning in schools that serve California's students.