

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

**San Mateo-Foster City School District
Professional Services Division**

February 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Mateo-Foster City 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
Accreditation Team Report**

Institution: San Mateo-Foster City School District

Dates of Visit: December 2 - 4, 2024

Accreditation Team Recommendation: Accreditation with a 7th year report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Report – 02/13/2018	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with a 7th year report** 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, mentors, candidates, school district staff, 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 program standards for the Teacher Induction credential program were met and that all Common Standards were **met**, the team recommends **Accreditation with a 7th year report**. Due to the timing of the site visit and a recent change in program leadership, in some instances plans were in place, but the team was unable to verify their full implementation as the site visit occurred in the Fall semester. These include an update on the formal mentor feedback system, the streamlined system to assess Individualized Learning Plan (ILP) benchmarks, and on adjustments to classroom observations related to specific interventions for candidates.

In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.
- San Mateo-Foster City School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Mateo-Foster City School District be granted full approval in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

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:

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Antelope Valley Union High School District

Programs Reviewers:

Carrie Sotro
Etiwanda School District

Common Standards:

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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
Individual Learning Plans
Assessment Materials

Candidate Handbooks
Mentor Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	59
District Administrators	9
Site Administrators	23
District Program Lead	2
Program Consultant	1
Teachers on Special Assignment	11
Mentors	30
Professional Development Providers	11
Administrative Support	4
Credential Analysts	2
Advisory Board Members	12
TOTAL	164

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 Foster City School District (SMFCSD) is a local education agency in San Mateo and Foster City, California. The district serves approximately 10,000 students in preschool through eighth grade across 22 schools. These schools include three middle schools, 14 elementary schools, and three schools with all grades (K-8). The student demographics include 80% minority groups, and 27.5% are economically disadvantaged.

The district's strategic plan is based on the pillars of Achievement, Equity and Wellness. In an interview with the superintendent, he stated, "Our district is distinguished by creating the highest quality of educators who want to stay in the profession." His goal is to "create the conditions that lead to educators becoming part of our teaching community and staying connected to the system." Several departments govern the district, including but not limited to business, child nutrition, human resources, and fiscal departments.

The district employs a workforce of over 1,200 teachers, support staff and administrators led by the assistant superintendent of educational services. The induction program is housed in the educational services department, which is responsible for curriculum and instruction, providing professional development for teachers, and supporting schools in adopting assessment systems. Systemic communication occurs between the human resources, student services and educational services departments to enable effective coordination among each entity. The board of trustees is kept abreast of induction updates once per month as reported by the superintendent and program coordinator.

The district recruits candidates from a diverse pool of teacher candidates, purposefully highlighting the demographics of its student population to attract a divergent group. To fill the high-need staffing area of special education, the district partners with an agency to hire teachers from the Philippines. These teachers bring a rich cultural history to the staff and students and are driven by the support and guidance of the induction mentors and site administrators as many indicated during interviews.

Education Unit

The unit in which the Induction program is administered is Educational Services. Staff in the Educational Services department include directors of curriculum and instruction, multilingual learner services, and a coordinator of mathematics, along with the Induction program leader who also serves in the Student Services department.

Interviews revealed that the assistant superintendent, who leads the educational services department, has been in the role for six years, and that the induction program leader reports directly to him in his supervisory capacity. He is responsible for program monitoring in the areas of candidate-mentor matches, candidate needs, and professional development, among other duties.

There is an active flow of communication between the program leader, assistant superintendent and superintendent in weekly meetings as reported by district leadership.

Similarly, there is frequent attendance by unit leadership to induction events, such as professional development sessions, meetings, and the end-of-year colloquium

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction Grand Total	152	49
Induction: Early Completion Option	78	24
Induction: General Education	52	20
Induction: Special Education	22	5

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.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

San Mateo-Foster City School District (SMFCSD) employs qualified staff to lead the Teacher Induction program and clearly demonstrates open channels of communication. These collaborative relationships between all partners are documented through the program organizational chart. An essential component of the SMFCSD Induction program is its implementation of regular communication and collaboration between the program lead, Educational Services, Human Resources and Student Services departments. Through this structure, the leaders within the Educational Services department provide direction, leadership, and guidance to the program lead regarding the integration of the Induction program with district curriculum and its strategic plans of achievement, equity, and wellness. The SMFCSD Induction program ensures that the governing board, along with its participants, are provided with multiple opportunities to give input and feedback through a variety of channels, including surveys, focus groups, regular meetings, and collaborative discussions to continuously improve and align the program with the needs of educators and the district's goals. According to interviews conducted with the governing board, all educational partners within the Induction

system of support actively engage in the accreditation process to ensure program alignment with state standards and continuous improvement.

As confirmed through interviews with multiple constituent groups, the collaborative relationship between the Human Resources Division—specifically the credential analysts—and the Induction program staff plays a vital role in supporting the identification, eligibility, and communication of program requirements to Induction candidates. The SMFCSD Induction candidate journey begins with an onboarding meeting, during which the credential analysts split candidate responsibilities alphabetically. One credential analyst explained that they “provide the candidate with initial documentation and review candidate eligibility upon hire.” Following this step, candidates are guided to complete an intake survey, which, as shared by the credential analysts, “can be found on the Induction program website.” At this point, the documentation confirming a candidate’s enrollment in the SMFCSD Induction program can be shared with relevant parties, such as mentors and teachers on special assignment (TOSAs), ensuring a seamless transition into the program.

The Induction mentors are selected by the Induction program lead through an application and informal interview process. It was verified through interviews and documentation that the program assigns a mentor to all new candidates within thirty days of initial hiring. The program matches qualified SMFCSD teachers, TOSAs, professional development presenters, and retired SMFCSD teachers/mentors with enrolled candidates. Mentor-candidate pairings are primarily completed by the program lead and take into consideration credentials held, subject matter knowledge, relevant experience, current assignments, and geographic proximity. The program ensures that the experienced mentors provide weekly, one-on-one guidance and support to all candidates. Through interviews and documentation, the SMFCSD Induction suggested timelines and Individualized Learning Plans (ILP) are used to communicate all program resources, pacing, meeting logs, data and candidate engagement. The candidates access a new ILP for each year in the program.

The program provides a valuable, comprehensive system of training and support that ensures mentors and candidates have access to everything they need in one place. Mentors reported that this centralized approach allows them to effectively support participants while also managing their shared responsibilities at school site and district levels. This structure enables clear communication with program leadership and facilitates collaboration on timely professional learning and support tailored to the needs of both mentors and candidates. Candidates and mentors highlighted the benefit of robust professional development opportunities, which they can self-select to align with their goals. Through individualized inquiry cycles within the ILP, mentors and candidates collaborate deeply, fostering meaningful growth. This system also includes live progress monitoring, ensuring alignment and responsiveness for the program lead, mentors, and candidates. Mentors emphasized that “having access to a variety of resources, timelines, and professional learning opportunities in one place is incredibly helpful.” Candidates shared their appreciation for the clarity and accessibility provided by the program, noting that it supports their professional growth and development.

The SMFCSD Induction program is thoughtfully designed and rooted in research-based practices. Services for candidates are strategically planned and delivered in alignment with the California Standards for the Teaching Profession (CSTP). The program emphasizes a collaborative approach aimed at enhancing classroom practices and fostering teachers who are both reflective and responsive to the diverse cultural, social, and linguistic needs of all students.

It was noted in interviews with program leadership that SMFCSD maintains a partnership with IHE partners including, but not limited to, the Notre Dame de Namur University, Dominican University, and San Francisco State University. In regards to the program leadership, one higher education partner shared, “this partnership is an opportunity that we look forward to, and appreciate the value of having a seat at the table.” As shared by the Induction governing board, these collaborative partnerships continue to strengthen their ability to articulate the candidate’s experience from their preliminary credential program to the Induction expectations.

Course of Study

The Assistant Superintendent of Educational Services described the Induction program as "an exceptional opportunity for new teachers to receive support and professional learning that aligns closely with the district's strategic plans and the Induction program's vision and mission." The program provides candidates with a mentor who facilitates their transition into the unique culture of their placement and connects them to a variety of resources and supports. This mentorship fosters individualized professional development, enhancing teacher clarity, efficacy, and overall professional practice.

A highlight of the program is its ability to progress monitor and provide feedback in a continuous cycle. While candidates receive weekly support from trusted and experienced mentors, it is the program leader's responsibility to monitor progress for completion. This is primarily done through intentional check points embedded within the candidate ILP, where direct feedback can be provided. Both mentors and candidates expressed that the formative feedback provided along the way within the ILP document makes the process of gathering and sharing artifacts more streamlined.

Within 60 days of enrollment in the Induction program, each candidate collaborates with their assigned mentor to develop individualized goals aligned with the CSTP and are embedded within the context of their ILP. The process begins during initial mentor meetings, where candidates reflect on their teaching practices, scope of work, students, and site/district priorities. Information discussed during a triad meeting with the mentor and site administrator is considered when identifying an appropriate, measurable growth goal, based on the candidate's initial reflection. As part of this reflection process, candidates review the six CSTP standards and their elements to identify those most relevant to their professional growth. Many candidates express deep appreciation for the guidance provided by their mentors, often stating they are “extremely grateful” for the support and remarking, “I couldn’t do it without my mentor.”

Based on multiple interviews, the candidate, in collaboration with their mentor, intentionally selects job-embedded professional development opportunities that align with each inquiry cycle outlined in the ILP. Both interviews and documentation emphasize the wide range of professional development offerings available, many of which are tailored to address the unique needs of each year's cohort(s). Beyond the comprehensive professional development provided, the mentor and candidate work together closely to build a collaborative assessment of teaching, grounded in standards, criteria, and evidence. The ILP serves as a record of the reflective conversations and captures the candidate's progression toward their goals. The mentor continues to provide weekly guidance, support, and professional learning to address the immediate and individualized needs of both the candidate and their students.

During scheduled observations, the candidate and their mentor collaborate to co-assess teaching practices and review evidence of both teaching and learning. Together, they refine instructional strategies, evaluate progress toward goals, and plan next steps. These reflective opportunities ensure the candidate consistently examines evidence to understand the impact of their actions on student learning. By using data to guide decisions, candidates make ongoing improvements to their teaching and advance their professional practice.

As candidates progress through the Individual Learning Plan (ILP), mentors and the Induction program lead play a pivotal role in reviewing and providing feedback at key checkpoints. Participants highlighted the impact of this mentorship, noting, "My mentor ensures I stay on track, understand what I've accomplished, and recognize areas where I can still grow." This feedback offers vital support and guidance, helping candidates showcase their competencies across various focus areas and standards. The process is designed to assist candidates in articulating evidence of their teaching practices, identifying strengths and areas for growth, selecting focus areas for development, and setting professional goals supported by detailed inquiry cycles. The ILP provides a clear roadmap of each candidate's progress, and support is readily available to both candidates and mentors as needed.

Assessment of Candidates

The Induction program has systems in place to track participating teachers' progress toward completing California Clear Credential and Induction requirements. Candidates are informed at hire and orientation of their responsibility to meet these requirements, including growth on self-selected goals aligned with the CSTP. This progress is primarily documented in the ILP, demonstrating professional growth, alignment with state standards, and fulfillment of credentialing requirements.

Once the Induction program leader verifies that the submitted evidence demonstrates the candidate's overall professional growth and competency throughout the two-year Induction program, and confirms completion of all program requirements, the candidate is notified of their official program completion and invited to participate in the end-of-year celebration ceremony, the colloquium. Following this, the program lead submits the required documentation to the California Commission on Teacher Credentialing and formally recommends the candidate for a clear credential.

The results from the Teacher Induction program completer surveys validate the team’s findings from the visit. The majority of candidates reported being well matched with their mentors, rating them as either helpful or very helpful in a variety of support areas. Additionally, most candidates affirmed that their ILP and its implementation were well-aligned and adequately prepared to address their scope of practice. Furthermore, most candidates expressed feeling well-prepared across the CSTP upon completing their two-year Induction program. These findings confirm the program's effectiveness in supporting and preparing candidates for successful teaching practices.

Findings on Standards

After review of the institutional report, supporting documentation, and the completion of interviews with candidates, completers, professional development providers, employers, and mentors, the team determined that all program standards are fully **met** for the Teacher Induction Program.

INSTITUTION SUMMARY

The San Mateo-Foster City School District Teacher Induction program's vision is to "develop professional educators with pedagogies that lead to universal access." This vision is grounded in Emore's framework of cultivating "sound actions that develop analytic, creative, and critical thinking in all students." Inclusive education, universal access, mentor efficacy and culturally responsive teaching are hallmarks of the Induction program.

The strengths of the program rest heavily on the core of its program leadership. According to interviews conducted with candidates, mentors, TOSAs, administrators and district leadership, it is clear that the induction program lead is highly effective in her interactions with the educational partners of the induction program. She leads a cohort of mentors who expressed effusive praise for the support they receive in their mentoring practice through professional development, data review, and coaching training. Representatives from all constituent groups indicated that she is approachable and accessible in ensuring that their needs are met.

In addition to the primary Induction program lead, who is relatively new to the job assignment, the district bolsters the position with an outside consultant, a retired teacher who formerly managed the program. Laden with institutional knowledge, she provides a background lens for the current leader and assists with decision-making. Together, this partnership strengthens relationships throughout the district, enabling good mentor selections and identifying veteran classrooms for observations as site administrators declared in interviews.

While the team did not determine that a formal systemic mentor evaluation exists, mentors expressed receiving feedback on their practice via one-on-one meetings, informal conversations, and through candidate survey data.

One challenge the district faces is the cost of housing for its candidates in the geographic Bay area. As a result, the superintendent reports that the district is pursuing local solutions for solving this crisis to bolster retention of beginning teachers.

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.	Consistent
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistent
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.	Consistent
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.	Consistent
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.	Consistent
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistent
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.	Consistent

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistent

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The San Mateo-Foster City School District (SMFCSD) Teacher Induction program is grounded in the district’s strategic goals of achievement, equity and wellness. Housed in the Educational Services department, the program is managed by an Induction lead and consultant, under the auspices of the assistant superintendent of educational services. The Educational Services, Human Resources, and Student Services divisions liaise closely to provide guidance and support candidates who are clearing their general education and Educational Specialist credentials.

The research-based vision is based on the principle of universal access (Florian, 2014) and teacher quality (Hattie, 2009). The program regularly includes all of its educational partners, such as mentors, administrators, and university personnel, in its decision-making and collaboration activities. Many are members of a governing board, along with university personnel, responsible for reviewing data and providing recommendations for continuous improvement.

The program is funded by the district’s general unrestricted funds as stated by the fiscal services director and has its own budget, which covers administrative salaries, mentoring staff, and resources for candidates. Supplemental funds to further sustain program needs originate from grants and local sources.

Candidates routinely participate in both district and induction professional development to support their curriculum and instructional delivery. Mentors reported that their role is to support the candidates by collaborating on district approaches and skills, guiding their journey on the Individual Learning Plan (ILP), encouraging reflection and making strong connections and strengthening lasting professional relationships. The candidates reported that mentors provide “a listening ear” to their challenges and that they receive strategic tools for classroom management, multiple tools for instruction, and curricular resources.

Recruitment of teachers for the district spans a diverse candidate pool that mirrors California’s student population. The superintendent indicated that promotional materials intentionally include photographs of their diverse student population to attract a divergent pool of applicants. In an effort to staff hard-to-fill areas, such as special education, international teachers from the Philippines are recruited. These candidates add a rich cultural flavor to the

faculty pool and expressed great joy in the mentorship support and quality of professional development offered to become an effective instructor in a new learning environment.

Only qualified personnel are authorized to deliver courses and provide professional development for candidates. Mentors and TOSAs are matched with the candidate who share the same credentials in most cases and provide just-in-time support as necessary. Mentors operate from a handbook, which clearly delineates job duties, including ways they can assist teachers prior to the start of school, cognitive coaching methods, and mentoring practices through the lens of consultant, collaborator, and coach. The professional development providers, many of whom are coaches, reported that support for the candidates is offered as early as summer with curriculum-specific on-boarding sessions. Professional development as reported by candidates and mentors continues throughout the year in the areas of restorative practices, responsive classrooms, meeting the needs of diverse learners, among other topics.

The credential process is monitored by the program leader through several benchmark periods within the ILP and feedback is offered routinely. At the end of the induction process, candidates are informed of their success via a certificate of completion from the program leader. This process was verified by the program leader and credential analysts.

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.	Consistent
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.	Consistent
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistent
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.	Consistent

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The San Mateo-Foster City School District (SMFCSD) Teacher Induction Program is designed to support and guide new teachers on their journey to obtaining a California Clear Credential. The Teacher Induction program, housed within the Educational Services department, is led by Suzi Riley in partnership with Beth Littrell. The program aligns with the district's strategic plan, focusing on academic achievement, equity, and wellness. One interviewee stated that “the evolution of the district to focus on academic achievement, equity, and wellness has centered the work we do with new educators.”

The program is structured around a two-year mentorship model, incorporating inquiry cycles to foster reflective teaching practices. Mentors and candidates meet weekly to address immediate needs, reflect on the CSTP, observe experienced teachers, analyze data, and connect with resources to support diverse learners. At the highest levels of the district, there is a firm belief that “giving people time to collaborate as they do in the induction program equals strides in student achievement.”

SMFCSD is committed to a wide range of recruitment tactics for its prospective teachers. District leadership believes that “having an induction program in-house, with top-notch educators and TOSAs serving as mentors” helps make employment in SMFCSD appealing to a wide variety of prospective teachers. Recruitment strategies encompass a range of approaches, including outreach at local institutions of higher education (IHEs), state-wide IHEs, in-house and external job fairs, as well as targeting early education teacher candidates from out-of-state locations and international special education teacher candidates. The program offers extensive support to international candidates, extending beyond the classroom to assist with housing, citizenship processes, and cultural acclimation to life in California, as explained by the superintendent.

To ensure accountability and progress, the program involves regular monitoring of mentor logs and Individual Learning Plans (ILPs). Feedback is provided to both mentors and candidates by program leadership to support their development. Candidates who may be struggling receive additional support, such as extra mentoring, coaching, or professional learning opportunities, to help them meet program standards. In interviews, candidates reported that ongoing feedback from their mentor is also very helpful, with one candidate reporting that such feedback “shaped him into a better teacher.”

The Induction program is committed to providing comprehensive support to new teachers, creating a nurturing environment that fosters growth and success. By combining rigorous standards with individualized support, the program empowers teachers to become highly effective educators.

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.	Consistent
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.	Consistent
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.	Consistent
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.	Consistent
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistent
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistent
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistent
All programs effectively implement and evaluate fieldwork and clinical practice.	Inconsistent
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.	Consistent

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The Induction program aligns with the district's strategic plan, focusing on achievement, equity, and wellness. Constituents at all levels reported that the program goals, district goals, and their ILP goals are in alignment.

The program's core component to their course of study is the ILP. Through weekly meetings, candidates and their mentors participate in a variety of activities such as reflective conversation, professional learning, and data analysis. The ILP allows for flexibility and customization, enabling candidates to address their specific needs and interests. One first year candidate reported being “grateful for the induction process and the help,” while another candidate shared that they believe their “students are more engaged as (they) try new strategies based on my induction goals.” Candidates confirmed they meet regularly with their mentors to discuss progress, set goals, and reflect on practice.

The induction program begins with a comprehensive new teacher orientation, covering essential topics such as classroom setup, routine establishment, understanding student demographics, back-to-school night preparation, content standards, community resource utilization, and initial connections with TOSAs, and professional learning communities. As the year progresses, candidates engage in a cycle of inquiry, focusing on data-driven, standards-based instruction. This involves "just-in-time" support for immediate needs, as well as longer-term analysis of teaching practices to develop enduring professional skills. Mid-year check-ins and end-of-year reflections provide opportunities for self-assessment and goal setting. The program culminates in a final reflection and colloquium, attended by the candidate’s school administrator. This gives the graduating candidate and their immediate supervisor a chance to celebrate the candidate’s growth and completion together. Interviewed site administrators overwhelmingly agreed that attending the completion ceremony for completing candidates was a beneficial experience in positively recognizing all involved with the program. By combining structured support with opportunities for independent inquiry, the induction program strives to ensure new teachers develop the skills and knowledge necessary for long-term success and retention.

Mentors play a crucial role in the Induction program, providing guidance, support, and feedback to candidates. Multiple candidates confirmed that their mentors provide feedback in an ongoing manner through classroom visits, reflective discussions about diversity, and working together to differentiate for diverse student populations. Mentors are selected based on their experience, expertise, and commitment to mentoring. Mentors receive ongoing training and support to enhance their mentoring skills and knowledge. The research-based training is rooted in the principles of universal access, as proposed by Florian (2014), and teacher quality, as highlighted by Hattie (2009).

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.	Consistent

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistent
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.	Consistent
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.	Consistent

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The Induction program collects ongoing feedback to examine its effectiveness. Both candidates and mentors participate in a feedback loop, providing input through surveys, meetings, and informal conversations. Several interviewees, across constituent groups, also noted that they “feel comfortable expressing feedback directly” to program leadership who is “always open to suggestions, asks for input, and communicates frequently.”

Candidates and mentors complete surveys in the fall, mid-year, and end-of-year to evaluate the program's quality. Mentors share insights on areas for improvement in the ILP, professional development for mentors, and challenges faced by candidates. A grievance procedure is available within program literature for any concerns.

A governing board, including the coordinator, principals, mentors, a representative from an IHE, and candidates, meets to review data and provide input on program strengths and areas for growth. A participating member of this governing board noted during interviews, “the primary objective at the end of the year is to review feedback and discuss how to meet the needs and requests” found within that feedback.

Candidates use surveys to assess the efficacy of various protocols, allowing the program to make necessary adjustments to address specific needs. Administrators at the district level reported they are also able to give input to the program regarding the needs of teachers, specifically in the areas of special education and restorative justice. The induction program director works closely with the director of special education to ensure that new teachers in special education assignments are adequately supported. Recently, a program specialist was designated to specifically support new special education teachers as a result of the collaboration between the two directors.

Mid-year surveys gather feedback from candidates and mentors on program effectiveness. Individual and ongoing conversations with site administrators and mentors provide opportunities for dialogue as a route for providing qualitative data. When interviewed, all site administrators unanimously agreed that the program coordinator is communicative and accessible. To measure the impact of the Induction program, the program coordinator and district leadership at the highest levels review new teacher retention. This is monitored at all stages of the retention cycle, from intern to year one to year two, and beyond.

Feedback from site administrators is provided directly to candidates and mentors when they meet to discuss site goals and targeted coaching. Site principals report that the triad conversations “help build reflection that we want all teachers to have.” This multifaceted approach to feedback ensures that the program remains responsive to the needs of candidates, mentors, and other district collaborators.

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.	Consistent
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.	Consistent

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The San Mateo-Foster City School District’s Induction program is designed to support new teachers in their professional development and growth. Through a personalized approach, mentors and program coordinators provide resources and support to help candidates achieve mastery of the CSTP, making “induction an authentic part of the teaching experience.” The ILP serves as a flexible tool to guide reflection, planning, and the implementation of effective teaching practices that address the diverse needs of all students, including those with diverse abilities, cultures, languages, ethnicities, and gender orientations.

Candidates report that their mentors provide ongoing feedback regarding their knowledge and skills through scheduled weekly meetings and frequent classroom visits. Specifically, candidates stated they have received feedback from their mentors on topics such as holding IEP meetings, classroom management, and differentiating instruction. This feedback has allowed candidates to gain confidence in their ability to support all students, with one first year candidate stating, “I am grateful for this process and the help of my mentor.”

To ensure the program is positively impacting both candidate development and classroom instruction in all the district's schools, the program coordinator monitors mentor logs and ILPs, providing feedback to both mentors and candidates. The program recognizes that a one-size-fits-all approach is not effective. Instead, it prioritizes achievement, equity, and wellness. If a candidate is struggling with challenges such as housing, emotional well-being, or professional development, the district offers support and resources to address these needs. Additionally, for candidates who may require academic or equity-related support, the district provides tailored assistance, including classroom observations, one-on-one coaching, and consultations with teachers on special assignment. The program culminates in a final reflection that serves as a demonstration of the candidate's progress toward CSTP mastery and their preparedness to teach a diverse student population.