

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Newhall School District**

Professional Services Division

May 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Newhall School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

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

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Provisional Site Visit Team Report**

Institution: Newhall School District

Dates of Visit: April 14-16, 2025

Accreditation Team Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the provisional accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All relevant Preconditions have been determined to be met.

Program Standards

All relevant Program Standards have been determined to be met.

Common Standards

All relevant Common Standards have been determined to be met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction credential program are met and that all Common Standards were met, the team recommends

Accreditation.

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

Teacher Induction

In addition, staff recommends that:

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

- Newhall School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Programs Reviewers:

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Induction Program Outline
Program Advisement Materials
Accreditation Website
Mentor Role Description
Candidate Files and ILPs

Assessment Materials
Program Handbook
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	62
Completers	14
Site Administrators	26
District Level Administration	2
Program Coordinators	1
Lead Mentors	4
Induction Mentors	33
Credential Analysts and Staff	4
Advisory Board Members	14
TOTAL	160

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

Newhall School District is located in the northeastern part of Los Angeles County, within the Santa Clarita Valley, serving close to 6,000 students in UPK-6th grade within a portion of the City of Santa Clarita and the unincorporated communities of Stevenson Ranch and Westridge. The district serves a diverse learning community with more than 40 languages spoken among its students.

Over the years, Newhall has distinguished itself as one of the highest achieving districts in California. All of its schools have earned California Distinguished School honors with the latest three awarded in 2018. Seven of its schools have earned National Blue Ribbon Schools Recognition. In addition, the district has received recognition from Innovate Public Schools for high achievement levels among Newhall School District’s Hispanic students at their Title 1 school sites. They’ve also been identified as the number one district for Hispanic students in the California Positive Outliers study.

The mission and vision of Newhall School District seeks to create a culture and climate focused on “empowering every child, every day.” The district aims to support students in becoming global citizens who think critically, solve problems, embrace diversity in people and viewpoints, and hold a passion for learning and the arts.

Education Unit

Newhall School District is the lead local education agency for the Santa Clarita Valley Consortium Teacher Induction Program (SCVCTIP). Newhall School District was provisionally approved to begin operating their teacher induction program during the 2021-22 academic year. The SCVCTIP is located in Southern California in the Santa Clarita Valley, located about 40 miles north of Los Angeles. The member districts in SCVCTIP are: Castaic Unified School District, Newhall School District, Saugus Unified School District, and Sulphur Springs Unified School District. Additionally, the consortium supports new teachers from two local private schools that are within district boundaries. These schools are: Legacy Christian Academy and Our Lady of Perpetual Help School. Each district and private school provides their own mentors and SCVCTIP provides mentor training and support for all.

The induction program provides a two-year, individualized, job-embedded system of professional learning and mentorship for all new teachers in their first and second year of teaching in the district. The program is overseen by the Assistant Superintendent of Human Resources with the Induction Coordinator coordinating and managing all induction program operations.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Teacher Induction	55	91

The Visit

This provisional site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The virtual visit proceeded in accordance with all normal accreditation protocols.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. The team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved programs, in this case Newhall School District are in their fourth year of operation.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

Newhall School District is located on the outer edge of Los Angeles County and serves as the program sponsor for the Santa Clarita Valley Consortium Teacher Induction Program. Made up of local surrounding school districts and private schools, the tight-knit program provides new educators with a two-year, individualized, job-embedded system of personalized mentoring and professional development experience. This program supports beginning teachers as they develop the skills needed to address both the academic and social-emotional needs of their students, helping all students succeed, while they work to clear their preliminary teaching credential.

The program is led by the induction coordinator, based in the Human Resources Department at Newhall School District. As the sponsoring agency, Newhall School District coordinates activities and support sessions held at various school sites and district offices throughout the region within the consortium. At the start of the year, participating teachers (PTs) and mentors attend the SCVCTIP Orientation and Kick-off event, offering a detailed overview of the program, highlights recent updates, and provides opportunities to connect with fellow participants.

Each participant receives access to the SCVCTIP Handbook and is kept informed through a weekly Friday email from the Induction Coordinator. Interview responses from *all* constituents confirmed the program supplies consistent and regular communication. One teacher highlighted the weekly “newsletter has links to trainings, links to [hand] book, office hours, notes, and resources.” Requirements for completion are clearly communicated. The Mentor Handbook puts many resources at their fingertips. During interviews with candidates, one of the participants stated, “[The program coordinator] takes an extra step like that. Even when I forget to get my logs in, she positively reminds us consistently and individually.”

In addition, the Induction Coordinator hosts weekly virtual office hours, offering a flexible space for participating teachers and mentors to ask questions and receive support. When asked about the onboarding process, an interviewee explained that there are several reminders and information in place such as when the new teacher receives the job offer s/he is given a welcome packet with new hire information and a Google interest form. Additionally, the Human Resources credential analyst checks in with the new hire as well and sends an email reminder about registering for Induction.

Mentor recruitment takes place as needed in the spring and at the beginning of the school year, depending on the strength and size of the current mentor pool. Mentors report to the Induction Coordinator and are experienced teacher leaders within their consortium districts. To qualify, mentors must hold a Clear Credential, have a minimum of three years of effective teaching experience, and be permanent employees in their district. Ideal candidates demonstrate a strong commitment to professional learning and collaboration, possess knowledge of the participating teacher’s (PT’s) content area or teaching context, use best

instructional practices, and are dedicated to promoting equity and diversity. These expectations are outlined in the New Mentor Information Guide. Prospective mentors complete an application, submit a recommendation from an administrator, and meet with the Induction Coordinator. Once approved, new mentors participate in initial training during their first year and continue professional development through ongoing Mentor Collaborative sessions held in the fall, winter, and spring.

Induction mentors play a key role in shaping and supporting the program. Mentors contribute to program improvement by analyzing data and offering recommendations. With diverse backgrounds and expertise, many mentors also lead professional development opportunities for participating teachers (PTs). District Lead Mentors serve as liaisons between their districts and the program, playing a vital role in the planning, development, and implementation of the induction program. They participate in data analysis and decision-making, review Individual Learning Plans (ILPs) and offer feedback to participating teachers (PTs), and support mentors within their own districts. In addition, Lead Mentors facilitate professional learning opportunities for both PTs and mentors. They report directly to the Induction Coordinator. The interview with lead mentors confirmed they receive release days to meet, calibrate, review milestones, and plan for the program. This leadership group monitors candidate progress and evaluates the Individualized Learning Plans (ILP) using rubrics.

The program regularly seeks input and feedback from internal constituent groups and external community partners. Interviews and document reviews confirmed that the program collaborates closely with the SCVCTIP Steering Committee, which serves in an advisory role by offering guidance, oversight, and support. The committee reviews and analyzes program data, identifies areas for growth, sets goals, suggests new practices, and makes decisions regarding Early Completion Option (ECO) candidates. The Steering Committee is composed of a diverse group of constituents, including Assistant Superintendents and Human Resources Directors from Newhall and other consortium districts, Newhall's Credential Analyst, the Induction Director from the local high school district, a Dean and Associate Professor from The Master's University, a private school administrator, lead mentors from each district, a participating teacher representative, and two principals from consortium schools. During the interview of the Steering Committee, one of the district leaders confirmed that the Steering Committee analyzes completion data, looks for patterns and trends, and makes recommendations for further professional development. The purpose of the committee is to, "Provide feedback and input as we work with our new teachers in the district. We always get an update on the number of candidates, talk about what we are seeing, strengths and growth. Often reviewing program data. When something comes to the steering committee we are trying to personalize it. We are informed and all on the same page."

The Induction Program has made several thoughtful changes and modifications to better support new educators, foster collaboration, and streamline data collection. Document analysis and site visit interviews described the following changes the program has made over time:

- Scheduled meetings with site administrators now occur each fall and spring to ensure alignment and support. Individual check-ins are held to gather personalized feedback. An administrator survey will be completed in May and June to capture insights and reflections.
- Virtual meetings with all administrators and the Steering Committee will be held at the end of the year to provide updates and share feedback on program effectiveness. An end-of-year program survey is conducted to gather data for continuous improvement.
- A Transitional Kindergarten Collaborative, led by mentors, met three times over the year and focused on "just in time" support, professional development, and networking opportunities. A messaging app was suggested in order to allow real-time communication and peer support among mentors, networking and connecting new teachers.
- New systems are being developed to track where teachers go after induction. This includes whether they stay in the district, move to different schools or grade levels, and how to effectively capture this information for future planning.
- The CSTP self-assessment has been revised to encourage deeper reflection and alignment with them. The ILP process is now more collaborative, with increased mentor involvement in planning and goal setting.

Interviews confirmed that there are plans to introduce the new CSTPs, “We are dipping our toes in now. At the last collaborative we looked at the comparison between the old and new standards. I am working with our neighboring high school induction program, and we are meeting with all our district partners to review the standards and provide a deeper dive into the standards. Our mentors will be trained all next year. With our year 1 candidates we will offer optional workshops to train them so they can decide what standards they want to focus on the next year since they get the choice.”

These changes are part of an ongoing commitment to build a stronger, more responsive Induction Program that supports teacher growth, retention, and community.

Course of Study (Curriculum and Field Experience)

Interviews conducted and artifact analysis describe the ILP as consisting of four milestones. There are two Inquiry cycles and check points within each. In the first milestone, which takes place within the first 60 days, teachers engage in initial planning and meet to review their Individual Development Plan (IDP), if available. They identify areas of strength and growth, complete a class profile within the first 30 days—focusing on diversity and classroom makeup—and use tools like the California Standards for the Teaching Profession and Continuum of Teaching Practice to guide their reflection. One-on-one and induction meetings are held between participating teacher and mentor, along with a Professional Growth Conversation with an administrator, where the teacher develops a professional goal, an inquiry question, and an area of focus.

The second milestone occurs at mid-year and centers on planned professional development and reflection. Teachers evaluate student progress and reflect on their teaching practices, engaging in a conversation that may lead to adjusting or pivoting their original focus.

In the third and fourth milestones, teachers continue engaging in professional development aligned with their goals while being monitored through observations by both peers and administrators. This stage emphasizes applying learning from professional development to support continued growth and progress toward the established goals.

The ILP is reviewed at the four key milestones using rubrics to track progress toward mastery. Mentors regularly review the ILP in weekly sessions and before milestone submissions to ensure completeness and alignment with expectations. Milestones are then reviewed by District Lead Mentors and the Induction Coordinator, with feedback documented in the ILP and the PT's Progress Monitoring Report.

To support PTs in achieving their professional growth goals, various resources and professional development opportunities are provided by districts, SCVCTIP, and regional collaborative program networks (formerly referred to as Induction Program Cluster 4). Mentors conduct three non-evaluative observations annually to offer feedback, and additional observation opportunities are coordinated as needed. The Induction Coordinator offers ongoing support through weekly office hours and appointments.

Mentors guide PTs through focused inquiry cycles documented in their ILP. Within the first 60 days of enrollment, PTs collaboratively develop goals with their mentors—drawing on input from site administrators, previous teaching experience, and the Induction Development Plan (IDP) if applicable. The ILP serves as a roadmap for professional growth, identifying strengths and areas for development based on the CSTP. It includes strategies to support growth, track progress, reflect on teaching practices, and adjust goals as needed. While grounded in the PT's current teaching assignment, the ILP can also include additional goals aligned with the PT's interests.

Importantly, the ILP is intended solely for professional growth—not for evaluation—and SCVCTIP maintains strict confidentiality to ensure that induction work is separate from district evaluation and personnel decisions.

Site Administrators support PTs during induction by allowing release time for both mentors and teachers to fulfill program responsibilities, including classroom observations and visits to observe effective teaching. They provide a comprehensive site orientation, participate in Professional Goals Conversations in the fall and mid-year, and assist teachers in using the adopted curriculum and accessing appropriate resources. Administrators help connect site and district goals with CSTP and grade level content standards, promote collaboration between mentors and teachers while maintaining confidentiality, and limit additional responsibilities to ensure sufficient meeting time. They also take part in training sessions and attend the year-end Colloquium to celebrate program completion.

Participating Teachers have numerous opportunities for professional growth and development. These include engaging in subject- or grade-level collaboration meetings, attending Cluster 4 and SCVCTIP workshops focused on relevant topics, networking with educators both within and

across districts, and observing highly effective teachers. In addition, site- and district-specific training and professional development play a vital role in supporting their ongoing learning. A district leader commented, "...I am involved. It is a high priority to train new teachers." It was also noted that they meet and discuss how to support and offer regular professional development.

Candidates expressed and affirmed the opportunities they had to learn and grow in the Induction program as well as noting that professional development helped them with their goals for Induction as well as their practice. One teacher shared, "This is my first year and one of the trainings was the GLAD (Guided Language Acquisition Design) training. I'm specifically a dual language program (Spanish unit) so it was great to see how it helps. I hopped on that one and I really enjoyed it." Another teacher also noted: "I like how [the program] collaborates with other universities. Every time I reach out to a university on our own it's challenging but knowing we have a rep to help us is helpful. Taking half a day to go around and observe teachers is helpful. Also, the resource library Danna has is amazing. I know we can just go on to our hub and can find whatever I'm looking for. I like how the program encourages us to collaborate with others."

Mentors work closely with new teachers to support their transition into the classroom, guiding them in exploring effective teaching practices aligned with the California Standards for the Teaching Profession. Together, they engage in reflective inquiry cycles, develop strategies to meet the diverse needs of students, and plan and implement high-quality lessons that support student success in the Common Core State Standards. During one of the interviews conducted, respondents confirmed, "We sit and talk through items as we fill it out together. It feels like a conversation based on how it is made up. Lead mentors and coordinator provide feedback. There are parts of the document where the mentor has to fill it out (like the meeting with admin). It's a collaborative document that helps guides our conversations and work together."

Assessment of Candidates

Interviews with lead mentors and mentors confirm the system to assess candidates' progress and completion. The program ensures only qualified candidates are recommended for the Clear Credential. The program leadership continuously monitors each Participating Teacher's progress toward mastering the California Standards for the Teaching Profession (CSTPs) at each ILP milestone and at year's end. Several candidates explained the process for reviewing as, "They [Lead Mentors] review and calibrate scoring on the rubric. Mentors provide comments to candidates and give input on the wording based on the responses given. They helped change and modify questions." Year 1 teachers who meet all requirements are advanced to Year 2, while Year 2 and ECO participants who complete all program elements receive a Verification of Completion form. This is submitted with required documentation to the Newhall School District Credential Analyst, who then submits the recommendations for the Clear Credential to the California Commission on Teacher Credentialing (CCTC). The interviews revealed, "They have many resources for mentors- rubrics, guides. The induction coordinator is the heart of the program and is responsive to the needs of participants. Feedback is used and taken into consideration. Much like our program motto, it's about the people, not the process."

The Induction Coordinator evaluates the PT's Progress Monitoring Report and related documentation to confirm all program requirements are met, including passing scores on ILP and Exit Interview rubrics. Once verified, the coordinator and unit head sign the Verification of Completion form. If applicable, the coordinator also confirms that the PT's tuition has been fully paid to their home district. The Newhall School District Credential Analyst then submits the Clear Credential recommendation to the California Commission on Teacher Credentialing (CCTC), which contacts the teacher with instructions for completing the process and making the required payment. After payment is received, the Commission posts the Clear Credential to the teacher's profile and notifies the NSD Credential Analyst. Finally, the Induction Coordinator informs Human Resources departments of the participating teacher's program and credential completion.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the Santa Clarita Valley Consortium Teacher Induction Program.

INSTITUTION SUMMARY

The review team had a positive experience working with the Newhall School District (NSD) for its Santa Clarita Valley Consortium Teacher Induction Program. Unit leaders, program staff, mentors, and candidates were welcoming and supportive throughout the review process. At each level, support was a consistent theme. Candidates feel supported by their mentors, program staff feel supported by the institution and the unit supports the induction program, noting the positive impact on candidate performance. In addition, NSD has many professional development resources for candidates. Candidates can request additional professional development, and the district can create new learning or reach out to community partners for assistance. Constituent groups also consistently reported that the program communication through training, emails, office hours and a newsletter provide clear guidelines and expectations to meet program standards. The program's cross-collaborative nature allows for participating teacher candidates and mentors between schools within the district and across partnering districts to connect and network. This allows for more opportunities to learn and support each other.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently

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

The Santa Clarita Valley Consortium Teacher Induction Program (SCVCTIP) at Newhall School District (NSD) vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. Interviews with constituent groups consistently discussed their support for the Teacher Induction program and the need to support new teachers. Through document reviews and interviews, it was confirmed the program embodies the vision “SCVCTIP is dedicated to the support and growth of new teachers because we believe the most important element in a classroom is an effective teacher. We also believe that building the capacity of teachers leads to better instruction and greater learning outcomes for all students.” SCVCTIP/NSD demonstrated consistent involvement of faculty, instructional personnel, and relevant constituent groups in the organization, coordination, and decision making for all educator preparation programs. This was confirmed through interviews and document reviews.

The Steering Committee confirmed the regular review of data, including mid-year, end of year and completer survey data to continuously improve the induction program. One member shared “There is a high level of synergy between all partners. We are collaborative, innovative, and here to support our mentors and teachers.” The SCVCTIP/NSD programs ensure that faculty

and instructional personnel regularly and systematically collaborate with colleagues. This was confirmed through document review and interviews. Newhall School District provides the unit with sufficient resources for the effective operation of the induction program. District administration confirmed that Teacher induction provides teachers and mentors with a variety of resources that allow for individualized growth.

The unit leadership has the authority and institutional support required to address the needs of all educator preparation programs. Interviews and document reviews confirmed they make every effort to provide opportunities to increase candidate capacity and further their practice. This was evidenced through employing high quality mentors, making program improvements, and increasing professional development opportunities. Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. The institution employs, assigns, and retains only qualified persons to teach courses, provide professional development, and serve as mentors to candidates. A rigorous hiring process of mentors is established. When discussing the strength of the mentoring program, a mentor interview group agreed that having former teacher candidates return to become mentors reflects how meaningful and committed the program is to supporting mentor and teacher growth. The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. At the completion of a candidate's induction experience, the program coordinator meets with the credential analyst to process recommendations for clear credentials. Credential analysts confirmed there is a clear system of checks and balances in place to ensure candidates are only recommended for their credential when all requirements have been met.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

The SCVCTIP provides a robust support framework for candidates from the moment of hire and extends through the recommendation for a clear credential. Interviews with program leaders, personnel service employees, and candidates confirm that all new teachers with a preliminary credential are enrolled immediately upon hire, with mentoring support beginning without delay. Mentors, who are carefully and strategically paired with candidates based on similar credentials, experience and expertise, frequently work at the same school site as the candidates. Multiple interviews confirm that this proximity is highly valued, as it facilitates just-in-time support, fostering an environment of collaborative growth.

Beyond the formal mentoring process, the program provides extensive professional development opportunities that offer flexibility to pursue professional development tailored to candidates' individual needs. The program handbook, website, and accreditation overview presentation describe, and interviews corroborate that these opportunities include participation in professional developments led by regional collaborative networks, SCVCTIP Workshop Series, as well as various other PD including school site/district PD and book studies and participating in peer observations. Professional development sessions coordinated for participating teachers benefit the professional growth of candidates as well as mentors, and lead mentors. When interviewed a mentor exclaimed, "Training is fabulous!" and a candidate mentioned the benefits of "taking a half day to go around and observe teachers." The steering committee also reported on the development of a Universal Pre-K and Transitional Kindergarten support group. Mentors work closely with candidates to help identify professional development activities that align with their learning goals and the California Standards for the Teaching Profession (CSTP). A key component of this process is the Individual Learning Plan (ILP), which is structured around two cycles of inquiry per year. The ILP, maintained collaboratively on a Google Doc, utilizes the comments feature to promote ongoing dialogue and reflective practice.

Throughout the academic year, feedback is provided consistently by lead mentors, mentors, and the program coordinator. This feedback not only addresses candidates' progress in relation to the CSTP-aligned goals outlined in the ILP's four annual milestones but also informs growth assessments conducted along the Continuum of Teaching Practice (CTP) at each milestone. To

support candidates who require additional assistance in meeting competencies, the program employs multiple systems designed to deliver frequent and timely feedback, systematically documented in the ILP.

Site administrators have expressed strong confidence in the support system provided by SCVCTIP. One administrator noted that the growth demonstrated by beginning teachers “is very evident when walking into [classroom observations],” crediting both the long-term support and the just-in-time assistance offered by mentors. Administrators also pointed to the impact of peer observations. Furthermore, a recurring theme in the interviews was the program’s effective communication regarding performance expectations and the swift resolution of questions. Site administrators appreciate the program leadership’s presence at administration collaborative meetings to apprise them on candidates’ progress. Many interviewees praised the availability and flexibility of support through various formats, including in-person sessions, virtual meetings, recorded trainings, easily accessible resources via Google Slides, and a weekly newsletter sent by the Induction Coordinator.

In addition, several participants described the program coordinator’s support as “personalized,” and “so well organized,” with the weekly newsletter—reviewing and emphasizing key content—consistently receiving special mention as an exceptionally supportive resource. Overall, the comprehensive support provided by SCVCTIP plays a critical role in facilitating teacher growth and ensuring that beginning educators are well-equipped to succeed in their instructional roles.

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.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The SCVCTIP implements a structured sequence of coursework through clinical practice centered on two inquiry cycles annually, each forming an Integral part of the Individual Learning Plan (ILP). Each cycle is segmented into four defined phases: Plan, Implement (teach/assess), Reflect, and Apply. This framework enables candidates to work systematically through each phase, receiving formative feedback and guidance multiple times throughout the year, as well as formal evaluations twice annually from mentors, lead mentors, and the program coordinator.

Upon completing an inquiry cycle, candidates upload the ILP as a PDF, which documents their growth along the Continuum of Teaching Practice and records the effectiveness of various strategies aligned with the California Standards for the Teaching Profession (CSTP). The structure of each cycle allows candidates to select an individualized area of development, incorporating input from both their site administrators and mentors. Interviews and site documentation confirm that, in many cases, candidates' ILP goals align closely with broader site objectives. As one site administrator explained, "I check in with my teacher and encourage them to attend the PD offerings and then check in after to see how it went and what they learned from attending. It is a great way to set a foundation at the beginning of the year to set goals to reflect and become a lifelong learner."

Throughout the year, candidates identify areas for improvement and engage in targeted professional development opportunities that support strategies, methods, or resources indicated in their ILP. This process fosters a continuous cycle of self-improvement aimed at enhancing teaching practices and student learning outcomes.

Mentoring stands out as a cornerstone of the SCVCTIP program. Mentors are selected based on specific criteria, including credential status, proficiency as evaluated through teaching performance assessments, recommendations from administrators, and demonstrated mentoring experience and training. They are further assessed through a “Mentor Growth Plan”—a document modeled after the candidates’ ILP—which is reviewed twice each year. In addition to technical and mentoring support provided by lead mentors, the induction coordinator plays a pivotal role by coordinating formal virtual training sessions during the fall, winter, and spring. Mentors have specifically highlighted resources such as Cluster 4 and Los Angeles County of Education collaboratives, weekly newsletters, and individualized support during open office hours as particularly valuable for their professional development.

Newly hired mentors receive comprehensive training at the start of the school year, which covers coaching tools, adult learning theory, focused conversations, cultural diversity, and mentoring standards. As part of their evaluation process, mentors develop and refine their own Mentor Growth Plan based on established mentor standards, with feedback provided by the program leader. Interviews reveal that mentors value this robust support system and often report that the guidance they receive benefits many aspects of their professional roles, with one mentor noting, “I feel just as supported in this journey as the mentees.”

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

SCVCTIP has established a continuous improvement cycle that systematically gathers program data throughout the year from candidates, mentors, and site administrators via surveys. Data is collected from multiple sources, including regular partner surveys, documentation candidates' Individual Learning Plans (ILPs), periodic professional development surveys, candidate competency reviews, and overall program evaluations. This comprehensive approach enables program leadership to consistently analyze, interpret, and apply these insights in order to refine professional development offerings and enhance support. This was corroborated by multiple candidates through interviews, and one reported that the program is “really good at taking feedback and making changes to make things better for us.”

Once collected, the data is thoroughly reviewed by program leadership and subsequently shared with key partners. A steering committee—composed of site and district administrators, mentors, representatives from institutions of higher education (IHE), candidates, and credential analysts—plays a pivotal role. This committee leverages the data to develop, monitor, and fine-tune program elements. For example, the steering committee interview mentioned that recent updates to both the ILP and the Early Completion Option criteria were implemented directly as a result of recommendations generated from the steering committee's data review.

During steering committee meetings, program leaders devote significant time to discussing the findings from both quantitative sources (such as mid-year and end-of-year survey responses) and qualitative insights from mentors' personal experiences. This dual perspective informs targeted program changes, including adjustments to professional development offerings and other critical program components.

Feedback from program completers has been overwhelmingly positive, with comments such as “[the program] made me a better teacher” and “I wish I could do it every year!” These testimonials underscore the program's impact while also highlighting the value of the end-of-program survey, which plays an essential role in guiding further adjustments. One steering committee member remarked, “Having watched it grow over the years I now see a true articulation between all of the groups—mentors, administrators, IHE representatives, and participating teachers.”

The commitment to continuous improvement is evident in SCVCTIP's proactive solicitation of feedback from all constituent groups. Candidates are given ample opportunities to share their perspectives during milestone meetings, ensuring that every aspect of the program is open to critique and enhancement. Program completers and mentors alike have noted that the feedback from surveys—distributed following professional development sessions and other key program events—has been instrumental in driving positive changes.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The Santa Clarita Valley Consortium Teacher Induction Program (SCVCTIP) at Newhall School District (NSD) 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. Site administrators reported teacher induction has positively prepared teachers to educate all learners by fostering more reflective and skilled teaching practices, which in turn enhance classroom instruction. The NSD Teacher Induction program evaluates and demonstrates that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. Induction site administrators reported teacher induction has had a significant positive impact by providing a safe, collaborative, and authentic space for teachers to learn, grow, and receive feedback. The process fosters a strong partnership between teachers, mentors, and administrators, supporting continuous development through reflection, observation, and personalized practice. Mentors reported the goal of induction is to improve student learning and outcomes. Mentors agree this is observed with teachers enrolled in the induction program. One mentor stated: "The program, relationships that are built and the reflective piece pushes teachers to reflect on their practice. Reflecting on the journey has an impact on the teacher and that positively impacts the students." Overall, there were consistent statements across constituent groups that indicate induction has a positive impact on teacher and student growth.