

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

**Division of Standards, Accreditation, and Workforce Investment**

**January 2026**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Bakersfield 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**

<b>Common Standards</b>	<b>Status</b>
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**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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**  
**Accreditation Team Report**

**Institution:** **Bakersfield City School District**

**Dates of Visit:** **October 27-29, 2025**

**Accreditation Team Recommendation: Accreditation**

<b>Previous History of Accreditation Status</b>	
<b>Accreditation Reports</b>	<b>Accreditation Status</b>
Date: November 7-9, 2017 <a href="#"><u>Site Visit Report</u></a>	<a href="#"><u>Accreditation</u></a>

**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 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 preconditions have been determined to be **aligned**.

**Program Standards**

All program standards for the Teacher Induction Program were **met**.

**Common Standards**

All common standards for the Teacher Induction Program were **met**.

**Overall Recommendation**

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

On the basis of this recommendation, the institution is authorized to offer the following credential 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.
- Bakersfield City School District continues 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.
- Bakersfield City School District is permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

### Accreditation Team

#### Team Lead:

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#### Programs Reviewers:

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#### Common Standards:

John Erratt, PhD  
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#### Staff to the Visit:

Kristina Najarro  
Commission on Teacher Credentialing

### Documents Reviewed

Accreditation Data Dashboard  
Accreditation Website  
Advisory Board Agenda and Minutes  
Building Relationship Documents  
Candidate Advisement Materials  
Candidate and Completer ILPs  
Candidate Inquiry Cycle Files  
Candidate, Mentor, and Admin Handbooks  
Candidate Orientation Materials  
Collaborative Logs  
Observation Reflection Tools

Common Standards Addendum  
Common Standards Submission  
Induction Meeting Presentations  
Mentor Self-Assessment & Feedback Tools  
Mentor Training Slideshows  
Precondition Responses  
Program Review Addendum  
Program Review Submission  
Reflection on Mentor Modeling Tools  
Survey Results

### Interviews Conducted

Constituencies	<b>TOTAL</b>
Candidates	55
Completers	37
Employers/Site Administrators	22
Institutional Administration	5
Program Coordinators	1
Program Specialists	4
Professional Development Providers	5
Mentors	30
Credential Analysts	2
Advisory Board Members	32
<b>TOTAL</b>	<b>193</b>

*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

Bakersfield City School District (BCSD) is located in the central region of the state, approximately 100 miles north of Los Angeles. Bakersfield is the ninth-largest city in California and is known for its agriculture and oil industries. Established in 1882, the district serves nearly 29,000 pupils in its 34 elementary, six middle, and four junior high schools. BCSD is home to over 4,000 certificated and classified staff who support students who have been identified as 89.5% socioeconomically disadvantaged, 14.8% special education, 21% English language learners, 3.4% migrant, and 5.5% foster/homeless youth.

BCSD credits the induction program with supporting teacher retention and leadership development efforts, with six current principals and 17 current assistant principals being program completers. In recent years, the district's leadership has made efforts to diversify the teacher workforce and boasts a 2024-25 induction completer demographic of 63.9% Hispanic/Latino and 10.1% African American, which is close to mirroring the 83.4% Hispanic/Latino and 7% African American student populations.

Notably, BCSD schools are regularly recognized for excellence with 13 California Distinguished Schools Awards, 14 California School Boards Association Golden Bells, and an America's Best Urban Schools Award to name a few. The district prides itself on its collaboratively developed vision, mission, priorities, and "portrait of a graduate" statements. Each of these focuses on student outcomes that are systematically analyzed by various constituencies. One such goal is for all kindergarten students classified as English Language Learners to be reclassified by fifth grade. In 2024-25, after updating criteria, the district made significant strides in meeting this goal by reclassifying 1,793 students, with 521 of those being long-term language learners.

## Education Unit

Bakersfield City School District is a local education agency that sponsors a teacher induction program, which serves novice teachers from within the district's boundaries. The program is staffed by members of the New Teacher Development Department which is housed within the Education Services Department. The day-to-day operation of the program is led by a coordinator and a team of four program specialists, with frequent participation from the executive director of the New Teacher Development Department. For the 2025-26 school year, the program is serving 181 candidates (75 first year, 74 second year, and 32 ECO) and, on average, recommends approximately 80 candidates for their clear credential each year.

**Table 1: Enrollment and Completion Data**

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	84	181

## **The Visit**

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

## **PRECONDITION FINDINGS**

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

## **PROGRAM REPORTS**

### **Teacher Induction**

#### Program Design

The Bakersfield City School District (BCSD) houses its credential program within the New Teacher Development (NTD) department. As a district-wide initiative, the BCSD Teacher Induction Program (TIP) serves educators across 44 schools encompassing transitional kindergarten through eighth grade. The program offers both traditional and early completion option (ECO) pathways for credential clearance. Oversight of the program is provided by the executive director of NTD, while the NTD coordinator manages the daily operations and implementation of the induction program. The coordinator supervises four program specialists and a secretary who implement the program.

Approximately 150 trained mentors, prepared through the NTD program, serve in various mentoring and support programs across the district. This pool includes classroom teachers and full-time certificated out-of-classroom staff such as site coaches and intervention specialists who support teachers districtwide. Each year, about 100 of these mentors work directly with induction candidates. Mentors are organized into four groups, each led by a designated program specialist who serves as their primary point of contact and oversees their induction work.

Communication among program staff, mentors, and candidates is continuous through personal contact, email, and district announcements. A Teacher Advisory Bulletin (TAB) is distributed every Thursday. During interviews, mentors and candidates reported that they regularly use the TAB to find professional development opportunities and stay informed about important deadlines.

The NTD program specialists all work in the same office and collaborate daily. Other mentors meet monthly and collaborate during their meetings. Additional communication occurs through feedback on the collaborative log and the Individualized Learning Plan (ILP). One candidate shared, “The program is easy to communicate with. You can call, and they’ll answer and make things easy to understand.” Several candidates also identified strong communication as a key program strength. One noted, “They are very personal. They know you by name when they

greet you and understand your struggles. They're just a phone call or email away." A mentor shared, "NTD cares about us as people. When a family member passed away and I returned, there was a note in my box [from the program]".

BCSD has provided structured support for new teachers for over 30 years. The heart of the BCSD TIP is ongoing mentoring and support individualized for the new teacher from a trained mentor. All mentors in the NTD are trained to support teachers on permits, intern teachers, and participants in the BCSD Teacher Induction Program. Mentor selection takes place each spring to allow time for summer training. The selection process includes an application and administrative approval, and mentors are required to reapply annually.

New mentors participate in a three-day summer training, while all mentors attend a one-day summer session before the school year. Ongoing professional development continues monthly. Training is research-based, drawing on New Teacher Center (NTC) frameworks, and includes topics such as adult learning theory, attitudinal phases, reflective conversations, social-emotional learning (SEL), and the updated California Standards for the Teaching Profession (CSTPs).

Mentors also participate in book studies to deepen their coaching practice. Currently, all mentors are reading *The Coaching Habit*, with additional options aligned to the program's vision. As shared by program leadership, "The goal is to have a highly qualified teacher in front of every classroom."

BCSD TIP staff values feedback from all involved in the program; they use insights to strengthen successful practices and build on them. As program specialists read and respond to collaborative logs, a relationship is built, and information flows in both directions. This results in timely adjustments to support practices. Program staff review statewide data, district-specific data, and survey results to assess areas such as mentor quality, candidate experience, and the overall impact of the program on teaching practices. The program sends midyear surveys to candidates and mentors and end-of-year surveys to candidates, mentors, and administrators. All trainings end with a participant evaluation. Findings are shared with induction staff and advisory committees, providing guidance and direction for program development. This comprehensive, multi-source feedback process ensures that the program remains responsive, effective, and aligned with the needs of candidates and the district.

#### Course of Study (Mentor/Coaching System)

Program staff work together to assign mentors to candidates over the summer for continuing teachers and at the point of hire for new teachers. During interviews, candidates emphasized the value of having a mentor who shared their content area. One teacher explained, "I teach music and really appreciate that they matched me with a visual and performing arts mentor. They were able to help me with things like how to teach a student to start playing a clarinet." The teacher added that a less closely matched mentor would not have been able to provide the same level of support.

During ILP development, candidates set professional growth goals for the entire program, ensuring alignment with the CSTPs. Candidates meet in their cohorts with their mentors and principals, and principals provide input on goals based on site priorities. Candidates are informed that goals can be updated throughout the program.

Candidate progress is monitored continuously. Mentors provide individualized support based on candidate needs, assignment, and student context, documenting week-to-week growth and reflections in the collaborative log, which program specialists review systematically ten times per year. This close monitoring allows program leadership to identify early any candidates needing additional support and to organize interventions such as visits from NTD staff, assistance from site academic coaches, or support from other departments. If a candidate is not progressing, an intervention action plan is implemented. The Accreditation Data Dashboard (ADD) shows that 84.3% of respondents indicated that receiving feedback from observations helps them improve their instruction, and 81.9% agreed that mentor and program support helped them strengthen teaching practices that impact student learning.

Also, on the ADD, 91.5% of BCSD respondents indicated that ILP goal-based activities effectively prepare them to grow as professional educators. Candidates also engage in self-reflection using the Continuum of Teaching Practice to document growth in the CSTPs. The continuum is reviewed at the start of the program and revisited often throughout the year and formally reviewed twice per year.

As a single-district induction program, BCSD's induction leadership collaborates closely with other departments to coordinate professional development and coaching that are directly aligned to candidates' teaching contexts. This structure ensures that new teachers receive targeted learning opportunities that support both their students' needs and their own professional growth.

Candidates report having multiple opportunities for professional development throughout the induction program. Teachers select sessions that align with their ILP goals and professional growth areas. In addition, candidates are encouraged to observe exemplary teachers who demonstrate best practices related to their professional growth goals. This is done either through mentor-led demonstration lessons or classroom observations. Each ILP includes a professional development plan that directly connects to the teacher's current classroom assignment and growth objectives, ensuring that learning is relevant and job embedded.

Mentors provide both "just-in-time" support for immediate classroom needs and long-term guidance around professional goals. Candidates consistently identify their mentors as the most valuable aspect of the induction program, appreciating the accessibility and responsiveness of support through text, call, or email. One candidate shared, "I am so proud of myself. I struggled a lot; this job is hard. Sometimes it was overwhelming, but I got it all completed. My mentor helped me with what to do for myself and my students."

Because professional learning and mentor support are directly connected to each candidate's

current teaching placement and daily experiences, candidates are able to apply new knowledge in real time, strengthen instructional practices, and build the competencies and reflective habits necessary to earn the Clear Credential.

#### Assessment of Candidates

The BCSD induction program uses multiple forms of evidence to monitor candidate performance and ensure progress toward program requirements. Program specialists use all of these evidence points to identify candidates needing additional support and provide targeted interventions, including mentoring, site visits, or an intervention action plan when necessary. Feedback from mentors, administrators, and candidates that is collected through surveys, exit interviews, and training evaluations further informs ongoing support. This continuous monitoring ensures candidates receive timely guidance and professional learning to successfully progress toward meeting program requirements.

The program informs candidates about assessments and evaluations through structured orientation and ongoing support. During induction orientation, candidates receive a walkthrough of the program handbook, which outlines expectations, assessment methods, and evaluation criteria. A combination of orientation, ongoing mentoring, collaborative documentation, and formal review ensures candidates are clearly informed about how their progress and competencies are assessed.

Candidates are recommended for the California Clear Credential after successfully completing the induction program. At program completion, the NTD coordinator verifies that all induction requirements are met and completes the required recommendation form. The district certification specialists (credential analysts) then review each candidate's preliminary credential and verify that all state and program requirements are satisfied. This verification is double-checked, and any additional renewal requirements are incorporated before the recommendation is submitted. Credential analysts also attend exit interviews, guide candidates through the application process, and ensure candidates submit confirmation receipts for their records.

#### Findings on Standards

After reviewing the institutional reports, supporting documentation, and data dashboards, as well as the completion of interviews with candidates, completers, mentors, advisory boards, employers, and institutional leaders, the team determined that all program standards are **met** for the teacher induction program.

## INSTITUTION SUMMARY

Bakersfield City School District (BCSD) operates a robust and well-organized educator preparation program grounded in consistent leadership, collaboration, and reflective practice. The district's commitment to supporting all new teachers—across a diverse range of school settings—demonstrates its dedication to equity, excellence, and continuous improvement. Leadership stability has fostered a coherent vision that aligns with California's standards and ensures that all components of the program work together to prepare effective and reflective educators.

A defining strength of BCSD is its comprehensive system of support for new teachers. Through structured mentoring, professional development, and opportunities for collaboration, the district ensures that every beginning educator feels valued and equipped for success. The culture of reflection—both individual and collective—encourages teachers to continually refine their practice and engage in meaningful dialogue about teaching and learning. As evidenced in the data dashboard, it shows that 92.8% of teachers said the reflection of practice of instruction led to a strong impact on their teaching. Teamwork is embedded at every level, contributing to a positive and cohesive professional environment. This is evident through the data dashboard results from last year.

Data feedback is consistently gathered, analyzed, and used to evaluate program effectiveness. This commitment to data-informed decision-making confirms that the program's design and implementation are meeting their intended outcomes. Regular reflection on data also allows BCSD to make timely adjustments and maintain high standards of quality and relevance. Through multiple interviews, it was confirmed that data was collected and used by the program.

Overall, BCSD's induction program exemplifies excellence through its structure, consistency, and responsiveness. It stands out as a model of how thoughtful leadership, reflective practice, and data-driven improvement can sustain a thriving system that effectively supports new teachers and benefits the diverse students they serve.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

## **Finding on Common Standard 1: Met**

### **Summary of information applicable to the standard**

Bakersfield City School District (BCSD) maintains a strong, well-organized infrastructure that effectively supports the operation and continuous improvement of its teacher induction program. The district emphasizes culturally responsive instruction, reflective practice, and data-driven decision-making, aligning all educator preparation efforts with California's adopted content standards and curricular frameworks. BCSD management stated that "Induction is part of the fabric of the district and one of our signature programs".

BCSD's induction program is integrated into the district's professional learning and human resources systems, ensuring coherence and sustainability. The program's organizational structure facilitates active involvement of faculty, mentors, site administrators, and other constituencies in planning, coordination, and decision-making. The Learning to Teach Advisory Committee (LTTAC), composed of district and site leaders, mentors, program completers, and Institutions of Higher Education (IHEs), meets regularly to review program data, assess candidate progress, and make recommendations for program enhancements.

Collaboration with colleagues and mentors is central to the program's success. Mentor teachers and program staff work closely with site administrators to ensure candidates receive consistent, job-embedded support focused on improving instructional practice and student outcomes. Partnerships with neighboring districts, the Kern County Superintendent of Schools, and local universities extend professional learning opportunities and ensure alignment with regional initiatives in teacher development. Regular communication among these partners promotes a shared understanding of induction goals and a unified approach to supporting new educators. This group all agreed their meetings were timely, systematic, and very purposeful, as shared in interviews.

BCSD allocates sufficient resources—personnel, time, and materials—to ensure the effective implementation of the induction program. The program is led by experienced administrators who oversee coordination, candidate advisement, mentor training, and program evaluation. Mentors receive release time, compensation, and ongoing professional learning to refine their coaching skills and deepen their understanding of the CSTPs and the induction program standards. Through interviews, multiple completers confirmed that the program was beneficial with sentiments similar to "Induction was one of the best experiences as a teacher and has helped me to be more reflective as well." Access to curriculum materials and professional development sessions supports both mentors and candidates in their growth and reflection. Completers shared that they learned different teaching strategies and gained the perspective that becoming a teacher is a long-term process, not just something learned in two years; it's a continuous learning process.

Program leadership has the authority and institutional backing needed to manage the program effectively. Decisions related to program design, implementation, and improvement are data-

informed and aligned with district priorities. BCSD's recruitment and retention efforts reflect a commitment to diversity and excellence, ensuring that mentors and staff represent a range of backgrounds and bring expertise in meeting the needs of diverse learners. All mentors and instructional personnel demonstrate deep knowledge of current content standards, effective teaching practices, and the local educational context.

Finally, BCSD maintains a transparent credential recommendation process. Program leadership verifies that each candidate has met all program requirements, including demonstration of growth through ILPs and evidence aligned with the CSTPs, before recommending a credential.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

### **Finding on Common Standard 2: Met**

#### **Summary of information applicable to the standard**

The Bakersfield City School District (BCSD) Induction Program supports the recruitment and retention of teacher candidates through multiple measures and methods. District data demonstrates a commitment to hiring a diverse educator pool. New teachers begin their induction process at the point of hire. Candidates participate in a four-day new teacher orientation where induction-eligible candidates attend an induction orientation and are assigned a mentor trained in induction processes and mentoring principles. On the Accreditation Data Dashboard, 84.5% of BCSD candidates reported that they were well matched with their mentors. Mentor training and refinement of skills is an ongoing process,

and mentors regularly attend professional development workshops on supporting novice teacher candidates. At induction orientation, program requirements are shared through the program handbook, candidate and mentor responsibilities are defined, communication methods are established, and schedules for collaborative log completion and weekly meetings are shared. Candidates then attend a meeting with their assigned mentors and principals to create a collaborative two-year ILP. A one-year Early Completion Option (ECO) is available for qualified candidates. The ILP guides the two-year induction program. Successful progression through the program is guided by measures that include classroom observations, weekly collaborative logs, Continuum of Teaching Practice self-assessments, opportunities to observe exemplary teachers, inquiry rubric feedback, survey data, and ILP checkpoints. Candidates attend three candidate professional development trainings each year in addition to their weekly meetings with their mentors. Mentors receive three days of initial orientation and training and ongoing training scheduled throughout the year, including self-assessments. The mentor pool reflects the diversity of the district students and staff. Interviews with district administration and advisory committee members confirm efforts to effectively recruit teachers who reflect the diversity of the community, including job fairs, collaboration with institutions of higher education (IHE), and interactions with community organizations.

The district maintains close relationships with IHEs and works closely with them to provide opportunities for their students to observe in a variety of classrooms. This collaboration has been essential to induction candidates and to many other programs including the teacher residency programs. IHE relationships are fostered through participation in the Kern Induction Consortium (KIC), a regional, collaborative advisory committee made up of several program sponsors.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

### **Finding on Common Standard 3: Met**

#### **Summary of information applicable to the standard**

The teacher induction program provides a comprehensive system of mentorship, professional development, and experiences to support new teacher development of essential knowledge and skills that are refined and expanded during the two-year induction process (one year for ECO candidates). The process begins with individualized goal setting in collaboration with mentors and site administrators and incorporates both “just-in-time” support from mentors and action research through a series of three classroom-based inquiry processes. The ADD indicates that 98.2% of students developed goals within 60 days of the start of the school year, with 78.3% reporting goal development within 30 days. Candidates meet weekly with their mentors, and ILPs are reviewed by program specialists. Induction goals reflect site and district objectives and include issues of diversity found in the candidates’ school settings and across the district. Candidates engage in focused research, implement new strategies, and reflect on the effectiveness of practice with guidance from their mentors. This reflection is evidenced through weekly collaboration logs, which are monitored by program specialists and are used to guide individualized support and feedback.

Veteran teachers apply to be mentors and are vetted through district administration. Mentors are selected after a rigorous application process with input from site administrators, as well as

an application and interview process. Teachers selected as mentors receive three days of initial training and ongoing training from program leadership in coaching skills, monitoring candidate progress, and resources to develop their skills as mentors. They are assigned to candidates based on credential area, grade level, and teaching context to ensure mentor knowledge of effective practices in each setting.

Mentors monitor candidate progress, provide academic and behavior management coaching and feedback, and share resources to develop their skills as mentors. Interviews confirmed that mentors feel supported by the NTD team.

The program employs multiple measures for assessment of mentor effectiveness, including self-reflection, candidate feedback, collaborative logs, attendance records, and an annual mentor feedback form. ADD data for 2024-25 reveals that 97.6% of candidates reported their mentors were very helpful (84.3%) or helpful (13.3%) in supporting them in their teaching practice and having an impact on student learning.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

#### **Finding on Common Standard 4: Met**

#### **Summary of information applicable to the standard**

The BCSD Teacher Induction program provides a comprehensive system of mentorship, observations, professional development, and experiences to support new teacher development of essential knowledge and skills that are refined and expanded. Program leaders solicit and analyze data from all constituencies to ensure that the “just-in-time” support and observation feedback from mentors are effectively supporting candidates.

Candidate progress toward meeting the program requirements is monitored on an ongoing basis by the coordinator and program specialists. Candidates engage in three action research cycles and are scored on a four-point (0-3) rubric, and individualized feedback is then provided to candidates. Those candidates who receive lower scores on the rubric are then given subsequent targeted support by mentors and program specialists for meeting those requirements. Candidates scoring "0" must receive input from a program specialist or the program coordinator.

The program employs multiple measures for assessment of mentor effectiveness, including self-reflection, candidate feedback, collaborative logs, and attendance records. Program specialists support mentor professional development as determined by needs identified through assessments and mentor feedback.

The program and its advisory board review all responses from professional development sessions as well as candidate, completer, mentor, and employer surveys to refine the program. Using such feedback, the program recently updated mentor training materials. Mentors now receive more focused development on providing just in time support and how to support candidates with their goals throughout the induction experience. Additionally, mentors are currently being trained on the new 2024 CSTPs in order to smoothly transition to implementation in the 2026-27 school year.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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 BCSD induction program begins with the development of an ILP. The ILP includes inquiry-based research goals aimed at improving candidate instructional practice. Goals incorporate the state-adopted academic standards and elements of the CSTPs focused on beginning teacher assignment and needs. ILPs include reflection on candidates' growing ability to effectively support all students. These reflections often provide data demonstrating evidence that a positive impact is being made on candidate and student learning. Candidates self-assess on

each of the CSTPs using the Continuum of Teaching Practice at three points during the two-year program to further demonstrate growth.

The BCSD Induction program regularly collects data for program evaluation through inquiry documentation, survey data, and professional development feedback. The program's two advisory boards - the Learning to Teach Advisory Committee (LTTAC) and the regional Kern Induction Collaborative (KIC) - provide information, input, and feedback. Data are reviewed regularly in order to measure the positive effect of induction on teaching and learning. Interviews with site administrators, mentors, as well as LTTAC and KIC members confirm the positive impact of the program for the district, broader county region, and for the program's participating teachers and mentors. Induction is viewed by these constituencies as integral to the entire district system of support and as a foundation for continued professional growth.