

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

Division of Standards Accreditation and Workforce Investment

March 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Evergreen Elementary 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. Based on 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
Accreditation Team Report**

Institution: Evergreen Elementary School District

Dates of Visit: February 2-4, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: October 2017 Link to team report	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 accreditation site visit including interviews with administrators, mentors, participating induction teachers, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards have been determined to be met.

Common Standards

All Common Standards have been determined to be met.

Overall Recommendation

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

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

Team Lead:

Aaron Davis
William S. Hart District

Programs Reviewers:

Susan Kelleher Holtz
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Common Standards:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Individual Learning Plans
Program Advisement Materials
Accreditation Website

Mentor Training Materials
Participating Teacher Files
District Demographic Data
Program Handbooks
Survey Results
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Participating Teachers	20
Program Completers	10
Site Level Administrators	13
District Level Administration	7
Previous Program Coordinators	2
Current Program Coordinator	1
Program Mentors	21
Credential Analysts and Staff	1
Advisory Committee Members	8
TOTAL	83

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

Evergreen Elementary School District is a public school district serving students from Transitional Kindergarten through 8th grade in the Evergreen Valley of San Jose, California. The district is home to 13 elementary schools and three middle schools with 8,444 students enrolled. Of the 8,444 students enrolled, close to 20 percent are designated English Learners. Ten percent of all students enrolled are designated as Students with Disabilities. Approximately 34 percent of students are designated as Socioeconomically Disadvantaged. Racial and ethnicity demographics for the student population are as follows: 54.7 percent Asian; 27.7 percent Hispanic/Latino, 6.7 percent Filipino, 3.8 percent White, 1.2 percent Black/African American. Less than one percent of students identify as American Indian or Pacific Islander. Five percent of students identify with two or more races. The district has several award-winning schools with state-of-the-art technology and classrooms that spur curiosity and enriching learning opportunities for the communities they serve.

Education Unit

The Evergreen Elementary School District’s Teacher Induction Program provides a two-year, job embedded system of formative support for teachers in their early career to clear their preliminary teaching credentials. Housed with the Educational Services Department, the program provides opportunities for new teachers to develop individual learning plans, in consultation with their mentor and program leadership, that support the formative development in building habits of professional practice that educators will carry with them into their future years in the profession.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	17	36

The Visit

The visit was conducted in person and 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 Evergreen Elementary School District (Evergreen ESD) serves as the Lead Educational Agency (LEA) for the Evergreen ESD Induction Program. The Evergreen ESD Induction Program Leadership team is composed of one Program Coordinator as a Teacher on Special Assignment (TOSA) and one additional leadership team member who is a former teacher candidate and/or a current mentor. Program mentors consist of both current and retired teachers who participate in 10–11 meetings annually, including New Mentor Orientations, Network Meetings, Mentor Forums, Roundtable Reviews, and the End-of-Year Portfolio Symposium. Mentors report directly to the Program Coordinator, who in turn reports to the Assistant Superintendent of Educational Services.

The leadership team meets formally with all constituents at least twice a month with additional informal and fluid communication occurring outside of regular meetings as needed. Formal meetings focus on planning and preparation for Network and Advisory Committee meetings, professional development, and program events. The Advisory Committee convenes at least three times per year to review program goals, evaluations, and to provide updates and recommendations.

The Induction Leadership Team also meets with participating teachers and mentors and shares responsibility for professional development. Individual team members facilitate breakout sessions for groups of participating induction teachers, mentors, or other differentiated groups as needed.

The Evergreen ESD Induction Program collaborates with PK–12 organizations in an Advisory Committee that meets at least three times per school year through the Program Coordinator's participation in state, cluster, Santa Clara Induction Professional Learning Community, and network meetings. Discussions at these Professional Learning Community (PLC) meetings are centered around a collaborative agenda where all participants contribute to each meeting. Meeting topics include: induction challenges, sharing of Individual Learning Plans and other induction documents, data, accreditation report tips, Early Completion Option (ECO) participating induction teachers data and any other topics that come up during the PLC meeting.

The Program Coordinator also meets as needed with the Director of Human Resources and/or the Evergreen ESD Credential Analyst to discuss newly hired teachers, eligibility, and support.

The Director of Human Resources additionally serves as a representative on the Advisory Committee.

Program leaders, administrators, and experienced support providers identify and recruit potential mentors for the Induction Program. Prospective mentors are required to submit an application and provide a recommendation from their site principal. In addition, they have the option to include an additional recommendation from a current colleague. Applications are submitted through a Google Form linked to an automated paper form system. Mentor selection is based on the applicant's responses to application questions, submitted recommendations, and demonstrated experience and strengths aligned to program needs.

Participating induction teachers provide formal feedback on mentor effectiveness twice per year through mid-year and end-of-year surveys. Prior to the COVID-19 pandemic, mentors established professional growth goals using the New Teacher Center Mentoring Continuum and Wellman and Lipton's *Mentoring Matters* (3rd edition). During the pandemic, mentor training emphasized just-in-time support, relationship-based mentoring, and instructional coaching strategies to address evolving instructional and emotional needs. Beginning in Fall 2023, the program renewed its emphasis on mentor growth goals as a core component of mentor orientation, ongoing training, evaluation, and feedback cycles. Throughout the academic year, mentors participate in small-group meetings with a mentor expert or coach to monitor progress toward individual goals and strengthen coaching practices. According to the Induction Lead during the sight interview, it was stated that mentors meet with the Induction TOSA five times a year and receive professional development in creating S.M.A.R.T.E goals, effective listening, coaching conversations, coaching stances from Elena Aguilar, and pieces of the Mentoring Matters test. These professional development offerings were a change that was made for the 2025-2026 Induction year.

To ensure effective and supportive mentoring relationships, participating teachers and mentors who experience concerns with their assigned partner are encouraged to notify program leadership at any time by submitting a program grievance form. Participating induction teachers may also contact program leadership via email, phone, in person, or Zoom to discuss concerns confidentially. Continuing participating induction teachers may additionally request a change of mentor through the End-of-Year Survey, allowing program leadership to review feedback and make appropriate adjustments.

Mentors must possess a minimum of three years of effective teaching experience and demonstrate an understanding of teacher's professional and pedagogical development. They show a willingness to participate in required mentor training and maintain strong knowledge of standards, curriculum, and differentiation to guide participating teachers in meeting diverse student needs. Mentors exhibit a professional attitude and disposition characterized by positivity, enthusiasm, openness to new ideas, and a non-judgmental approach. They are committed to engaging in the formative assessment process, dedicating sufficient time to provide meaningful support and feedback. In addition, mentors willingly discuss assessment information, share instructional strategies and materials, and collaborate effectively with

participating induction teachers. Above all, they demonstrate a sustained commitment to continuous learning and their own professional growth. Program leaders, administrators, and/or experienced support providers identify potential mentors. Those who desire to serve as mentors are required to apply and obtain recommendations from the site principal with the option to obtain a recommendation from a current colleague. Selection is based on the prospective mentor's response to the application questions, the recommendations, and experience/strengths in relation to program needs.

During the site interview with thirteen mentors, all thirteen confirmed that they meet no less than one hour a week with their participating induction teachers and that most agreed they meet for more than an hour. "Just in time," support and long-term support was also confirmed to be given on a regular basis to the participating induction teachers. Mentors also confirmed the utilization of mentor logs that collect the day and time of weekly meetings, notes, next steps and evidence in reference to the CSTP that was the topic at the meeting. Mentors are responsible for completing those mentor logs.

The Evergreen Induction Program has established and maintains both formal and informal communication pathways to gather input and feedback from internal and external constituents. The Induction Program Coordinator, Advisory Committee, and Leadership Team representatives meet with constituents three times each year to clearly communicate the program's rationale, goals, design, and evaluation processes. The Advisory Committee reviews formative feedback from mentors, participating teachers, program constituents, and state completer data to recommend programmatic improvements. The Induction Program Coordinator and Leadership Team analyze professional development feedback to refine meetings and training. The Assistant Superintendent and Induction Program Coordinator communicate program issues to principals and directors as needed, while the Induction Program Coordinator provides annual updates to district and site administrators regarding program implementation and improvements based on stakeholder input. Informal communication with administrators occurs throughout the year. Additionally, site administrators and district directors serve on the Advisory Committee to review evaluation data, make recommendations for program revisions, and contribute feedback through observations and ongoing communication to support continuous program improvement.

Evergreen ESD Induction incorporates feedback data for continuous improvement. These program improvements are communicated via updates to constituents on changes in program design and implementation. Additionally, the Advisory committee meets at least three times a year to discuss and review program updates and recommendations. The Program Lead also provides information and/or training to administrators at Instruction Department Meetings and also communicates information via email. The Evergreen Induction Program utilizes an assessment system and calendar throughout the year for consistently gathering data for program improvement.

The major modifications that have been implemented over the recent two years by the Evergreen ESD Induction Program are: Updated organization chart due to staffing changes are;

a new Induction Program Coordinator, an updated mentor goal setting process to reflect additionally on coaching stances and Elena Aguilar’s coaching tools, an additional emphasis on equity through the requirement of S.M.A.R.T.E goals, topics on the teacher forum to include a session on Supporting English Language Learner Students and a session on Equity, Culturally Relevant and Culturally Responsive Teaching and one spring teacher forum topic was intentionally created to be responsive to participating induction teachers.

The Program Coordinator makes final mentor assignments based on recommendations from site administrators and program leadership. Participating induction teachers are matched with mentors from the same school who hold appropriate grade-level or subject-area credentials and relevant experience within 30 days of hire. When a suitable mentor is not available at the same school, the Program Coordinator assigns a mentor from a neighboring school. It was confirmed at the site interview that all mentor assignments are completed within the first 30 days of program enrollment. Whenever possible, participating induction teachers are matched with the same mentor for the second year, provided the mentoring relationship was mutually effective.

Mentors provide instructional leadership by guiding participating induction teachers through goal development, the inquiry process, and overall professional growth throughout their two years in the Induction Program. Mentors support participating induction teachers in developing professional growth goals on the Individual Learning Plan using the S.M.A.R.T. E. goal process, completing class profiles to gather comprehensive student information, and evaluating instructional practices through the California Standards for the Teaching Profession (CSTP) Self-Assessment. The mentor conducts an initial observation to provide objective data that informs goal development. Each year, participating induction teachers establish a minimum of two and a maximum of three professional growth goals aligned to the CSTPs and collect evidence demonstrating progress toward those goals. Mentors provide just-in-time support as needed, document weekly meetings in the collaborative log, and record goal revisions and inquiry progress in the Individual Learning Plan and related logs. At the end of each year, participating induction teachers participate in the Roundtable Review exit interview process to present their learning plans, inquiry work, and evidence of CSTP growth, positive impact on student learning, and reflective teaching practices. Evergreen Induction ensures access to resources for both mentors and participating induction teachers through Google Classroom and provides paper copies of all program materials and resources upon request to support the achievement of professional growth goals.

The Evergreen ESD Induction Program implements a comprehensive formative assessment and evaluation process to monitor participating induction teachers’ progress toward program competencies. The program utilizes multiple instruments, each designed to address one or more aspects of the effectiveness of the formative assessment process. Key components of the assessment system include the Induction Meeting Calendar, the Induction Timeline, Focus CSTPs, Collaborative Logs, the Mid-Year Check, and the Roundtable Review Rubric. The Roundtable Review Rubric is distributed to both participating induction teachers and mentors during a network meeting, providing opportunities to prepare, practice, and ensure that

completion requirements are clearly communicated. Additional elements include professional development sessions, Roundtable Review feedback, participating teachers' transcripts, and records of Induction participants, all of which contribute to a structured and transparent evaluation system that supports candidate growth and program accountability.

Course of Study (Curriculum and Field Experience)

The Program Lead and Leadership Team collaborate together to plan, coordinate and implement professional development activities in the area of English learners and special populations students for Evergreen Elementary School District teachers, with a focus on the needs of beginning teachers. Participating induction teachers are required to use these professional development activities as part of the research portion of their inquiry and individualized learning plan. There are five professional development opportunities offered to participating induction teachers and they have the opportunity to choose two of their choice, from the recommended list throughout the year and then one additional selection of their choice outside of the recommended offerings.

In addition, the induction program employs professional developers who are either contracted with the district or serve as full-time classroom teachers, coaches, specialists, or additional Teachers on Special Assignment (TOSAs). These educators are field experts who provide professional development during teacher candidate professional development sessions, network meetings, and mentor professional development activities. Participating induction teachers also observe veteran teachers as a means of expanding their knowledge of instructional practice beyond their own classrooms, strengthening collaboration among colleagues, and contributing to their inquiry research. The program further utilizes school district personnel to share their expertise with participating induction teachers and mentors during network meetings, thereby supporting continuous professional learning and program quality. According to the special education coordinator, during the site interview process stated, "The Program Coordinator has a good lens on cultural relevance and equity and has implemented it in all areas and that is very important to be called out and it has been very helpful to new teachers and gives them the foundation and that is what is best for kids."

Each participating induction teacher and mentor meet weekly for no less than sixty minutes, in addition to participating induction teachers in network workshop sessions with all participating induction teachers and mentors in the program. The mentor conducts a minimum of two classroom observations during each of Years 1 and 2 to support participating induction teacher growth and provide formative feedback.

Assessment of Candidates

The Evergreen ESD Teacher Induction Program has established and maintains both formal and informal communication pathways to obtain input and feedback from internal and external constituents. The Induction Program Coordinator, Advisory Committee, and Leadership Team representatives meet with constituents three times per year to clearly communicate the program's rationale, goals, design, and evaluation processes. The Advisory Committee uses formative feedback from mentors, participating teachers, program constituents, and state completer data to recommend programmatic improvements. In addition, the Program

coordinator and Leadership Team review professional development feedback to refine meetings and training activities. The Assistant Superintendent and the Induction Program Coordinator communicate with Evergreen ESD principals and directors as needed regarding current program issues, while the Program Coordinator also provides annual updates to district and site administrators on program implementation and program improvements based on constituent feedback. Informal communication with administrators occurs throughout the year. Furthermore, three site administrators and four district directors serve on the Advisory Committee to review evaluation data and make recommendations for program revisions in response to data analysis and participant feedback. Site principals and district directors also contribute to the program evaluation process by providing informal feedback based on their observations at their sites

Mentors complete an initial classroom observation to provide objective data that participating teachers use to inform the development of their professional growth goals. Each year, participating induction teachers develop a minimum of two and a maximum of three professional growth goals aligned to the California Standards for the Teaching Profession (CSTP) and collect evidence throughout the year to demonstrate progress toward those goals. Mentors provide just-in-time support as needed and document weekly meetings in the collaborative log. Any goal revisions are recorded on the Individualized Learning Plan (ILP) and reflected in the updated collaborative log, active research observations, and inquiry documentation with linked evidence. At the end of each year, participating teachers participate in an exit interview process, the Roundtable Review, during which they present their ILP, inquiry process, and evidence demonstrating growth aligned to the CSTP, a positive impact on student learning, and reflective teaching practices. Evergreen Induction ensures the availability of resources to support both participating induction teachers and mentors in meeting professional growth goals. All induction program resources are accessible through Google Classroom, and paper copies of program materials and resources are available upon request.

For participating induction teachers who are not making successful progress, the Induction Program provides additional time and individualized support to ensure continued growth and completion of program requirements. Participating teachers may request one-on-one assistance by scheduling an appointment through the program's designated email appointment link. These individualized sessions allow program staff to review candidate progress, clarify expectations, and provide targeted guidance aligned to professional growth goals and program standards. This responsive support structure ensures that participating teachers receive timely intervention and equitable access to assistance needed for successful program completion. Participating induction teachers also have access to a weekly office hour link, where they can attend for any additional support.

The Evergreen Elementary School District Induction Program begins each year with a New Teacher Orientation in August to introduce participating teachers to program expectations and resources. The program implements a comprehensive formative assessment and evaluation process to monitor candidate progress toward program competencies. Each assessment instrument is designed to gather feedback on the effectiveness of the formative assessment

process, ensuring continuous improvement. These instruments include the Induction Meeting Calendar, Induction Timeline, Focus CSTPs, collaborative Logs, Mid-Year Check, Roundtable Review Rubric (distributed to participating induction teachers and mentors during a network meeting with opportunities to prepare and practice), professional development sessions, Roundtable Review feedback, transcripts, and Induction participant records. Collectively, these tools provide a structured and transparent system for assessing candidate growth and clearly communicating completion requirements.

The Evergreen ESD Induction Program systematically reviews multiple sources of data regarding candidate competence to inform programmatic improvement. Candidate progress is monitored through formative assessments, including classroom observations, Collaborative Logs, Individualized Learning Plans (ILPs), and evidence collected for professional growth goals aligned to the California Standards for the Teaching Profession (CSTP). Summative assessments, such as the Roundtable Review, provide additional data on candidate proficiency and readiness for recommendation for a clear credential. The Program Coordinator, Advisory Committee, and Leadership Team analyze this data to identify patterns in candidate performance, evaluate the effectiveness of mentoring and professional development, and make evidence-based adjustments to program design. Feedback from mentors, site administrators, and participating induction teachers is also reviewed to ensure that program enhancements address stakeholder needs and support continuous improvement across the district.

In the Evergreen ESD Induction Program, the process for recommending participating teachers for the clear credential is structured, collaborative, and aligned with state standards. Mentors monitor candidate progress throughout the induction period using formative assessments, ILPs, Collaborative Logs, classroom observations, and evidence collected for professional growth goals aligned to the CSTPs. At the end of each year, participating teachers participate in a Roundtable Review, presenting their ILP, inquiry process, and supporting evidence that demonstrates growth, impact on student learning, and reflective teaching or leadership practices. The Program Coordinator, in collaboration with the Advisory Committee and Leadership Team, reviews all formative and summative evidence to verify that participating teachers have met program requirements. Based on this comprehensive review, the Program Coordinator formally recommends participating teachers to the Commission on Teacher Credentialing for the clear credential, ensuring that each candidate has demonstrated competence and readiness for continued professional practice. In addition, it was confirmed during the site interview that the Induction Lead has the support of the Human Resources Department alongside the Director of Human Resources and Human Resources Specialist to track the completion of participating teachers and to confirm the clearing of the recommended credential.

Findings on Standards

After review of all available information including interviews with participating teachers, program completers, program personnel, mentors, coaches, and other constituencies, the team determined that all program standards are **met** for the Evergreen Elementary School District Teacher Induction Program.

INSTITUTION SUMMARY

The Evergreen Elementary School District (Evergreen ESD) Teacher Induction Program is an individualized and job-embedded program designed to support new teachers during their first two years of professional practice. The foundation of the program is a robust mentoring system centered on “just-in-time” support and longer-term guidance to ensure the development of professional skills. Program documentation and interviews with participating teachers, mentors, and leadership confirm the institution has an infrastructure in place to house an induction program and ensure the recruitment, support, growth, and retention of a diverse teacher population. The Evergreen ESD Teacher Induction Program is directed by a full-time lead teacher on special assignment (Induction Lead) and one leadership team member, who reports to an advisory committee that provides guidance based on regular feedback from candidate and mentor surveys.

Interviews with all constituents confirm that the Evergreen ESD Teacher Induction Program provides relevant and meaningful support and professional learning. Professional learning topics derive from survey feedback at the end of the previous year and there are multiple types of acceptable professional learning, including book studies, workshops, webinars, and classroom observations. Participating teachers develop growth goals with the assistance of their mentor on their ILP using the S.M.A.R.T.E goal process and aligning it with the CSTP. Participating teachers are aware of their progress throughout the program with multiple formative, summative, and benchmark checks throughout their induction journey. The induction program also offers an accelerated Early Completion Option (ECO) pathway for experienced and exceptional participating teachers to satisfy the clear credential requirements in a condensed, one-year timeframe, without sacrificing program rigor.

The Evergreen ESD Teacher Induction Program is constantly evolving based on the needs of their participating induction teachers, mentors, and program demands. Program leadership and program departments seamlessly work together to support all aspects of the program, which was most recently exemplified by the hiring of a full-time Induction Lead. It was apparent during the site visit that the Evergreen ESD Teacher Induction Program embodies their vision to develop competent, caring, and quality beginning teachers to promote increased student achievement and social well-being.

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>

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Evergreen ESD Teacher Induction Program prepares educators by implementing a program that instills sustainable, collaborative, and reflective teaching practices that promote increased student achievement and social well-being. The program is modeled after the research of Ingersoll and Strong's (2011) *Impact of Induction and Mentoring Programs for Beginning Teachers* and the *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad* (National Staff Development Council, 2009); The mentoring component of the Induction Program, including ongoing trainings, incorporates the strategies of Wellman & Lipton's (2017) *Mentoring Matters* and Elena Aguilar's (2020) *Coaching for Equity*; supporting a job-embedded, mentor-based program that is guided by the California Standards for the Teaching Profession (CSTP). Interviews and evidence gathered during the program review process detail the infrastructures in place to ensure the effective operation of the program. One administrator expressed, "Support for the program is a collaborative effort across all divisions involved to make sure the resources are available to them from all departments and teams."

Program staff and relevant educational partners are actively involved in the organization, coordination, and decision-making for the Induction Program. Multiple levels of constituents are aware and act to support change and improvements in the induction program, including district and site administrators, mentors, participating induction teachers, and program staff. Interviews with several partners reveal that program decisions are data-driven through candidate, mentor, and partner feedback. This feedback is reviewed and, thereafter, used to inform program decisions with the guidance of the advisory committee. Administrator interviews supported efforts that the educational unit specifically builds relationships and collaborates with outside partners, including San Jose State University, Bureau of Education and Research, Santa Clara County Office of Education, and the local SELPA office, with many of these partners holding a seat on their Advisory Committee.

Sufficient resources are allocated for the effective operation of the induction program. Interviews with district administrators confirm support and collaboration across the district. An administrator expressed that, "We have a mindset that they [induction program] are valued in the district and want to make sure they are successful and have resources." This mindset was echoed throughout the administrator and program leader interviews and is further evidenced with the recent hiring of a full-time induction coordinator to ensure the effective operation of the program.

Mentor recruitment efforts support the hiring and retention of mentors and derive from a combined effort of mentor interest responses from emailed job announcements and site/district recommendations. Mentors mentioned having an initial onboarding session with the induction lead, followed by attending the monthly mentor meetings. Participating teachers expressed appreciation of the mentors, sharing "they helped me realize I was doing more than just teaching [my subject], I'm creating an environment for the students," and that they "enjoyed turning theory into practice." Mentors and participating teachers shared that they frequently meet for an hour or more during their weekly visits, which is also confirmed with

data from the Commission’s Annual Data Submission 2024-25 Completer Survey, detailing that 100% of participating teachers were assigned a mentor within 30 days of being enrolled, and all mentors and participating teachers met for one hour or more a week.

Participating teachers are informed of the credential recommendation process at the orientation and progress is updated on the Program Completion Transcript. Documentation states that credential recommendation occurs after the program reviews the candidate’s transcript. This includes review of the digital portfolio (ILP), participation in program meetings, professional development, and the round-table final evaluation. If, during the review meeting, it is determined that remediation is required, the program coordinator will design a plan to reflect, revise, and resubmit their portfolio prior to credential recommendation. However, during the interviews, respondents were inconsistent in their responses about it being unclear as to who oversees the monitoring and processing of credential recommendation. Participating teachers appeared unsure of the procedures required to recommend their credential and program leaders and administrators were unclear as to their role in the process.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Evergreen ESD Teacher Induction program purposely recruits and supports a diverse educator pool of teachers, utilizing a clear criterion that promote successful entry and retention into the profession. District demographic data shows that the diversity of teachers mirrors that of their

student population. An administrator stated, “It is a priority to ensure new educators share the same ideals, values, and are a good cultural fit for the district.” Review of program materials and conversations with participating teachers confirm a consistent onboarding experience, beginning with the completion of an induction interest survey. Upon entering the program, participating teachers participate in a program entrance interview with the program lead. They are matched by program leadership with a mentor within thirty days, with considerations for grade level, content, and credential alignment. During orientation, participating teachers are provided with the induction handbook and presentation slide show that clearly outlines program processes, expectations, and activities.

A timeline checklist is shared with all participating teachers at orientation that details program benchmarks for both years of induction. Participating teachers and mentors collaborate to develop the initial ILP professional and site goals based on the California Standards for the Teaching Profession. Goals are set in conjunction with feedback from the site administrators. During interviews, one candidate noted that, “After the interview with the site administrator to discuss school-wide initiatives and culture, [information] was taken back to our mentor to develop the CSTP goals.” Other participating teachers agreed, describing the ILP experience as “flexible throughout the year with a hard deadline at the end,” and noting that extensions were “available if more assistance was needed.” Highlighting the programs individualized nature, one mentor confirmed, “The induction lead provided an extension to meet the needs of my candidate.” Furthermore, mentors agreed that the ILP followed a “natural transition from one step to the other.”

Program and ILP feedback is provided to participating teachers during the mid-year review and end-of-year “round table reviews”. Beyond ILP feedback, program leadership continuously monitors program impact by reviewing communication logs, implementing candidate and mentor surveys, reviewing the Commission Completer Survey, and frequently aligning program goals during local PLC meetings with regional induction groups and institution of higher education partners.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The Evergreen ESD Teacher Induction Program has a planned sequence of individualized support and growth opportunities for participating teachers to progress toward mastery of the CSTPs. Within the Individualized Learning Plan (ILP), participating teachers assess and monitor their growth within the CSTPs, collect evidence of their teaching practice, and reflect on an inquiry study conducted each year. Interviews with district leadership and review of completed documents confirmed that research-based practices are integrated within professional development (PD) offerings and the ILP. In interviews, district administrators, site administrators, induction leaders, participating teachers, and mentors explained that through their Network Meetings and program documents, they had the opportunity to learn and implement equity-focused, culturally responsive practices. Review of the 2024-25 ADS survey data showed that 100% of completers indicated that their mentors were helpful to very helpful in minimizing bias and using culturally responsive pedagogies. Document analysis of the inquiry study and interviews confirmed that participating teachers collect and analyze assessment data to inform their instruction for three focus students with diverse learning needs. Additionally,

participating teachers conduct two observations of colleagues as part of their professional development within the program.

Site-based support provider selection begins with the initial identification of potential mentors by program leaders, administrators, and/or experienced mentors. Then, to be formally considered, potential mentors submit an application, which includes a recommendation from their current site principal and an optional recommendation from a colleague. Program mentors are comprised of current or retired teachers. The program works to ensure that they possess the requisite knowledge and skills to provide just-in-time support for participating teachers. Mentors are selected based on standard qualifications, administrator recommendations, as well as program needs aligning to participating teachers’ content areas, grade-levels, and school sites of employment. Review of the 2024-25 ADS survey data showed that 88.9% of completers indicated that they were well-matched with their mentor and 80% described their mentors as highly skilled in meeting their needs.

The evaluation of participating teachers’ progress and mentor support is embedded within a system of meetings including professional development, training, requirements, feedback surveys, and interviews. Candidate progress is assessed at the end of each school year through a Roundtable Review, which provides the opportunity for participating teachers to articulate their CSTP growth to a program-selected interviewer. Interviews and document analysis confirmed that mentors are provided an orientation and attend a series of forums throughout the year to be trained within their supportive role. Mentors are evaluated and provided feedback on their performance through candidate surveys during the mid-year and end-of-year. To self-direct the improvement of their practice, mentors confirmed that they also set two growth goals per year tied to a Listening Survey focused on how they holistically attend to their participating teachers’ needs while engaging in learning-focused conversations. Three times a year, they reflect upon their growth towards their goals, mirroring the process that participating teachers embark on within the program. At the end of the year, mentors are recognized at the Induction Symposium.

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

Common Standard 4: Continuous Improvement	Team Finding
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

Confirmed through document analysis and in interviews with participating teachers, mentors, site administration, induction leaders and the advisory committee, Evergreen ESD’s Induction Program Assessment System includes feedback from constituents to improve program systems and quality, as well as ensure mentor effectiveness and participating teacher readiness. Each year begins with the communication of program changes to constituents from the program lead. From September to May, participating teachers and mentors attend network meetings together, and forums separately. After each meeting and forum, which includes professional development, participating teachers and mentors confirmed that they provide feedback to inform the development of subsequent convenings and indicate areas of need. In January, the program conducts mid-year surveys to elicit feedback from participating teachers regarding mentor effectiveness and formatively assesses participating teachers’ completion of program documents. At the end of the year, candidate progress is assessed through Roundtable Review interviews and candidate document reviews by the program lead with support from the lead mentor. End of year surveys are also administered to participating teachers and mentors, as well as principals. Survey data is analyzed to inform program modifications for the following year.

Reviews of the mid and end of year survey responses showed that the program regularly and systematically collects, analyzes, and uses data to improve the program and services. Through Likert surveys, participating teachers share their perceptions of mentor support and their working relationship with their mentor. Mentors separately share their perceptions of their working relationship with their candidate, their candidate’s responsiveness to suggestions for improvement, and the reasonableness of mentor expectations. Both participating teachers and mentors provide feedback regarding program communication and the value of the Network Meetings and professional development upon their teaching practices. Trends of the shared survey data showed that all participating teachers, except very few (1-3 respondents), rate the program positively. The induction leadership shared that both the mid and end of year surveys are intentionally not anonymous, which allows the program coordinator to follow up and provide additional support based on candidate or mentor responses.

The Advisory Committee consists of the program leader, assistant superintendents, directors, credential analyst, principals, mentors, participating teachers, and higher education

representatives. The committee meets three times a year to analyze data and discuss program improvement. In interviews, the Advisory Committee explained that based on their feedback, the program lead had developed and implemented a survey for site administrators to identify teachers who model specific instructional practices. The data from this survey will enable the program lead to make instruction-focused recommendations for candidate observations to support their inquiry project. Additionally, after reviewing complete data for patterns last year, the committee determined that participating teachers needed further support with culturally responsive pedagogies, which led to a professional development offering this year. Based on feedback from constituents, the program has made changes to streamline paperwork for participating teachers, differentiate training for mentors, and provide open office hours.

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.

At the end of the year in a Roundtable Review Interview, participating induction teachers demonstrate their competency requirements by sharing their CSTP growth utilizing their ILP, inquiry study, continuum and collected evidence. Interviewers are carefully paired with participating induction teachers who do not work at the same school site to ensure that the review process is objective. Interviewers determine whether participating induction teachers have evidence of change in their practice, positive impact on student learning, and reflective teaching practice to show professional growth within their CSTP goals. Within the Roundtable Review, participating induction teachers are asked to explain the development of their professional goals and inquiry process in relation to meeting their students’ needs around equity or differentiation. In essence in order to complete a year of induction, participating induction teachers must articulate how their professional growth has positively impacted their students.

Interviews with participating induction teachers, mentors, district leaders, and site administrators confirmed that the program has a positive impact on student learning in the district. One site administrator expressed that “induction has been constructed and set up with the intentional connection with the principal, to help our newest teachers come into the

program and have their mentor serve as an anchor to keep them grounded. There is not a hierarchy and power dynamic. That partnership is the way to ensure that the new teacher is brought into the community and the Evergreen vision, mission, and belief in equity.” Another site administrator added, “Teachers who complete induction, that work continues on, as they refine their teaching practice, those fundamentals have an impact and continue as they move on in their teaching career.” Furthermore, a district leader articulated that induction acts as a “bridge” within the district to integrate professional development and mentor support aligned to the vision and mission of the district, resulting in the retention of new teachers and improvement of student learning.

Interviews with participating induction teachers and mentors also illustrated the positive impact of the program. In the mid-year survey, one candidate shared, “Through the mentorship and structured support of the induction program, I have gained confidence, practical skills, and valuable guidance that help me succeed in the classroom and grow as an educator.” The 2024-25 ADS completer survey data corroborated candidate interviews with 80% of completers indicating that the ILP goal based activities prepared them well to engage, support, and create and maintain effective environments for all students to learn. A highlight of the program shared across constituent interviews was how induction develops the leadership capacity within teachers who serve as mentors. One mentor indicated that induction propelled them into an education specialist leadership role at her site. Site administrators and district leaders shared their lived experience from being participating induction teachers to mentors, which supported their development into their current leadership roles.