

**Recommendations by the Accreditation Team and Report of Findings of the
Provisional Accreditation Visit for Professional Preparation Programs at
Los Altos 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 **Los Altos 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. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

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

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

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

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

Institution: Los Altos Elementary School District

Dates of Visit: February 2-4, 2026

Accreditation Team Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the provisional accreditation site visit including interviews with candidates, program completers, program personnel, mentors, and other constituencies. 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 **met**.

Program Standards

All program standards for the Teacher Induction program offered by Los Altos Elementary School District (LASD) were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based on the fact that the team found that all program standards were **met** and all Common Standards were **met**, the team unanimously 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:

- Los Altos SD’s response to the preconditions be accepted.
- Los Altos SD be permitted to propose new credential programs for approval by the Committee on Accreditation once the Commission advances the institution from provisional approval to full approval status.
- Los Altos SD continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher

Accreditation Team

Team Lead:

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Programs Reviewers:

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Common Standards:

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Staff to the Visit:

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Michelle Fennell
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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Candidate Files
Assessment Materials

Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Accreditation Data Dashboard
Mentor Handbook
Mentor Forum Dates and Rolling Topics
Program Tracking Form (HR)

Interviews Conducted

Constituencies	TOTAL
Candidates	10
Completers	9
Mentors	2
Program Directors/Coordinators	2
Site Administration	4
Institutional Administration	2
Credential Analysts	1
Advisory Board Members	5
IHE Representatives	1
TOTAL	36

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

Los Altos Elementary School District (LASD) is a public school district located in Santa Clara County in Northern California’s Silicon Valley. LASD serves approximately 3,500 students in grades TK-8. LASD’s student body is made up of 40.5% Asian, 34.6% White, 13% two or more races, 10.3% Hispanic or Latino, .8% Filipino, .3% African American, .1% Hawaiian/Pacific Islander, and .1% American Indian or Alaska Native students. Additionally, 353 students are English learners, 308 are students with disabilities, 254 are socioeconomically disadvantaged, and 11 are homeless youth. LASD is made up of seven TK-6 elementary schools, two 7-8 middle schools, and one inclusive preschool.

Education Unit

The LASD Teacher Induction program’s mission is to provide individualized, job-embedded mentoring and professional learning that supports beginning teachers in developing effective, reflective, and student-centered practice. LASD’s program envisions early-career teachers who grow in confidence, skill, and professional judgement through purposeful mentoring, cycles of inquiry, and continuous reflection, enabling them to meet the needs of all students and contribute meaningfully to the profession. The program has two full-time mentors, and there are 11 candidates currently enrolled in the program, including multiple subject and single subject candidates. The program director reports to the LASD’s superintendent, who serves as the unit head. The program coordinator reports to the program director. The program coordinator is responsible for the daily oversight of the program while the program director oversees the program. A steering committee – consisting of program leadership, mentors, site administrators, and district staff – meets and provides input for the program

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	9	11

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

Provisional Site Visit in Stage V of Initial Institutional Approval

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

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

The Los Altos Elementary School District (LASD) Teacher Induction program is a two-year, job-embedded pathway designed to help candidates with preliminary multiple subject, single subject, and education specialist credentials transition into professional practice. The program has a dual purpose: assisting candidates in obtaining their clear credential and fostering the skills necessary to improve outcomes for their student population via the California Standards for the Teaching Profession (CSTPs).

The program is housed within the Office of Curriculum and Instruction under the program director and program coordinator. There are two full-time released instructional coaches that serve as induction mentors as part of their job responsibilities, who directly support the candidates weekly, if not more, at LASD's nine school sites. The two mentors work closely with the program coordinator for coaching and mentoring needs. On a weekly basis, the mentors communicate with the program coordinator for informal "touchpoints" which may include mentoring support, instructional support (professional development) for working with candidates, and general advice. Due to the small size of LASD's induction program, having full-time released mentors allows for a strong relationship between both mentor and candidate with one candidate specifically noting, "Everything is about my classroom and what supports my class. Nothing is generic. All of the support I get is personalized."

The program coordinator oversees the day-to-day program operations and works closely with the program director who oversees the program. The program coordinator is also responsible for teacher professional development for all LASD teachers, including induction candidates. Collaboration and the sharing of information also occur at steering committee (advisory board) meetings. The steering committee meets twice annually to review data and troubleshoot programmatic issues and is comprised of the program director, program coordinator, an administrator, a mentor, and other district staff.

The mentoring design in LASD is unique in that it is a small program comprised of only two full-time release mentors. Currently, the mentors support multiple and single subject candidates. If the program has a candidate with an education specialist credential, there is an additional mentor with an education specialist credential who provides that credential specific expertise and support. Mentors are assigned within the first 30 days of enrolling in the program. Several candidates confirmed during interviews that they were contacted via email or phone prior to the beginning of the school year, informing them of their mentor and next steps. Mentors provide no less than 60 minutes of support a week, typically exceeding that time frame. During interviews, candidates shared that they are informally observed weekly and given feedback in addition to the weekly standing meeting. Additionally, both mentors and candidates confirmed that if more specific or job-specific support was needed beyond what the assigned mentor could provide, candidates were connected to a knowledgeable “other” with whom they could observe, seek guidance, or discuss instructional needs.

Mentors are identified and hired by going through an interview process, supplying letters of recommendation from their evaluators and then shadowing another mentor to see if the job is the “right fit” for all involved. Once this occurs, the prospective mentor meets with the coordinator. Mentors are initially trained with a “setting the stage” informative meeting. Prospective mentors then attend a multi-day training for *Mentoring Matters*. Throughout the year, mentors take part in mentor/coaching forums, which comprise the two mentors, program coordinator, and another instructional coach. The forums include current program and candidate needs, a new piece of learning, and often a dive into a professional book. These forums typically take place twice monthly in addition to the “touchpoints” mentors have with the program coordinator.

The program collects constituent feedback through a combination of formal and informal channels. Biannually, candidates and administrators complete surveys, while the steering committee provides strategic input. These formal mechanisms are supplemented by weekly informal touchpoints between mentors, candidates, and the program coordinator. Notably, candidates report a high degree of trust and respect within these relationships, allowing them to offer direct feedback to their mentors as issues arise.

Given that the LASD Teacher Induction program is in its early stages, critical feedback has been minimal, with the overall response being overwhelmingly positive. However, based on the input received, the program leadership team has implemented minor refinements. These include adjustments to the Individualized Learning Plan (ILP) language and updates to specific components, such as the “Knowing Students” document.

Course of Study (Curriculum and Field Experience)

Within the first 30 days of a candidate’s enrollment in the program, the candidate will be matched with a highly qualified mentor. When making decisions about matching mentors and candidates, program staff consider alignment in credentials held by the candidate and mentor, teaching assignment, as well as practical considerations like arranging each mentor’s caseload to make travel between school sites efficient. Because mentors are fully released from

classroom duties, they can commit to providing an average of one hour per week of individualized support. This includes both "just-in-time" coaching and long-term guidance anchored in the ILP. If the mentor assigned has a different credential, grade level, and/or subject matter assignment, the mentor will connect the candidate to a knowledgeable other or expert teacher who can provide support or guidance in that particular area of need. During interviews, candidates confirmed they were contacted by their mentor prior to the program starting.

The ILP is developed within the first 60 days through many collaborative conversations between the mentor and candidate. Using the CSTPs, candidates reflect on their areas of strength and areas of growth to help determine what their ILP goals will focus on. Once the candidate has a draft ILP, the mentor and candidate engage in a meeting with the site administrator to share goals and receive input. Candidates expressed that this meeting was supportive and non-evaluative. Throughout the program, candidates engage in four cycles of inquiry over the course of two years to measure the impact of new teaching practices on student learning. During this time, candidates have the option to self-select professional development opportunities based on their ILP. These opportunities also include four days to collaborate with their mentor or other professionals and take part in classroom observations across the district. Progress towards meeting ILP goals is documented informally in weekly meetings with mentors. During interviews, candidates also shared that mentors informally observe most weeks and will leave feedback on growth or progress. Two times per year (mid and end), the program coordinator, mentors, and a site administrator take part in "assessment day" where they review candidate work and progress on the ILP. A feedback form is given to the candidate, indicating their progress and next steps, if there are any.

Candidates collaborate with their mentors at weekly in-person meetings and may be supported through email, text, and/or over the phone. Candidates receive just-in-time support from their mentors as well as work on longer-term goals outlined in the ILP. Additionally, site administrators provide feedback on goals through candidate, mentor, and administrator "triad" meetings. The program coordinator often visits candidate classrooms to have a thorough understanding of the needs and environment to better support candidates and mentors.

During interviews, candidates shared that they feel supported by their mentors and can count on them to be there regardless of need. Additionally, candidates noted that if their mentor happens to not know the answer to a specific inquiry, the mentor will find it out for them or reach out for assistance to help find an answer. One candidate expressed, "I love my mentor and I don't know if I could have done this without them. I feel very blessed that they are helping me!"

The goal of LASD's induction program is to strengthen each candidate's teaching practice and support their long-term retention in the profession, focusing on a "learning community" for both students and teachers. This was evident as the program coordinator, who is also in charge of professional development for the district, shared the data and research-based training provided for candidates. In addition to the district offered professional development

opportunities, candidates also get to work on the specific areas they have outlined in the ILP. This is the “customizable” support that both mentors and candidates discussed during interviews, which could include focused classroom observations or planning days for their specified needs.

Documentation shows that mid- and end-of-year survey data is used to seek input and feedback from both candidates and administrators. Members of the steering committee also have two opportunities during the year to share input and provide feedback. During interviews, candidates highlighted that they feel so comfortable with their mentors that they share feedback informally during their weekly meetings. This shows the strong rapport that the program seeks to build among its candidates and mentors.

Assessment of Candidates

The program uses a comprehensive assessment system to determine a candidate’s readiness for the clear credential. Progress is documented through the ILP and verified at multiple checkpoints called “Progress Assessment,” which takes place each semester. Mentors review candidate work and provide feedback informally during their work together (weekly meetings) over the course of the year. This includes ILP documentation and reflection, CSTP reflection and growth, inquiry cycles, lesson artifacts, and informal observation data. Semiannually, this data is reviewed by objective program staff (not the assigned mentor), and formal feedback on completion is provided to candidates. Additionally, candidates also choose components of their induction work to share in a teacher learning celebration with colleagues in the spring.

If a candidate is not making successful progress during the program, there is support in place to assist that candidate. In addition to the mentor providing more than the minimum required hours of support, the candidate may also receive further support from another experienced teacher/instructional coach and be provided with additional planning days. During interviews with candidates, they noted that the most beneficial support they received was their direct support from their mentor with a specific emphasis that they feel totally supported by their mentor. Survey results and interviews confirmed that there is a high level of candidate support from the program – program leadership noted that there has not been an instance of critical candidate support needed thus far in the program.

Candidates attend an orientation at the beginning of the year for an overview of the ILP process, development of goals, cycles of inquiry, induction handbook, and the Early Completion Option (ECO). At the orientation, candidates are informed of the process for assessment and evaluation with this information also being found in the program handbook. Candidates are well informed regarding their progress through the two assessment days, which track candidate progress on the ILP.

The program director and program coordinator use mid- and end-of- year data to make programmatic decisions and improvements. This data is shared with the steering committee twice annually, and the committee may then make suggestions for improvements and modifications as well.

LASD's program director and credential analyst will determine and verify that all program requirements have been satisfied by a candidate and then submit a completed and signed form 41-Induction to the Commission on Teacher Credentialing (Commission) for the clear credential recommendation.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, program completers, program personnel, mentors, and other constituencies, the team determined that all program standards are **met** for the Teacher Induction program.

INSTITUTION SUMMARY

The Los Altos Elementary School District (LASD) serves approximately 3,500 TK–8 students across seven elementary schools, two middle schools, and one inclusive preschool in the southern San Francisco Bay Area. Because many members of district leadership had previously participated in the Santa Cruz/Silicon Valley New Teacher Project, they felt confident bringing a Teacher Induction program in-house to better meet the needs of their candidates. Doing so also allowed the district to align induction support more closely with its mission, vision, and values. As one district administrator noted, “We have amazing people in LASD that would be a natural fit to lead this if we took it in-house, and we have the resources and support from the board and community to go for it.”

After earning provisional institutional approval from the Commission in June 2022, LASD launched its first cohort in August 2022, enrolling both year-one and year-two candidates. This included teachers transitioning from the Santa Cruz/Silicon Valley New Teacher Project and newly hired teachers. Now in its fourth year, the program has had 36 completers since fall 2022 and currently serves 11 candidates— six in year two and five in year one.

LASD benefits from a stable teaching workforce with low turnover and predictable staffing needs. District administrators shared that this stability enables long-term personnel planning and responsible budgeting. To accommodate unexpected hires, full-time release mentors maintain a 75% caseload entering the summer, which leadership explained, “Allows us to easily plan and accept those last-minute changes seamlessly.”

Interviews consistently highlighted the mentors, coordinator, and director as the foundation of the program. Candidates repeatedly described feeling well supported. One recent completer shared that, despite concerns about induction workload, their experience was positive because of a mentor who listened, valued their ideas, and helped bring them to fruition.

As a newer program, it will serve LASD well to continue refining processes and planning proactively. District leadership emphasized the importance of sustaining excellence regardless of leadership changes.

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.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

LASD’s induction program supports new teachers in the district who need to clear their preliminary teaching credentials. The program aims to provide a personalized, two-year job-embedded experience that emphasizes collaboration, mentorship, professional learning, reflection, and inquiry for candidates, ensuring a high-quality, equitable education for all students.

Overseen by the program coordinator and program director, the program operates within the Office of Curriculum and Instruction. The program coordinator meets weekly with mentors, both individually and in group sessions, to review candidate growth, program components, engage in mini professional learning opportunities, and provide feedback. Additionally, the steering committee, which is comprised of program leadership, mentors, site administrators, and district-level leadership, meets twice annually to review data and discuss programmatic updates and changes based on feedback from constituencies. This collaborative approach aims to facilitate continuous improvement and effective communication, with the program director and program coordinator playing a pivotal role in guiding the program.

LASD’s district-level management is committed to ensuring the success of the program. District administration representatives shared that, fiscally, they ensure adequate funding for this program and use general fund dollars, so the program is not affected by one-time funds. Interviews with district administrators reveal the committee's engagement in continuous improvement through surveys and feedback on mentor support.

The program works closely with the Human Resources (HR) Department, particularly the credential analyst and the Director of Human Resources, to ensure that candidates are tracked from hire through the process of earning a clear credential, including completion of induction and, if required, other Commission renewal codes. The program, in collaboration with the credential analyst, uses a tracking spreadsheet to monitor candidate progress toward program completion, including completion of the four modules in the ILP and any additional requirements. At the year-end colloquium, candidates share their growth in the CSTPs. Once all requirements are met, the program signs off on the ILP. The program director, in collaboration with the credential analyst, then conducts a thorough review of documentation to verify that all program requirements have been met before making a formal recommendation to the Commission for the clear credential.

Additionally, the induction program team actively participates in the broader induction community by attending the California Induction Conference (CAIC), collaborating with coordinators from other programs, and partnering with local institutions of higher education.

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>

Common Standard 2: Candidate Recruitment and Support	Team Finding
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.	Inconsistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Upon hire by the district, all LASD teachers holding a preliminary teaching credential are enrolled in the induction program. The Director of Human Resources maintains a master list of all newly hired teachers, including credential status, which serves as the primary tool for identifying induction-eligible candidates. This information is shared with the induction program director and/or program coordinator and transferred to an induction tracking form that documents candidate eligibility, required authorizations, completed and outstanding program assignments, and recommendation status. Site administrators confirmed that following this identification, they receive an email regarding the eligible candidates for the induction program.

Eligible candidates include holders of preliminary multiple subject, single subject, and education specialist credentials. The program has a process to monitor credential status over time. At the conclusion of each school year, candidates whose eligibility may be impacted by temporary credential status or outstanding authorizations are notified in writing by the program director to determine next steps related to induction participation and/or recommendation.

The program is also refining and strengthening its systems for tracking and communication. Program leadership reported that an Induction Enrollment Form will be implemented moving forward to further formalize and support consistent identification and monitoring of induction candidates.

To promote a candidate’s successful entry into and retention in the profession, the program provides multiple layers of support beyond the required weekly mentor/candidate meetings. Candidates, mentors, and administrators consistently described a structure that emphasizes ongoing feedback, growth, and completion of induction requirements. One second-year candidate, who completed her teacher preparation outside of the United States, shared that her successful transition into California schools was directly supported by her mentor’s guidance: “My mentor has been supportive as I transition to California schools. She has helped me adapt to different standards and given me clear guidance.”

Administrators and mentors affirmed that the program’s systems and supports contribute to continuous improvement and professional growth. As one administrator stated, “We have a culture of continuous improvement. We are a community of learners.” Mentors echoed this sentiment, noting both structured support and shared professional learning. During interviews, one mentor shared, “We meet weekly with our coordinator and have access to ongoing professional development, including opportunities to attend conferences.” Another mentor reflected, “While we support candidates, we also engage in goal setting ourselves. Our district is a community of learners.”

Candidates in need of additional support are identified through mentor observations, documentation review, and candidate reflection during assessment days with the program director and/or program coordinator collaborating with mentors to provide individualized supports for candidates.

The program is making intentional strides to strengthen consistency in its processes by clarifying roles and standardizing documentation across all program constituents.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

LASD’s program shows the effective implementation and continuous evaluation of high-quality, job-embedded fieldwork supported by well-prepared mentors. The collaborative work between mentors and candidates to develop, implement, and reflect on the ILP forms the foundation of the fieldwork experience and drives candidate growth in authentic classroom contexts.

Mentors in the program are certificated and experienced in the content areas and services authorized by a candidate’s credential. Clear processes guide the selection of mentors to ensure they possess the instructional expertise, professional experience, and contextual knowledge necessary to provide effective support. Candidate feedback affirms the impact of this intentional selection process. A second year candidate shared, “My mentor is always available for my questions and responds immediately with thoughtful support and guidance.”

Mentors receive intensive initial training prior to assuming their mentoring role and participate in ongoing, monthly professional development throughout the year. Professional learning focuses on candidate goal setting, mentoring practices that promote professional growth, and addressing problems of practice that emerge from a candidate’s classroom context. Additionally, mentors reported participating in a four-day coaching training to further strengthen their coaching and mentoring repertoire, supporting their ability to facilitate reflective conversations and guide candidates toward continuous improvement aligned with ILP

goals. One mentor shared, “I value the support I received from my mentor during induction and now I get to do the same for other new teachers.”

Mentors are oriented to their role and supported through a systematic structure that includes regular evaluation and recognition. Mentors meet weekly with the program coordinator to address immediate candidate needs and align professional learning to program priorities. Additionally, mentors participate in a twice-monthly mentor forum that provides ongoing training, shared problem-solving, and calibration of mentoring practices. Both the program coordinator and mentors identify these regular touchpoints as key elements contributing to the high level of consistency, responsiveness, and support provided to candidates.

Mentors and candidates engage in ongoing discussions focused on instructional strategies to support student learning. Evidence of this work includes class profiles, ILP-aligned goals, and regular observation and feedback cycles. Discussions are used to reflect on instructional practice, identify next steps, and plan strategies to meet student needs. One second year candidate noted, “Having my mentor in my classroom is great! I love having another set of eyes in my classroom. I wish I could have this same support next year!” Another candidate shared, “My confidence has improved so much as a teacher because of the feedback I have received from my mentor.”

Because induction is job-embedded, candidates encounter authentic issues of diversity that influence school climate and instruction throughout their two-year participation in the program. During interviews, candidates, mentors, and site administrators all confirmed that candidates implement research-based strategies that promote equity and improve teaching and student learning. Additionally, to strengthen mentors’ capacity to support this work, mentors engage in ongoing professional learning, including equity-focused book studies such as the work of Elena Aguilar, which deepens their understanding of instructional coaching and responsive practices.

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

Interviews verified that the LASD Teacher Induction program has developed and implemented a continuous improvement cycle that involves gathering program data from multiple groups of constituents throughout the year. Data is collected from candidates and site administrators through mid- and end-of-year surveys. Interviews with candidates, mentors, site administrators, steering committee members, and program leadership provided evidence that the team regularly examines available data. A steering committee member commented that feedback from surveys and discussions with candidates, mentors, and site administrators has led to program changes to better support candidates in developing their reflective practice. One member shared that “We retooled the knowing students component of the ILP and the purpose this serves to better support teachers in deeply knowing their class context as a tool for planning.”

Candidates and mentors both noted that – within the mentoring relationship – candidates improved their practice and provided feedback on how the program could be improved to better serve their needs. Mentors, along with the program coordinator and program director, regularly review survey data at mentor forums, and program adjustments are made based on the feedback.

Steering committee members reported that they regularly review survey data and collaborate with program leaders to drive program improvements. Program leaders also use survey data to assess mentor effectiveness and ensure candidates receive appropriate support. LASD has recently created a partnership with San Jose State University – this partnership will enable both institutions to share best practices across their respective programs and components of the broader credentialing process.

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.

LASD’s Teacher Induction program is structured to ensure that candidates receive the support and resources necessary to develop into highly effective, reflective practitioners who have a significant impact on the learning of LASD students. Evidence provided demonstrates that candidates develop the knowledge and skills necessary to successfully educate and support all students. Interviews with candidates confirmed that mentors provide regular resources and support to candidates as they grow in their practice. There are multiple opportunities for candidates to develop best practices. Full-release mentors provide candidates with weekly guidance and resources to support their ILP goals, along with regular just-in-time support. Candidates reported that their mentors are highly accessible and respond promptly to requests for resources or support. One candidate stated that “Every question I asked my mentor has an answer... even where to get classroom supplies! She knows it all!”

The induction program seeks to advance the district's instructional initiatives, which are grounded in student needs. LASD ensures that candidates know and demonstrate the knowledge and skills necessary to educate and support students. Site administrators and district leaders overwhelmingly affirmed the program's positive impact on student learning and teacher effectiveness. One site administrator described the program’s impact: “The mentor support is phenomenal.” Another described noticeable year-to-year growth, as evidenced by the growth they observed in the candidate’s classroom. District-level leadership stated, “Our induction program is a tool we use to recruit new teachers because it is such a supportive program to their overall success as teachers.” During interviews, the credential analyst shared that a candidate who had completed year one of induction in a different program was so thankful to have completed induction through LASD, citing the incredible level of support and guidance that enabled them to, in turn, better serve their students.