

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Garden Grove Unified School District

Division of Standards, Accreditation, and Workforce Investment

April 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Garden Grove Unified 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
Accreditation Team Report**

Institution: Garden Grove Unified School District

Dates of Visit: January 26-28, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>2/26/2018</u>	<u>Accreditation</u>

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, candidates, completers, and program leadership. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

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

Program Standards

All program standards for the Teacher Induction program are **met**.

Common Standards

All common standards are **met**.

Overall Recommendation

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

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

Team Lead:

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Programs Reviewer:

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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
Accreditation Website
Enrollment and Orientation Materials
Program Policies and Procedures

Summary of Program Changes
Candidate Files
Candidate Handbook
Survey Results
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	66
Completers	30
Site Administrators	22
Institutional Administration	9
Program Director	1
Mentors	19
Teachers on Special Assignment	7
Credential Analyst and Staff	2
Advisory Committee Members	14
Induction Network Members	9
TOTAL	179

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

Garden Grove Unified School District (Garden Grove USD) encompasses 28 square miles serving most of Garden Grove and portions of six surrounding cities - Anaheim, Cypress, Fountain Valley, Santa Ana, Stanton, and Westminster. Formed in 1965, the district is celebrating its 60th anniversary this year. It is home to eleven 2025 California distinguished schools and operates successful Spanish and Vietnamese dual immersion pathways. Garden Grove USD is committed to preparing its nearly 39,000 students (53% Hispanic, 36% Asian, 6% White, and 5% other) to be successful and responsible citizens who contribute and thrive in a diverse society. Additionally, the district mission is to ensure student success by providing a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Education Unit

Garden Grove USD’s teacher induction program is housed in the Office of Personnel Services. As the only Commission-approved credential program, it serves both general and special education teachers across all grade levels who need to clear their preliminary credentials. The goal of the teacher induction program is to prepare all new teachers for career-long success through intentional, individualized, and supportive mentorship. Currently, there are 109 candidates enrolled in the program supported by a director, seven teachers on special assignment (TOSAs), 32 mentors, a credential analyst, and an induction secretary. Induction TOSAs are full-release teachers who mentor induction candidates full-time.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	52	109

The Visit

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

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

The Garden Grove USD Induction program is housed in the Office of Personnel with close ties to the Instructional Department for professional development offerings. Program leadership consists of a director from the Office of Personnel overseeing program operations and seven full-time, full-release TOSAs. Cohort meetings are held two times per year, and mentor-only meetings are held four times per year for mentor professional development and feedback. An administrator meet and greet event at the beginning of the school year provides an opportunity for Induction TOSAs to meet with site administrators to provide an overview of the Induction program, including the triad meetings and check-ins that occur throughout the year.

At the beginning of each school year, each candidate makes a list with their mentor of all the points of contact and different professional resources available to them on site and throughout the district. One candidate expressed that “no questions go unanswered” because of the proactive identification of contacts and robust system of support. As reported in interviews, candidates receive individualized mentoring support, guidance from on-site instructional TOSAs, and a variety of professional learning opportunities.

The program assures that a qualified mentor is assigned to each candidate within 30 days of enrollment in the program, matching the mentor and candidate according to credentials held, and grade level and/or subject area. Mentors are recommended by site administrators for expertise and experience, effective teaching practices, student engagement, collaboration, and patience with new colleagues. The program director confirms all mentor recommendations and has the final say in whether a mentor joins the staff. Induction TOSAs are full-time, full-release teachers with strong relationships with other teachers and deep understanding of the instructional and institutional expectations of the district. TOSAs provide professional development to site mentors at four meetings each year and are constantly available for support.

Garden Grove USD shared through evidence and interviews with program leadership and participants that they have implemented program modifications over the past two years. The Director of Personnel assumed direct oversight of all program operations, and the advisory committee has returned to meeting twice per year in person. Induction leadership provides written strengths-based feedback to the classroom teacher mentors after each check-in conference with the mentor and candidate.

Mentors and TOSAs access research-based tools during professional learning network sessions that are offered throughout the year, to build their skill sets in meeting the individual needs of

their specific candidates. They meet in peer to peer groups for ongoing feedback called glows and grows, and work in assigned groups based on their mentoring experience to share targeted resources.

Course of Study (Mentor System)

The mentoring design prioritizes site matches within grade level or subject matter, when possible, with a team of seven highly trained TOSAs as mentors for candidates without mentor matches on site. The Individual Learning Plan (ILP) provides the roadmap for candidate growth and includes areas for developing goals, action plans, and collecting evidence. The candidate and mentor collaboratively develop candidate professional growth goals in the ILP after examining the context for teaching, student population and needs, candidate self-assessment, and initial classroom observation. The professional growth goals can be modified after receiving input in their first triad meeting with the site administrator. The Continuum of Teaching Practice is used to further refine professional goals with a new ILP revision this year. A drop down menu for degree of implementation was added to illustrate progress within levels on the continuum and celebrate progress as candidates add more parts of an element to their teaching practices. The ILP includes cycles of inquiry with stages of investigate, act, and reflect, with clear guidance on how to document each action step and piece of evidence. One candidate interviewed shared that “Cycles of inquiry were continuous through both years for induction, which really helped with reflecting during the lesson and at the end and created great teaching practices overall.”

The Garden Grove USD Induction program continually seeks feedback from candidates, mentors, employers, and other constituencies about the effectiveness of the program. TOSAs carefully design surveys that are administered multiple times each year and the program is responsive to the feedback received. One principal shared that “the program keeps getting better and better each year” and that it was already good when he first encountered it. The program director and TOSAs are also available by email and in person for any questions or concerns and conduct check-in meetings throughout the year to monitor candidate progress. The program maintains separate advisory groups for mentors, candidates, and administrators to compliment the feedback received in surveys.

2024-2025 Commission completer survey data shows higher than state average responses in all categories under the question “How helpful was your mentor/system of support in helping you impact students?” 100% of respondents answered that Garden Grove USD Induction was “helpful” or “very helpful” in supporting them with minimizing bias and using culturally responsive pedagogy, setting and reaching professional learning goals, providing observation feedback to improve instruction, teaching practices, and creating and maintaining a safe and positive climate. Participants in the Garden Grove USD Induction program receive support, guidance and resources needed to transition from a preparation program to continue their professional journey as clear credential holders.

Assessment of Candidates

The program uses classroom observation, candidate self-reflection, and student work evidence to monitor and support candidates regarding performance to ensure they are progressing toward meeting program requirements. “Pulse check” visits are conducted with site administrators and directors from the office of personnel to make sure new staff members are making adequate progress. The directors are also involved in evaluating the candidate portfolios. One administrator shared his most rewarding connection to the Induction program is seeing the demonstration of growth videos submitted by candidates at the end of each year.

The program supports candidates who are not making successful progress. Additional support is provided by TOSAs with just in time support, mentor check-ins, administrator check-ins, director reminders and emails, and setting new benchmarks and deadlines. Extensions and even pausing the Induction program is available when necessary. A program completer stated that completing an ILP for two years “set a routine for me so that I do it even outside of Induction; reflection is where you can look back and grow from that.”

Candidates create a capstone video presentation that serves as the culmination of their learning, observations, reflections, and growth. Upon successful completion of the ILP and all program requirements, candidates are recommended for a Clear California Teaching Credential. A credential analyst submits the online recommendation.

Findings on Standards

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

INSTITUTION SUMMARY

Garden Grove USD is committed to preparing students for success and responsible citizenship within a diverse society. This vision is realized through a mission focused on academic rigor and supportive learning experiences. Central to this culture is the “Garden Grove Way,” championed by the superintendent, which prioritizes three core goals: academic skills, personal skills, and lifelong success. These elements are deeply embedded in the Teacher Induction program.

Housed in the Office of Personnel Services, the Induction program is led by its assistant superintendent and staffed with a director of personnel, seven teachers on special assignment, 32 part time mentors, a credential analyst and secretary. The Induction program offers three pathways to clear the preliminary credential: traditional 2-year cohort, Early Completion Option (ECO), and an extended program designed to meet the unique needs of candidates beyond the two years. Currently, 51 candidates are in the year 1 cohort, 56 in year 2, and 2 candidates in the ECO group.

Interviews with directors indicated that the Induction program has “tentacles throughout the district” and is well supported by all departments. The team received a consistent message from interviewees that from the hiring process to the culminating event for completion, district leaders are involved either through onboarding, routine leadership meetings, portfolio reviews, and recommendations for program improvement. Directors verified that a budget for the program is developed during the annual “budget instructions” meetings and is funded primarily by general funds. Additional funding, whenever necessary, originates from Educator Effectiveness Funds and Title 2.

In their quest to assure program quality, the Garden Grove USD Induction program maintains advisory boards composed of TOSAs, mentors, principals and candidates. These educational partners provide feedback via multiple surveys on program structure, operations and assessment toward the continuous cycle of improvement. Advisory members reported consistent evidence of program enhancements implemented in response to their recommendations.

Candidate competence is determined by performance on the CSTP, measured by the Continuum of Teaching Practice with mentors, and a culminating video, demonstrating the cycles of investigate, act, and reflect. Interviews with principals, directors, and other district leaders revealed that the final product videos submitted by candidates are a testament to their rich professional learning experiences throughout the Induction process.

COMMON STANDARDS FINDINGS

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

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Grounded in the research-based practices of *Cognitive Coaching and Improvement Science*, the Garden Grove USD Induction program fosters systematic growth in the California Standards for the Teaching Profession (CSTP). Interviews with multiple education partners and a review of Individual Learning Plan (ILP) samples verify that recurring inquiry cycles—structured around the stages of investigate, act, and reflect—are implemented throughout the program. This framework identifies specific areas for professional growth and monitors developmental changes over time, providing a coherent foundation for the program’s infrastructure.

The Induction program is housed within the Office of Personnel Services under the leadership of the Assistant Superintendent of Personnel. Interviews with the superintendent and cabinet members indicate that the program’s transition from Instructional Services to Personnel Services was designed to centralize the monitoring and support of new hires. Given the high numbers of English Learners in the student population, personnel officials and the superintendent are committed to hiring “home grown applicants” who will mirror the diversity of the students they serve. The Induction director facilitates communication and decision-making through regular cabinet meetings to ensure administrative alignment. Other directors of personnel corroborated that this cross-dimensional system maintains a stable, coherent structure for addressing the program’s evolving needs.

As a contributing member of the Induction community, the Garden Grove USD Induction program participates in the Orange County Induction Network (OCIN). Representatives from OCIN spoke approvingly of the program, indicating that Garden Grove USD program leaders--being some of the most experienced in the network--are willing to share their learnings from the Commission, technical expertise, and practices that contribute to interpretation and execution of the Induction common and program standards.

The Induction program has set criteria for mentor selection. Mentors complete an application process, which requires recommendation from their site principals. The Induction director later evaluates the applications and assigns candidates on a three-level matching system: grade level to grade level; same credential, different grade level; different credential, same grade level. In areas where a credential match is not feasible, support is offered from viable sources. In the high demand area of special education, a special education site TOSA is assigned to support the teacher. Samples of program records demonstrate that mentors are provided with an

orientation session, sign a Memorandum of Understanding, set goals, and are trained in mentoring practices. Professional development opportunities are provided through district training from the instructional division, along with recommendations for books, podcasts and online resources.

Program documentation and interviews with mentors and TOSAs revealed that the program provides in-person training with digital support through three distinct pathways. Most new hires are automatically enrolled in the traditional 2-year track, while experienced, high-performing candidates can apply for the accelerated Early Completion Option (ECO). For those with unique needs or requiring additional guidance via an extensive support plan, the extended program offers a timeline beyond the standard two years.

The Garden Grove USD Teacher Induction program makes every effort to recruit a diverse population of teachers. Institutional leaders acknowledge that this is an area for improvement and are committed to resolving the issue by “growing new teachers from the community” to have a better representation of the student population. The superintendent informed the team that recruitment is emerging from the ranks of classified staff and grant funds will be used to pay an honorarium to student teachers while they are pursuing their preliminary credentials. She is confident that these efforts will make “positive in-roads” toward greater diversity.

The credential recommendation process includes a review of the candidate’s ILP, progress monitoring by mentors and TOSAs and a summative video presentation on candidates’ professional growth. Interviews with program completers revealed that this video is evaluated by an administrator, other than their own, who submits the results to the program leader. Once successful, the program provides the candidate with a completion certificate and transcript to submit to the credential analyst who completes the recommendation to the Commission. Interviews with the credential analyst and secretary confirmed this 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

Common Standard 2: Candidate Recruitment and Support	Team Finding
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The Garden Grove USD Induction Program collaborates with local universities to recruit teacher candidates, many of whom complete observation hours and student teaching assignments within the district. These partnerships support the district’s strategic vision to increase the number of homegrown teachers by strengthening internal pathways, including the classified employee-to-teacher pipeline. In addition, the district prioritizes recruiting and retaining educators whose backgrounds reflect the diversity of the student population and community, as confirmed through interviews with personnel directors.

All newly hired teachers holding a preliminary credential are automatically enrolled in the district’s no-cost Induction program and assigned a mentor. Program information is communicated during the hiring process through a teacher Induction flyer provided to all eligible candidates, as well as at the candidate orientation. The Induction director works in collaboration with credential technicians and personnel directors to verify candidate eligibility and ensure appropriate program placement. Eligible candidates receive a new hire information sheet and induction flyer and are enrolled in the program without requiring additional action.

The Induction program director has access to a shared new hire spreadsheet that includes essential candidate information such as credential status, assignment, and hire date, as confirmed through interviews with the credential technician and secretary. Using this information, the Induction director ensures candidates are matched with credential-appropriate or job-alike mentors or TOSAs, with input from site administration to support alignment with the candidate’s teaching context.

Candidates receive ongoing, individualized support from experienced mentors who provide an average of one hour of support per week. This support is documented through ILP support minutes logs and monitored by Induction leadership. Mentor–candidate interactions focus on candidates’ Individual Learning Plan (ILP) goals, CSTP-aligned reflection, and just-in-time instructional support.

Candidates reported that having a knowledgeable and supportive mentor, particularly one experienced in their content area, was a key strength of the program. One candidate stated,

“My mentor is very knowledgeable and supportive and has guided me with reflecting deeply about my teaching practice.”

Mentors demonstrate flexibility in scheduling to accommodate candidates’ professional responsibilities, including coaching, school activities, and IEP meetings. Support is differentiated and responsive to candidates’ immediate instructional needs. As one candidate shared, “I meet for about an hour a week, sometimes longer, with my mentor to reflect on my goals and build on the cycles of inquiry within the plan, do, analyze, and reflect process.” Candidates noted that mentoring conversations are fluid and focused on current classroom practice. Mentors engage candidates in reflective dialogue using live or recorded observations to support the development of meaningful CSTP-aligned goals and student outcome measures within each inquiry cycle.

Candidate ILPs are routinely reviewed by Induction program leadership to monitor progress, ensure candidate competency, and verify completion of program requirements. This systematic review process allows the program to identify candidates who may require additional support in a timely manner.

The Induction program collaborates with district TOSAs and other support providers to ensure candidates receive targeted resources aligned to their identified needs. If a candidate does not demonstrate adequate progress toward program requirements, the program offers an opportunity to extend participation through the Extensive Support Plan option to ensure successful completion of Induction.

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

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The Teacher Induction Program is designed to provide individualized support that fosters candidates’ professional growth grounded in the CSTP. Interviews with candidates, mentors, and site principals identified the program’s comprehensive and effective mentoring system as a key strength. One principal described the triad meetings as “very valuable” and noted that mentors and TOSAs are “incredible resources.”

Mentors and candidates collaborate, with input from site administrators and program leadership, to develop the instructional skills necessary to meet the needs of the district’s diverse student population. Review of candidate Individualized Learning Plans (ILPs) and interviews with mentors and candidates confirmed that the ILP serves as the central component of the induction experience and is intentionally aligned to each candidate’s CSTP focus and student outcome goals. Candidates engage in cycles of inquiry following the plan, do, reflect, and apply structure to guide their professional learning. One candidate shared that the structure allows them to remain focused on their goals, while another stated that they “don’t feel overwhelmed by the ILP process because it is super laid out for us.”

Candidates participate in a variety of professional learning opportunities during Induction, including classroom observations, collaboration, co-teaching, lesson studies, and district-provided professional development. Several candidates identified peer observations as a

particularly meaningful experience. One candidate shared that observing colleagues at other sites was highly beneficial, as it allowed them to observe teachers instructing the same course content and gain practical instructional strategies. Interviews and ILP reviews confirmed that candidates reflect on observed lessons with their mentors, explicitly connecting insights to CSTP and student outcome goals.

At the conclusion of each year, candidates reflect on their professional growth and progress toward their goals through a capstone video presentation. This presentation highlights growth over time and demonstrated competency in the CSTP and is reviewed by program leadership and district administrators. Interviews confirmed that, upon successful completion of the program and following multiple reviews of candidate ILPs and documentation, the credential technician recommends candidates for a clear credential.

Induction TOSAs and mentors are required to meet established eligibility criteria, which are verified through application, interview, and recommendation processes. While the TOSA selection process is more extensive, mentors are typically recommended by site administrators and approved by the Induction Director. All mentors must hold a clear credential, have a minimum of three years of teaching experience, and demonstrate knowledge of the instructional context and content of the candidate’s assignment.

Interviews confirmed that mentors receive initial training and ongoing professional learning opportunities. Mentor performance is monitored through attendance records and mentoring logs. Mentors reported receiving individualized, strengths-based feedback via email, as well as ongoing feedback through shared Google documents and reflective conversations with program leadership. Mentors also participate in peer feedback sessions to share best practices and receive input from colleagues. Additional individualized support from TOSAs or the Induction director is provided as needed.

Mentors are formally recognized for their contributions at the end-of-year Advisory Committee meeting, where they are acknowledged by the Induction director and provided a small token of appreciation in recognition of their time and commitment to the program.

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

Common Standard 4: Continuous Improvement	Team Finding
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
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

Document review and interviews with mentors, district personnel, site leaders, and advisory committee members indicate that the Garden Grove USD Induction program implements a continuous improvement cycle and makes program modifications based on data and input from multiple constituency groups. The program uses a program data analysis and improvement plans spreadsheet to document program changes and action steps, including the rationale for each modification and the feedback received from various constituent groups.

Interviews with advisory committee members, mentors, candidates, and district personnel confirmed that feedback is gathered through multiple channels, including surveys, email, and in-person meetings. One advisory committee member shared that they “appreciate having a forum to not only talk about how great the program is doing, but what else we can do to improve it.”

A significant program modification identified across interviews with candidates, mentors, TOSAs, and site administrators was the restructuring of the timeline for the second triad meeting. One principal noted that scheduling the second triad earlier in the year allows site administrators to more effectively support candidates in developing goals for their upcoming inquiry cycle, rather than waiting until the end of the year. Additionally, candidates and mentors praised recent revisions to program documents and increased clarity of program expectations, noting that materials are well organized and easily accessible on the program website.

Review of program documentation further revealed that data from multiple sources are collected throughout the year to inform ongoing program improvement. Program effectiveness is regularly evaluated through surveys completed by candidates, mentors, and site administrators. Interviews also confirmed that the program actively solicits input from advisory committee members during meetings and by using interactive technology.

Review of 2024–25 Completer Survey data indicates that 100% of responding candidates plan to remain in the teaching profession following completion of the program. Additionally, a site

principal shared that new teachers are well supported by mentors who bring a “boots on the ground” perspective and relevant site experience, enabling the development of meaningful professional relationships and continued growth within the profession.

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.

A review of Garden Grove USD Individual Learning Plan (ILP) documentation demonstrates that the program provides a thorough review of requirements to ensure that candidates complete all components. Through a program orientation, cycles of inquiry, classroom observations and reflections with their mentors, candidates reported that they were fully equipped with the knowledge and skills necessary to educate and effectively support all students in meeting state adopted standards. By building on their Individual Development Plans (IDP), candidates expressed that goal setting was a major skill that enabled them to acquire mastery of the CSTP in their instructional practice.

Records from the Commission completer survey over the last few years indicate positive results. The ILP serves as a cornerstone of the induction process, with candidates consistently reporting high levels of professional impact and alignment with state standards. Perception of the ILP’s alignment with the CSTP climbed steadily from 88% "strongly aligned" in 2022-23 to an impressive 94% by 2024-25. Key activities drove this growth, particularly access to resources, which saw a steady rise in "strong impact" ratings to 86%. Meanwhile, core practices such as consistent reflection on instruction and the analysis of student data remained pillars of the program, with both maintaining high levels of perceived effectiveness across all three years.

Overall program satisfaction remains a high point for the district, with candidates consistently rating its effectiveness above statewide averages. The perceived value in growing teaching practice saw a significant jump, rising from an 81% combined effectiveness rating in 2022-23 to

97% by 2024-25. This same high mark of 97% was reflected in the program's responsiveness to individual candidate needs.

In interviews with completers, reviews for the program were positive. Many expressed that they continued to practice the methods of goal-setting, cycles of inquiry, professional development and reflection that they had learned in the Induction program. They specified that they handle challenges with less stress, given the rigorous training they had received from their mentors. Additionally, a number of candidates expressed their desire to become mentors and other teacher leaders due to the strong models they had witnessed during the program. A few indicated they had leadership roles, such as department chair and AVID coach. Furthermore, others desired to host student teachers. Some indicated they were planning on pursuing Master's degrees and the administrative services credential.