

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at San Bernardino City 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 **San Bernardino City Unified School District** on **March 9-11, 2026**. 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	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

### 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:** San Bernardino City Unified School District

**Dates of Visit:** March 9-11, 2026

**Accreditation Team Recommendation: Accreditation**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
Date: <a href="#">February 2018</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, mentors, participating 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 were determined to be met.

Common Standards

All Common Standards were 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**.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.

- San Bernardino City Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- San Bernardino City Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

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

*Teacher Induction*

**Accreditation Team**

**Team Lead:**

Roxanna Stern  
Santa Barbara Unified School District

**Programs Reviewers:**

Kim Nguyen  
Milpitas Unified School District

**Common Standards:**

Beth Bythrow  
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(Retired)

**Staff to the Visit:**

Frances Martinez Kellar, Ed.D.  
Commission on Teacher Credentialing

**Documents Reviewed**

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

Assessment Materials  
Program Handbooks  
Survey Results  
Training Materials  
Precondition Responses  
Mentor Logs  
Accreditation Data Dashboard

### Interviews Conducted

<b>Constituencies</b>	<b>TOTAL</b>
Participating Teachers	238
Program Completers	49
Site Level Administrators	56
District Level Administration	6
Program Coordinator	1
Program Mentors	128
Credential Analysts and Staff	2
Advisory Board Members	33
<b>TOTAL</b>	<b>513</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

San Bernardino City Unified School District (San Bernardino City USD) serves the city of San Bernardino and a portion of Highland, CA. San Bernardino City USD has approximately 45,000 students enrolled across 74 schools and is the sixth largest school district in California. Approximately 82% of the student population identify as Hispanic/Latinx. The student population is also comprised of approximately 23% designated English Learners and close to 90% are identified as socio-economically disadvantaged. The district is home to 3 National Blue Ribbon Schools, 7 California Gold Ribbon Schools, and have received numerous awards and recognition for the ways its faculty and staff are supportive of student achievement and teacher professional development.

### Education Unit

The San Bernardino City USD Teacher Induction Program (TIP) is housed under the Employee Development Department in the Human Resources division of the district office with oversight from the Assistant Superintendent of Human Resources. Daily operation of the program is the responsibility of the TIP leadership team which consists of a lead TIP program coordinator, approximately 193 part-time certified mentors, and 17 full-time mentors. Direct supervision of this team is the responsibility of the Director and Assistant Director of the Employee Development Department. The TIP program is part of a larger teacher professional growth system. The TIP program currently serves 392 first and second year teachers.

**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2024-25)</b>	<b>Number of Candidates Enrolled (2025-26)</b>
Teacher Induction	154	392

### 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 San Bernardino City USD's Teacher Induction Program serves all new teachers in the district holding preliminary general and education specialist credentials. The program is overseen by the Employee Development Department (EDD) within the Human Resources Division. The program offers an in-person model and includes an Early Completion Option (ECO) pathways. The Lead Induction Program Coordinator oversees daily operations, including mentor development, progress monitoring, and reporting. The program lead reports to the Assistant Director and Director of EDD. The Lead TIP Program Coordinator and the Assistant Director of EDD are in constant communication about program development and updates. Communication among program staff, administrators, mentors, and participating teachers is continuous through meetings, personal contact, email, and newsletters.

Newly hired teachers attend both a New Teacher Academy (NTA) and the Induction Orientation Meeting (IOM), which are two separate components of their onboarding and induction process. NTA is a three-day, districtwide onboarding event for all new teachers, held prior to the start of the school year. It focuses on district systems, instructional resources, and foundational practices to support teachers as they begin in SBCUSD. During these three days, new teachers engage in workshops to prepare them for the first days of school. Choice session content includes: positive behavior relationships with students, district initiatives, first days of best practices, positive behavior support and content specific resources.

The Induction Orientation Meeting (IOM) is a group orientation session for candidates enrolled in the Teacher Induction Program. It introduces the structure and purpose of induction, including mentoring, the Individualized Learning Plan (ILP), inquiry cycles, and program expectations aligned to the CTC Induction Standards and CSTP. The IOM serves as the initial program orientation and is not a one-to-one meeting with a mentor. Many participating teachers expressed how helpful and fun the NTA and the IOM was and appreciated specific content to subjects and variation of grade level topics.

Eligible teachers for the Teacher Induction Program are assigned a mentor within 30 days. Participating teachers meet with their mentor weekly to set goals based on the California Standards for the Teaching Profession (CSTP) and student pre-assessments. The program uses an action research approach, where teachers acquire strategies through professional learning and then cycle through the Plan, Teach, Reflect, Apply (PTRA) process to improve student achievement. Teachers are encouraged to implement at least three new strategies each

semester and reflect on their performance using the Continuum of Teaching Practice (CTP), repeating the inquiry cycle for each subsequent semester in the program.

The San Bernardino City USD TIP has a robust support system for their participating teachers. This support system includes approximately 193 part-time certificated mentors, 17 full-time out-of-the-classroom certificated mentors who serve as program specialists in content specific areas, and demonstration teachers who provide professional development and opportunities to be observed in the classroom by participating teachers. All mentors are recruited, recommended, and approved by the site administration. Once mentors meet the specific criteria outlined in the Coach/Mentor Interest Survey, the Lead TIP Program Specialist connects with the qualified mentors and matches them up with participating teachers. Mentors received training based on their experience as a mentor. All new mentors go through initial training to focus on coaching strategies, coaching language, and are provided ongoing monthly mentor training to learn about program requirements to support the participating teachers. Many new mentors express that the training has supported them in understanding how to use coaching language and guide their teachers in reflecting in their practice. Ongoing mentor support is provided in virtual weekly office hours, which many mentors expressed the appreciation of the “just in time” support for themselves. Experienced mentors continue training and attend mentor monthly meetings and coaching workshops. As shared by many program leaders, they noticed the impact the training has had on mentor practice and teacher development. Many of the mentors who have gone through mentor training in TIP have fostered leadership development skills for future leadership opportunities. This has contributed to perceived high morale, as noted on survey results, and speaks to the quality of the program.

The SBUSD TIP solicits feedback from various constituents. Participating teachers complete three surveys annually and evaluate each workshop they attend. During interviews, several participating felt heard stating that they’ve seen things that they’ve mentioned in the feedback surveys and changes were implemented right away. For example, one teacher expressed a need for more content specific to special education teachers and the following year more professional developments were offered specifically for Special Education teachers. Fellow participating teachers in specific content areas such as visual arts and performance arts teacher echoed the same sentiment. Mentors share their feedback through a mid-year and end of the year survey. Feedback has led to program improvements such as implementing more support such as virtual office hours and differentiated coaching workshops. The TIP Leadership Team meets with the TIP Advisory Board three times a year to share the data collected and seek input from the board. Site administrators receive monthly communication through a newsletter and complete an end-of-year survey.

### **Course of Study**

Certificated employees who are interested in part-time mentoring are required to complete the Coach/Mentor Interest Survey. If one meets the criteria stated in the survey and gets site administration approval, the Lead TIP Program Specialist then makes a mentor match to new participating teachers. The San Bernardino City USD TIP focuses on placing participating teachers with matching-credential mentors within 30 days of employment. When a credential

match is difficult, TIP coordinates with the Secondary Education Department and provides support from Content Specialists. The Commission's Accreditation Data Dashboard (ADD) data reports 98% of participating teachers believe they were well matched with their mentor and their relationship as "supportive and resourceful". Interviews further validated these sentiments with numerous candidate references to their gratitude for their mentors. When asked about the San Bernardino City USD's greatest strengths, participating teachers unanimously reported that it was the mentors. One participating teacher expressed he wished he would be in the TIP program again to remain with his mentor.

TIP aims to improve teacher development, measured by the California Standards for the Teaching Profession (CSTP) and student achievement. Participating teachers and mentors collaboratively develop an Individual Learning Plan (ILP), and mentors meet with teachers for at least one hour weekly to work through the Plan, Teach, Reflect, Apply (PTRA) Inquiry Cycle. This cycle involves data analysis, observations, professional development, lesson planning, and self-assessment. The program's effectiveness is gauged by analyzing PreK-12 student pre-assessment results, which are used to establish measurable PreK-12 student outcome goals for the semester. To achieve these goals, an action research approach is employed to identify and implement effective strategies. These strategies include engaging in professional learning activities, such as CSTP Workshops, observing veteran or demonstration teachers, and professional readings. Many participating teachers expressed the impact of the PTRA cycle and how it has increased their confidence and become more of a reflective teacher in their practice. Several participating teachers valued taking new strategies they've learned from the demonstration teachers and being able to implement that strategy into their classroom.

Progress is documented on the ILP and tracked in the San Bernardino City USD TIP Review Database. Mentors are guided and supported by the TIP leadership team by giving feedback on their teacher candidate's progress in the TIP Review Database. One mentor expressed how they appreciate the constant feedback from the TIP reviewer because it helped them guide their support with the candidate to reach their goal.

### **Assessments of Candidates**

The program informs participating teachers of requirements and evaluation criteria during orientation. Teachers' Individual Learning Plans (ILPs) are reviewed monthly by the TIP Leadership Team for goal and activity alignment, and feedback is provided to mentors to support the teacher's professional growth. Participating teachers self-assess their practice on all six CSTP standards at the beginning and end of the year, with a focus on specific elements of their chosen focus standard, and document evidence on the CTP. The Lead TIP Program Specialist tracks progress, and if a teacher is not meeting requirements, they consult with the mentor and teacher to determine necessary individualized supports, such as additional mentoring or training. Extensions may be approved based on circumstances outlined in the TIP Policies and Procedures.

Progress of the participating teachers' inquiry cycles throughout the year are documented on the TIP Review Database. This process prepares participating teachers to clear their credentials

by aligning their professional learning and support opportunities to the CSTP as well as grade level and content specific needs. They become eligible for their Clear credential after completing two years of induction or an Early Completion Option (ECO) that is available for qualifying participating teachers. The Lead TIP Program Specialist completes the final review of the TIP Review Database to confirm participating teachers have demonstrated they met all of the program requirements. Participating teachers are then emailed their HR-41 Induction Form with directions on how to apply for their Clear credential. The participating teachers' yearly inquiry cycles are tracked in the TIP Review Database. This documentation ensures that participating teachers receive professional learning and support aligned with the CSTP), as well as grade-level and content-specific needs, preparing them to clear their credentials.

**Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews of participating teachers, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the San Bernardino City Unified School District.

## INSTITUTION SUMMARY

The San Bernardino City USD’s Teacher Induction Program is part of a larger teacher professional growth system under the Employee Development Department (EDD) - Human Resources Division. The Lead TIP Program Specialist is responsible for daily operational duties; such as mentor/coach (terms used interchangeably) development and training, monitoring participating teachers’ induction progress and records, providing data to the Committee on Accreditation and consulting with the TIP Leadership Team. TIP is also supported and supervised by the Assistant Director and Director of EDD who report to the Assistant Superintendent of Human Resources. The Assistant Director of EDD is currently serving as the Proxy Unit Head and is therefore responsible for ongoing oversight of TIP. The Employee Development Organizational Chart outlines the positions within the Employee Development Department - Human Resources Division.

The SBCUSD TIP is a single district program which only serves the employees of SBCUSD. All participating teachers clearing their General Education and/or Education Specialist Credentials follow a common overall pathway, sequences, and processes for assessment and accountability.

Teachers are assigned a mentor within 30 days of being hired or receiving their preliminary credentials. Mentors meet an average of not less than one hour per week with teachers and help them set goals based on self-assessments of the California Standards for the Teaching Profession (CSTP) and the collaborative goals they set with their evaluators. The goals are measured through student pre-assessments and analyzed to set desired student outcome goals to be met by the end of the semester. Action research is conducted to acquire strategies to meet these student outcome goals which include professional learning sessions CSTP Workshops, observation of demonstration or veteran teachers, professional readings and more.

A strength of the institution is the new Vision 2030: SBCUSD SHINES, which is the San Bernardino City Unified School District’s set of core operating values that are designed to guide the community towards a more inclusive, productive, and safe learning environment. These values are integral to fostering an atmosphere where everyone can thrive.

### COMMON STANDARDS FINDINGS

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

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

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

The vision of San Bernardino City USD's Teacher Induction Program is to develop collaborative, self-reflective and culturally responsive teachers who deliver rigorous instruction that meets the diverse needs of every student. Teacher induction participating teachers receive individualized support through a robust and comprehensive job embedded mentoring and professional development system, which leads to a clear credential as outlined in our TIP Handbook.

The San Bernardino City USD TIP envisions a community of educators characterized by collaboration, self-reflection, and cultural responsiveness. Rooted in comprehensive research-backed principles, this vision aims to empower teachers capable of delivering rigorous instruction while addressing the diverse needs of every student. The San Bernardino City USD TIP Coaching Model synthesizes the work of five effective coaching approaches including Mentoring Matters, The Art of Coaching, Culturally Proficient Coaching, Blended Coaching and Evocative Coaching.

The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs. Constituents include TIP Mentors, both full and part time, TIP Leadership, the TIP Advisory Board, partner institutions of higher education.

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 as evidenced by meeting calendars and agendas provided during the review process.

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. During interviews, district leadership stated that they are a large district and willingly invest resources in the educator preparation program. Resources include mentors, professional learning opportunities, demonstration classrooms, and program personnel.

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. Both mentors and participating teachers stated during interviews that if something was needed, they simply needed to reach out to program leadership and the need was met. Some needs could be met immediately, such as additional mentoring, while other needs were met via program redesign in the subsequent year. One example includes providing more demonstration classrooms that were bilingual.

Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. This is evidenced by the mentor nomination and application process described in the written materials provided and further detailed in the

interviews conducted during the site visit. Prospective mentors who demonstrate effective professional practices in teaching and learning are nominated by site leaders, Education Services personnel, or Employment Development Department Team members. Nominated mentors must then apply, describing their knowledge of standards and of meeting the needs of diverse learners in order to be considered.

The education unit monitors a credential recommendation process that ensures that participating teachers recommended for a credential have met all requirements. Requirements are all outlined on a single ILP Google sheet that is actively monitored by program leadership. Participating teachers and mentors are notified if items need additional work or refining. Once all items are completed, participating teachers are notified via email that they may apply for the credential once program leadership has verified and signed off on program completion.

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

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Interviews and document reviews with leadership members and school administrators confirm San Bernardino City USD purposefully recruits, admits, and supports participating teachers to ensure their successful entry into the profession.

San Bernardino City USD creates conditions that support the retention and success of educators from all backgrounds through strategic recruitment, inclusive hiring, ongoing support, and a

commitment to creating inclusive school environments. The San Bernardino City USD Human Resource Division (HR), specifically the Education Development Department (EDD), actively works to diversify the educator pool. They collaborate with local universities, attend job fairs, host informational sessions and use social media platforms as well as traditional mailers to all residents, to reach a wide array of participating teachers. Recently they established Recruitment Ambassadors from across school sites and offices. Targeted recruitment incentives include scholarships, competitive salaries and benefits, and discounts to higher education to attract participating teachers from underrepresented groups. One example is the program's participation in the Minority Male Teacher Recruitment Initiative that expands access to African American and Latin male educators. During interviews some Black teachers expressed their appreciation of working at a school implementing SANKOFA curriculum which is designed to nurture African-American students and help them achieve at the highest levels. Current teachers as well as completers highlighted the efforts the district has made to recruit and support future teachers from the local community. "I am the first person in my family to attend college, and I've received so much support from everyone to help me succeed." Data reviews reveal consistently strong retention indicators, with almost all induction completers continuing in the district; with increases in participation from educators of color entering the induction pipeline.

TIP Program leadership and the credential analyst confirmed that once hired, new teachers with a preliminary credential needing induction, are automatically enrolled into the TIP. Teachers are assigned a mentor within 30 days of being hired or receiving their preliminary credentials.

Program leadership provides strong advice and assistance to participants throughout the two-year program to support novice teachers through completion of program requirements and retention in the profession. In 2025-26 school year, 193 part time and 17 full time mentors supported 392 participating teachers.

The program design, verified by candidate interviews, ensures that participating teachers receive ongoing feedback and support to ensure successful completion of the induction requirements. The program has developed a comprehensive website with handbooks, clear instructions, videos, and a wealth of resources with hyperlinks for completion of the ILP. Full time mentors review the Digital folder to check each candidate's progress and work with all mentors to provide frequent individualized feedback and advisement on candidate progress who keep the participating teachers on target for completion through shared google sheets and Activities Guides. Those participating teachers who successfully complete all requirements are then recommended for the clear credential. Multiple participating teachers interviewed remarked that they could get individual assistance from the program leadership right away if they had questions or needed clarification on requirements. Systems are in place to support those participating teachers needing extra assistance.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

The San Bernardino City USD TIP has implemented a planned sequence of coursework around two cycles of inquiry each year, guided by the ILP, as evidenced by documentation, handbooks, and stakeholder interviews. Induction eligible teachers attend an Induction Information Meeting during which they learn the purpose of induction, program processes and activities,

and sign a TIP Commitment Form. Mentors are assigned within 30 days or less of being hired or receiving their preliminary credentials. Participating teachers and completers appreciated the efforts of the TIP leadership in effectively matching the best mentor available based on their individual needs.

Mentors and participating teachers work together for at least one hour per week and document this time to set goals based on self-assessments of the CSTPs. Site administrators also support their participating teachers by participating in triad meetings with their mentors to support the collaborative ILP goal setting process. Site administrators shared repeatedly about how aligned the ILP process is to both the District's CSTP based evaluation system as well as the school's specific foci. In addition, the program also provides district personnel who serve as targeted CSTP professional development presenters as well as site-based demonstration teachers. Interviewees enthusiastically noted the many opportunities that participating teachers visit demonstration teacher's classrooms for CSTP strategies. Each aspect of the ILP is taken through the Plan, Teach, Reflect, Apply (PTRA) cycle. Throughout this work, teachers reflect on their performance using the Continuum of Teaching Practice by revisiting their focus standard.

Mentor selection includes an application process, a site administrator recommendation, a minimum of 3 years of teaching experience and an evaluation with high performance levels, and sometimes a classroom observation. Once selected, the TIP team ensures the mentors are systematically trained, oriented to the supervisory role, supported through ongoing professional learning. Part-time mentors participate in structured, differentiated training to prepare them for effective supervision and coaching, and completing the ILP Process. Mentor professional development is differentiated based on years of experience serving as a mentor. So, for some this begins with New Mentor Training introducing them to foundational coaching practices, non-evaluative supervision, ILP facilitation, documentation expectations, reflective questioning strategies, and use of program tools. Program completer survey results on the Commission's ADS dashboard indicate ninety-five percent of first-year mentors felt they had all the training needed to support their participating teachers adequately. For returning mentors the professional development deepens mentoring practice through advanced coaching strategies, reflective dialogue, and support of inquiry cycles. For the rest of the year all mentors meet monthly to calibrate practice, analyze mentoring scenarios, and strengthen consistency across the program. In addition they are provided with Coaching Workshops to provide additional opportunities for mentors to refine skills such as modeling, co-planning, observation, feedback, and analysis of student work. One mentor shared, "I've been teaching and mentoring for quite some time, but these coaching PDs always provide new ideas and strategies, that we get to practice with our peers and go back and implement right away".

The mentors complete a self-assessment as part of their Coach ILP. These self-assessments are administered digitally, and the program leadership can analyze mentor growth trends over time and use the data to refine mentor training, while maintaining the non-evaluative nature of induction. In addition, the results of the Coach Effectiveness Surveys that are completed by Year 1 and 2 teachers are shared, reviewed, and discussed at the last mentor meeting of the

year. Weekly TIP Mentor Reminder emails from their ILP Folder Reviewers provide information about missing or incomplete items. During interviews mentors shared how valuable it is to receive just-in-time office hours. Mentors reported that because they engage in ongoing reflection and collaborative learning during meetings, they are getting “great feedback from our peers” as well.

When mentors need additional assistance TIP Leadership provides coaching and additional support. Mentor assignments are regularly reviewed to ensure alignment with program expectations and candidate needs. All mentors are informed that to continue as mentors in the following school year they must maintain an overall performance level of “Meets” and above and have the site administrator’s approval.

Mentor recognition includes a stipend, which one mentor shared that “as a result I know I’m valued”, celebrations, public acknowledgment, features in the monthly newsletter, and opportunities to lead professional development.

Results from the 2024-25 Mid-Year Candidate Survey Data indicate that all participating teachers rated mentor support highly across all areas. During interviews one program completer said, “Kudos to the district for giving us this free induction program, I have no student debt, and I’m becoming the teacher I want to be. I credit that to the great mentors I’ve had.” During mentor interviews a first-year mentor shared, “When I was a brand-new teacher to this district, I thought I would quit, but my mentor said to me, give me a year to work with you, she made huge difference and that’s why I decided to become a mentor this year.”

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

**Finding on Common Standard 4: Met**

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

Review of documentation revealed that the San Bernardino City USD TIP maintains a continuous-improvement process that systematically collects, analyzes, and uses multiple data sources to improve data that are gathered across multiple measures, reviewed by designated personnel, and result in ongoing modifications to program structure, resources, and professional development offerings.

The leadership team meets semiannually to review ILP data, Mentor PD Feedback, Activities Guides, Mid-Year Mentor self-assessments, and coaching effectiveness surveys. At the end of the year, they focus their work on strategic planning based on stakeholder surveys for the coming school year. Some changes that have been put in place recently include additional differentiated mentor professional development, expanded coaching workshops, meeting log trackers, and improved feedback templates.

Review of agendas, strategic planning notes, and slide decks reveal that the TIP Advisory Board meets three times per year to review program data, identify strengths and areas of growth, and plan improvements for the 2025–2026 program year. These include Mid-Year and End-of-Year surveys, collected and analyzed by SRG which provide comprehensive data on stakeholder experiences. Changes that were made as a result of the analysis were confirmed in mentor and candidate interviews. These include expanded demonstration teacher opportunities, simplified ILP google forms and documentations, aligned Activities Guides and more special education differentiation modules. One board member reported, “We see data on mentees and mentors, and what supports they need. Many changes are made as a result. For example, Special Education teachers felt they needed more support, so the program now offers CSTP professional development that is designed with special education in mind. Additionally, demonstration teachers were hired to support early childhood educators.”

Many of the members from local universities shared how being part of the Advisory Board helps them improve the programs back at their institutions as well. “We learn from them as much as they learn from us”. Recently the TIP leadership team shared with the board that often participating teachers were not coming prepared to discuss their IDPs and they seemed a bit disorganized. Now universities have changed their procedures and mentors report that new teachers are better prepared to begin their ILPs. One site administrator member of the board shared that when the new teachers at her site are sharing their work, especially around the ILP process, she can see all the changes the board suggested that were implemented. Another administrator shared that she loved how every board meeting begins with a reading of the Mission and Vision, “So when analyze the data, we are asking ourselves how can we get closer to that Mission and Vision?”

The Impact Report is reviewed annually by TIP leadership to identify trends, evaluate progress toward diversity goals, and refine recruitment and induction supports for the following year. The Employee Development’s Annual Impact Report serves as a major data source documenting how recruitment, mentoring, and professional development efforts advance diversity, equity, and inclusion goals across the program. The report analyzes candidate

demographics, program participation data, mentoring hours, and professional learning attendance, and highlights system trends that inform program refinements.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

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

Mentors help new teachers set goals based on self-assessments of the California Standards for the Teaching Profession (CSTP) and the collaborative goals they set with their evaluators. The goals are measured through student pre-assessments and analyzed to set desired student outcome goals to be met by the end of the semester. Action research is conducted to acquire strategies to meet these student outcome goals which include professional learning sessions CSTP Workshops, observation of demonstration or veteran teachers, professional readings and more. Each strategy is taken through the Plan, Teach, Reflect, Apply (PTRA) cycle to insure its maximum effectiveness in improving student achievement in the focus area. The inquiry cycle is repeated for each additional semester the teacher is in the induction program with updates and revisions made to the goals as needed. Throughout this work, teachers reflect on their performance using the Continuum of Teaching Practice (CTP) by revisiting their focus standard which is chosen for its alignment to their goals.

The San Bernardino City USD Teacher Induction Program (TIP) evaluates and demonstrates its positive impact on candidate learning and competence, as well as on teaching and learning in schools, through a multifaceted approach. Firstly, it employs a robust system of candidate assessments, including both formative and summative evaluations, to gauge the progress and competence of novice teachers. These assessments include self-reflections on their Individual Learning Plans, candidate feedback from their professional development, and feedback from TIP leadership on program processes enabling a comprehensive view of candidate growth. The program also collects and analyzes data on teaching effectiveness and student learning outcomes through qualitative and quantitative data which shows trends over time from multiple survey reports, including: the report on mid-year surveys of participating teachers and

mentors, the report on year-end survey of participating teachers and mentors, and current measures of competence and growth on the CSTP, offering insights into the impact of newly qualified teachers on their students' academic achievement and engagement. Additionally, TIP conducts regular reviews of its program processes and support services, seeking feedback from educational partners, including participating teachers, mentor teachers, school administrators, and community members. This feedback informs continuous improvement efforts, ensuring the program remains aligned with current educational standards and best practices. Through these strategies, TIP demonstrates its commitment to enhancing the quality of education for California's students, evidencing its positive influence on the new educators it prepares and the broader educational community it serves.