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

Division of Standards, Accreditation, and Workforce Investment

October 2026

Overview of this Report
This agenda report includes the findings of the accreditation visit conducted at **Riverside 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: **Riverside Unified School District**

Dates of Visit: **October 13-15, 2026**

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2019	Accreditation

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions
All Preconditions have been determined to be met.

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

Common Standards
All common standards have been found to be met.

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

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

Teacher Induction Program

In addition, staff recommends that:

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

Accreditation Team

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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
ADS Survey Results
Advisory Board Meeting Agendas
Board Presentation Slides
Candidate Advisement Materials
Coach Application
Coach Training Materials
Coach Weekly Logs
Common Standards Addendum
Common Standards Submission
Department Induction Handbook
Google Classroom LMS
ILP Matrix
Individual Learning Plans (ILP)
Local Survey Results
Mentoring Tools
PQS Survey Results
Precondition Responses
Professional Development Materials
Program Induction Handbook
Program Review Addendum
Program Review Submission
Program Sequence Documents

Interviews Conducted

Constituencies	TOTAL
Candidates	58
Completers	28
Mentors/Coaches	11
Employers	8
Institutional Administration	5
Program Coordinators	2
Credential Analysts and Staff	3

Constituencies	TOTAL
Advisory Board Members	14
Collaborative partners	5
TOTAL	**134**

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

Established in the 1870s, the Riverside Unified School District (RUSD) is the 16th largest school district in California, serving nearly 38,000 students across 51 schools in Riverside. The District serves a large portion of the city of Riverside as well as the unincorporated areas of Highgrove and Woodcrest. The RUSD student demographic information is as follows: Hispanic: 69.3%; White 15.5%; African American 4.1%; Asian 4.1%; Not reported 1.5%; Two or more races 2.1%; Filipino 1.1%; Pacific Islander 0.3%; American Indian 0.3%.

RUSD has numerous programs for students' growth and preparedness, including AVID elementary, middle and high school programs, International Baccalaureate programs, dual language immersion schools, and a full S.T.E.M. Academy. There are 31 elementary schools, 7 middle schools, 5 high schools, 8 specialty schools and 21 preschool programs. The district has achieved awards locally and nationally, including 32 Distinguished Schools, 5 Blue Ribbon Schools, and a number of Golden Bell and Golden Ribbon schools.

Education Unit

Riverside Unified School District's (RUSD) Induction Program operates under the Professional Growth Systems (PGS) Department within the Instructional Services Division and provides a fee-waived, two-year, highly individualized, job-embedded program of mentoring and personalized professional learning centered on the creation of a 2024 CSTP-based Individual Learning Plan (ILP). The RUSD Induction Program serves both general education candidates and special education candidates (mild to moderate support needs, extensive support needs, and Early Childhood Specialist).

RUSD's PGS Department is an innovative collaboration between the district and the Riverside City Teachers' Association. Based on a model developed in Maryland, PGS is focused on attracting and retaining the most highly qualified individuals; recognizing that an effective learning community requires highly skilled teachers, administrators, and support staff. As PGS has evolved, it has come to center on the ongoing support and professional development of all RUSD employees.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2025-26)	Number of Candidates Enrolled (2026-27)
Teacher Induction	57	111

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

Riverside Unified School District (RUSD) operates a single-district Induction Program designed to clear Multiple Subject, Single Subject, and Education Specialist preliminary credentials. The program is administered through the district's Professional Growth Systems Department (PGS) and is delivered in person. Through this centralized structure, RUSD provides induction services to eligible teachers pursuing their California Clear Teaching Credentials.

Program Standard 1: Program Purpose

Riverside Unified School District's (RUSD) Induction Program serves Multiple Subject, Single Subject, and Education Specialist preliminary credential holders through traditional and early completion option (ECO) pathways. Grounded in relationship-based mentoring, individualized goal setting, formative assessment, inquiry, and job-embedded professional learning aligned with the California Standards for the Teaching Profession (CSTPs), the program's three-cycle Individual Learning Plans (ILP) structure supports sustained reflection, evidence collection, and analysis of student outcomes.

Program operations are clearly defined within the Professional Growth Systems Department, with established leadership, communication, mentor selection and development, and candidate support systems. Ongoing professional learning and in-field (peer) coaching strengthen mentor effectiveness, while multiple communication channels facilitate collaboration and feedback.

Candidate growth is documented through a collaborative, individualized ILP that guides professional development. Monthly submissions, scheduled check-ins, credential advising, and progress-monitoring systems support ongoing assessment and timely intervention. Professional learning aligns with candidate goals, district priorities, curriculum, and identified instructional needs. As one interviewee noted, "the ILP is a living document, and progress is always mapped out."

The program demonstrates a commitment to continuous improvement through surveys, empathy interviews, consultation with the New Teacher Center, advisory council input, and collaboration with institutions of higher education (IHEs) and regional induction programs. Overall, the evidence reflects a structured, data-informed system designed to individualize support, strengthen mentoring, monitor candidate growth, and promote student success.

Finding on Program Standard 1: Met

Program Standard 2: Components of the Mentoring Design

PGS demonstrates a clearly defined organizational structure with established roles and responsibilities that support effective implementation, collaboration, and oversight. Assistant Superintendents collaborate with personnel and other district departments in implementing PGS, while their designee supervises and evaluates PGS personnel. The PGS Director provides department-wide oversight and guidance.

Within the Induction Program, the Induction Specialist provides primary oversight of credentialing requirements and ensures alignment with the California Commission on Teacher Credentialing (CTC) Standards of Quality and Effectiveness for Professional Teacher Induction Programs. Responsibilities include supporting professional development for candidates and support teachers (mentors), providing in-field coaching, and participating in accreditation activities, including program reviews, Common Standards Reviews, and site visits. The Induction TOSA supports daily operations, coordinates professional development, assists with accreditation requirements, and collaborates with the support teacher team.

Additional leadership is provided by the Teacher Liaison and Support Teacher Lead, who facilitate collaboration, professional learning, and in-field coaching while maintaining communication with program and district leadership. The support teacher team consists of experienced, exemplary educators who provide individualized guidance and support to induction candidates. Interviews confirmed a rigorous selection process that includes demonstrating a coaching session of a pre-recorded lesson, a panel interview, classroom observation, and additional selection criteria.

Collectively, the established leadership structure and clearly delineated responsibilities promote coordinated program administration, consistent mentor development, individualized candidate support, and accountability for credentialing requirements. The evidence reflects a collaborative system designed to strengthen instructional practice and support teacher professional growth.

Finding on Program Standard 2: Met

Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The RUSD Induction Program provides a structured, individualized, and job-embedded process for developing and implementing ILPs that guide candidates' professional growth. Candidates and support teachers collaboratively establish ILP goals within the first 60 days of Year One and the first 30 days of Year Two, incorporating input from site administrators. Clear Year One, Year Two, and Early Completion Option roadmaps (program sequence), along with established check-in points, support consistent implementation and monitoring.

Evidence demonstrates that ILPs serve as ongoing guidance for professional development and are monitored through candidate-led conferences, credential advising meetings, and review of supporting evidence. Candidates receive at least one hour of individualized mentoring and support weekly. Support teachers also connect candidates with additional district expertise and resources aligned with ILP goals, instructional challenges, and student needs. One candidate shared, "I had a non-English speaking/writing student and my mentor brought an EL expert to my classroom that provided me with the tools I needed to help my student," illustrating the program's responsiveness to individual instructional needs.

The program promotes continuous inquiry through implementation of ILP goals, collection and analysis of evidence related to instructional impact and student achievement, reflection, and refinement of practice. Candidates document progress at scheduled checkpoints and program completion, with outcomes recorded in the Credential Requirement Database and ILP Matrix (a tool developed to assess multiple dimensions of candidate practice via an analysis of ILP data).

Overall, the evidence reflects established systems for individualized goal setting, sustained mentoring, access to specialized resources, progress monitoring, and evidence-based reflection that support professional growth and align with ILP criteria.

Finding on Program Standard 3: Met

Program Standard 4: Qualifications, Selection, and Training of Mentors

The RUSD Induction Program demonstrates a rigorous process for selecting, preparing, and supporting qualified support teachers. Selection includes applications, confidential recommendations, classroom observations, and panel interviews, emphasizing effective teaching, professional growth, and strong interpersonal skills. Support teachers are released from classroom responsibilities for three years and provide coaching across TK–12 settings and content areas. The Accreditation Data System (ADS) completer survey report reinforces mentor effectiveness, with 100% of program completers reporting no significant issues with their mentors and 96% describing their mentors as skilled or highly skilled in meeting their needs.

Mentoring expectations include at least 60 minutes of individualized support weekly; observation, modeling, coaching, conferencing, and feedback; collaboration on Individual Learning Plans (ILPs); credential guidance; and inquiry cycles involving planning, instruction, reflection, and student data analysis. Support teachers provide timely, "just-in-time" assistance and sustained guidance that promote candidates' professional independence.

Mentor preparation includes comprehensive professional learning grounded in the California Standards for the Teaching Profession (CSTPs), RUSD Foundational Documents, coaching practices, observation and analysis skills, adult learning, and instructional strategies. Support teachers use New Teacher Center coaching instruments and collaborate regularly with peers to calibrate practices, share challenges, and identify effective strategies.

The PGS Coaching Support Panel meets every four to six weeks to examine coaching practices, review identified problems of practice and district trends and determine responsive next steps. Collectively, the evidence demonstrates a systematic approach to mentor selection, preparation, collaboration, and ongoing support that strengthens mentoring effectiveness and aligns with Standard 4 requirements.

Finding on Program Standard 4: Met

Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The RUSD Induction Program has established a documented, systematic process for assessing candidate competence and verifying eligibility for recommendation for the Clear Credential. Program materials, including orientation presentations, Roles and Responsibilities documents, the program website, MOU, meeting agendas, handbooks, and ILP matrices, communicate expectations, candidate responsibilities, and completion requirements.

Candidate progress toward mastery of the California Standards for the Teaching Profession (CSTPs) is documented through the Individual Learning Plan (ILP), supporting evidence, and completion matrices. The ILP guides candidates in establishing professional growth goals, completing identified activities, and demonstrating evidence of professional learning and instructional impact. Completion trackers, completion sheets, and ongoing email communication provide additional mechanisms for monitoring progress and verifying fulfillment of program requirements.

Before recommending candidates for the Clear Credential, program staff review documented evidence of satisfactory completion of required activities and program expectations. Evidence is developed collaboratively through candidates' work with their support teachers and other appropriate colleagues and evaluated against established program requirements and ILP expectations. Interviews with the credential analyst, credential technicians, and administrative assistants confirmed the established processes for reviewing documentation and supporting final credential recommendations.

The program also maintains structures for monitoring candidates who require additional time or support to meet completion requirements. Handbooks and other program materials communicate expectations and outline completion processes, supporting transparency and accountability throughout Induction.

Overall, the evidence demonstrates a systematic approach to documenting candidate growth, monitoring progress, verifying program completion, and determining eligibility for the Clear Credential recommendation.

Finding on Program Standard 5: Met

Program Standard 6: Program Responsibilities for Assuring Quality of Program Services

The RUSD Induction Program has established systematic processes for monitoring mentoring quality and ensuring a coordinated system of candidate support. Candidate progress is reviewed through three credential advising and assistance meetings in year one and two, involving candidates, assigned support teachers, and program staff. These candidate-led conferences provide opportunities to review Individual Learning Plan (ILP) progress, examine evidence, clarify requirements, and address individual support needs.

The RUSD ILP Matrix and Credential Requirement Database document candidate progress toward program completion. Candidates may also access program staff throughout Induction for additional guidance and assistance. At program conclusion, an exit credential meeting provides a collaborative review of the candidate's ILP, supporting evidence, and impact on student achievement.

Evidence demonstrates ongoing communication and coordination among candidates, support teachers, and program staff. The established review processes provide opportunities to identify concerns, clarify expectations, monitor completion requirements, and adjust support as needed. One candidate shared that, despite being eligible for the Early Completion Option, she chose to remain in the program because she valued the additional year of support and did not want to forgo the experience.

Collectively, these practices demonstrate a coordinated system for monitoring candidate progress, facilitating collaboration, and maintaining accountability throughout Induction. Regular meetings, ILP reviews, evidence collection, and credential completion procedures provide structured opportunities to assess candidate needs, strengthen mentoring support, and promote professional growth.

Finding on Program Standard 6: Met

INSTITUTION SUMMARY

Riverside Unified School District's (RUSD) Teacher Induction Program presents as a highly organized, candidate-centered, and continuously improving system for supporting new teachers in earning their Clear Credential. Operating through the Professional Growth Systems Department (PGS), the program demonstrates strong alignment between mentoring, professional learning, individualized goal setting, and candidate growth. A strong fiscal commitment, clear organizational structures, and well-established communication systems contribute to consistent implementation and accountability across the program.

A key strength of the program is its comprehensive mentoring model. Support teachers (mentors) are carefully selected through a rigorous process and receive ongoing professional learning grounded in coaching, equity, reflective practice, and adult learning. Candidates consistently described mentors as highly skilled, responsive, and non-evaluative, creating a supportive environment that promotes professional growth.

The program also demonstrates a strong commitment to continuous improvement. Multiple sources of feedback, including surveys, empathy interviews, advisory councils, and partnership input, are routinely analyzed and used to make program adjustments. Candidate feedback results in timely program improvements. High levels of candidate satisfaction, strong perceptions of mentor effectiveness, and reported teacher retention further reflect the program's positive impact.

Both support teacher development and the program's continuous improvement processes are supported through a longstanding partnership with the New Teacher Center (NTC). As program capacity has increased, NTC has gradually released responsibility to district staff while continuing to provide consultation, leadership coaching, support with data collection and analysis, and research-based mentoring tools that inform program design and improvement.

Overall, the review team found RUSD's Teacher Induction Program to be a well-designed, collaborative, and highly supportive program with strong systems for mentoring, monitoring candidate growth, and using data to strengthen program quality and educator effectiveness.

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:	***No response needed***

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

Based on the review of program documentation, survey data, and site visit interviews, Riverside Unified School District (RUSD) demonstrates intentional organizational structures, ongoing professional learning, collaboration among educational partners, and processes for ensuring that personnel responsible for supporting candidates are qualified and receive continued professional development.

The Professional Growth Systems (PGS) Department, which includes the Teacher Induction program, was recently moved from the Equity Access & Community Engagement Division to the Instruction Division. Program leadership reports that this organizational change has strengthened alignment between program supports and district instructional priorities, while increasing opportunities for support teachers to participate in content-specific training and instructional initiatives. Additionally, program leadership office space was relocated to bring the full Induction team together. This structure supports coherence within program activities and ongoing collaboration for internal program personnel and district partners.

RUSD actively involves support teachers, professional learning staff, administrators, human resources personnel, and labor representatives in educator preparation activities. Program leaders stated that there is a real “authenticity of partnerships with formal and informal communication happening all of the time. We actively seek out different perspectives.”

RUSD’s commitment to quality is further demonstrated through its hiring and selection procedures, support teacher qualification requirements, evaluation processes, and professional development systems which are designed to maintain quality and consistency across the program.

Qualifications required of staff who support candidates include current content knowledge, knowledge of California public schools and accountability systems, and knowledge of diversity in society. These qualifications are consistently embedded within support teacher job descriptions, the application and selection process, and the PGS Handbook for Teachers. Interviews and ADS completer data indicate support teachers are highly skilled and effective. One candidate stated, “My support teacher is a great listener and really helpful with aligning the CSTP to my strengths and needs.”

Evidence further indicates staff and support teachers participate in ongoing professional learning related to instructional priorities, California standards and frameworks, MTSS, coaching practices, diversity and equity, and inclusive practices. Support teachers described a comprehensive system of support that promotes their preparedness and effectiveness in working with candidates, including regular mentor meetings, PLCs, summer "Getting Ready Days," inquiry-based collaboration, in-field coaching, and access to NTC resources. They emphasized opportunities for reflection, peer collaboration, individualized coaching, and access to program leadership to strengthen their ability to provide intentional, candidate-centered support and refine their coaching practices. One support teacher shared that “being able to self-reflect on my own practices through conversations with my peers and leadership” contributes to their effectiveness, while another noted that this is “the first time in my professional career I have been so supported.”

RUSD provided evidence of selection procedures for support teachers that include screening of professional experience, recommendations from supervisors and colleagues, review of qualifications and resumes, and observations conducted by a selection committee consisting of program leadership, human resources representatives, and association leadership. Interviews indicate processes are designed to ensure personnel assigned to support candidates demonstrate effective professional practice, service, and leadership qualities. One district leader stated, "I am proud of our program and the passion and joy they have for this work."

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Based on a review of program documentation, survey data, and site visit interviews, RUSD demonstrates program admission based on clear criteria and multiple measures, purposeful recruitment and admission of a diverse educator workforce, a team that supports candidate success, and candidate performance monitoring to guide advisement and intervention efforts.

Candidates are accepted into the program using clearly articulated admission requirements and all who are eligible are enrolled. Year one and year two candidates described automatic enrollment after hire and an overview of Induction at a summer training day and many had also participated in a presentation from RUSD while in their preliminary program.

RUSD has established systems to recruit candidates who reflect the diversity of California's schools and communities. A district leader shared “we are aware of our demographics and the communities we serve. We want to bring teachers into our classrooms who reflect the students in those classrooms.” Interviews highlighted targeted recruitment efforts and program pathways developed to address workforce needs. These efforts included participation in job fairs, outreach visits to HBCUs, and strong partnerships with California Baptist University and the University of California, Riverside, including collaboration through Project Impact, a workforce pipeline initiative. According to the ADS 2024-25 Teacher Induction Completer Survey, 70.8% of respondents identified as Hispanic or Latino and 24% identified as American Indian/Alaska Native, Asian Indian, or Black/African American, reflecting the diversity of program completers.

Program candidates have access to information, advising resources, and program personnel throughout their time in the program. Program orientation, Google Classroom Learning Management System (LMS), and the program handbook identify personnel responsible for candidate support and include structures intended to guide candidates through program requirements, formative assessment and the credential recommendation process. Candidates receive ongoing access to program staff and mentoring throughout their preparation experience. Candidates consistently described the supportive and non-evaluative nature of the program. One candidate shared a sentiment echoed by many: “My experience with the program was amazing. The SEL support was there, my coach gave me space to grow emotionally, and knowing it wasn't evaluative was very comforting. I miss having my mentor, but I know I still have a lot of support.”

RUSD collects information regarding candidate progress and program experiences through surveys, assessments, and program monitoring systems. Candidate progress is used to guide individual support and advisement efforts. Interviews with candidates and program staff indicate candidates requiring additional assistance are identified through benchmark reviews of formative assessment documents and check ins with support teachers. Interventions are implemented when concerns arise. Interviewees shared several examples of candidate support, including assistance for a candidate who misunderstood program deadlines, individualized guidance in navigating the Google Classroom LMS, and outreach to a candidate experiencing personal and professional challenges. Program staff responded proactively, providing targeted support and connecting candidates with available resources.

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**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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**
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 *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The RUSD Teacher Induction Program uses a full-release mentoring model in partnership with the New Teacher Center (NTC). Support teacher applicants must have more than five years of successful teaching experience, including the three most recent years in RUSD.

In addition to initial and ongoing NTC training, support teacher preparation is grounded in adult learning theory, an understanding of unconscious bias, culturally responsive practices, and the work of Elena Aguilar and Zaretta Hammond. This preparation emphasizes trusting relationships, reflective practice, and equitable learning opportunities for all students. One

support teacher explained, “It has become the lens at how we look at things, it is part of our practice”. The department director described the ongoing emphasis on cultural relevance and alignment with the California Standards for the Teaching Profession (CSTPs). Another support teacher shared, “Leadership in the department champions these things and the staff is reflective of how they value equity and diversity, keeping the students in mind, it is part of what we do and who we are.”

Candidates connect professional learning to their classroom practice through the Individual Learning Plan (ILP) process, identifying goals aligned with the CSTPs and their students’ learning needs. Twice-yearly ILP checks and ongoing support teacher feedback are used to monitor candidate progress, identify areas for growth, and guide individualized support. These reviews also inform the evaluation of mentoring effectiveness and program implementation. The 2024-25 ADS Teacher Induction Survey results indicated that 95.8% of completers surveyed rated their mentors as helpful or very helpful in supporting teaching practices that impact student learning, while 95.9% rated their mentors as helpful or very helpful in supporting student learning through setting and reaching professional learning goals.

The ILP Matrix provides a structure for reviewing multiple dimensions of candidate practice and providing feedback to the candidates. Support teachers also review ILP submissions throughout the year and provide feedback through Google Classroom LMS comments. ILP check-ins provide a consistent, highly individualized approach to monitoring candidate progress and identifying needed support. When a candidate appears to be falling behind, support teachers or program leaders reach out to understand potential barriers and determine appropriate assistance.

Support teachers participate in the district’s regular evaluation process and receive individualized feedback to refine their mentoring practice and apply strategies learned during training. Through this ongoing process, support teachers strengthen their skills in facilitating reflection, responding to candidates’ individual needs, and helping candidates connect professional learning to classroom practice.

Support teachers receive formal and informal recognition from the PGS Director, induction program leaders, and colleagues. Additionally, every 6-7 weeks the Coaching Support Panel recognizes “Successes in Coaching” by using the Success Analysis Protocol at their regularly scheduled Professional Learning Community (PLC) meeting. Through this structured reflection process, support teachers examine evidence of effective mentoring, identify practices that contributed to candidate growth, and determine how those practices can inform future support. The protocol contributes to formative evaluation of mentoring practice by helping support teachers assess their impact and identify next steps for continued development.

Together, these practices reflect a coordinated approach to support teacher selection, preparation, support, evaluation, and recognition.

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**
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

The RUSD Teacher Induction Program, with guidance from the New Teacher Center (NTC) and support from district educational partner departments, has developed and implemented a comprehensive continuous improvement process. This process draws on multiple sources of data, including candidate and support teacher feedback, input from employers and community partners, and evidence of candidate growth and effectiveness.

Program leaders regularly collect and review information to assess program effectiveness in relation to support services offered to candidates. For example, throughout the year, brief, three-minute surveys ask what is going well and where additional assistance is needed. Mid-year surveys address Individual Learning Plan (ILP) progress and candidates' overall well-being, while end-of-year empathy interviews provide insight into participants' experiences. Candidates described this approach as holistic, reflecting concern for their success in induction and their broader experience as educators. Feedback is also collected following professional development, ILP activities, and program events, as well as through completion surveys and exit interviews. NTC's program quality surveys gather feedback from both candidates and support teachers, allowing program leaders to compare perspectives and examine alignment in their experiences.

Collaborative data analysis provides opportunities for participants and educational partners to contribute to program improvement. Advisory council members described reviewing data displayed around the room, discussing findings in small groups, and sharing observations with the larger group. Advisory council members also described participating in whole-group

presentations, and reflections while the participation of former candidates and representatives of educational partner groups brings multiple perspectives to these discussions. Mid-year and end-of-year reflection days with support teachers provide additional opportunities to interpret survey findings and identify improvements. Candidate interviews affirmed that program leaders actively seek feedback and respond to identified needs. One candidate shared, “Feedback was implemented almost immediately, they took the feedback and used it, it was really nice to see.”

Feedback has informed specific changes in mentoring and program delivery. As a result of survey feedback, support teachers increased their emphasis on working regularly in candidates’ classrooms, collaboratively developed guiding principles, and added an explicit commitment to co-teaching and modeling. Candidates also described professional development changes as reflective of identified needs. For example, virtual after-school meetings were offered to accommodate teachers for whom travel across the district to the professional development center was impractical.

Candidate progress provides another source of information for reviewing program effectiveness and ensuring that candidates are prepared to enter professional practice. With guidance from trained support teachers and the California Standards for the Teaching Profession (CSTP) as a framework, candidates develop ILPs documenting professional learning goals, planned actions, and anticipated measurable outcomes for student learning. Through repeated cycles of inquiry, candidates examine their practice and evidence of student learning. Regular progress checks using the ILP Matrix help identify growth and areas requiring additional support.

Combined, these practices support an ongoing cycle of collecting and analyzing data, implementing changes, and reviewing program effectiveness to strengthen mentoring, candidate support, and program implementation.

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:

Summary of information applicable to the standard

RUSD Teacher Induction Program supports candidates in developing and demonstrating the knowledge and skills needed to educate all students in meeting the state adopted academic standards. Regular surveys and assessments, including twice-yearly ILP checks using the ILP Matrix, together with ongoing support teacher review and feedback, provide evidence of candidate competency.

The program also regularly evaluates and demonstrates its positive impact on teaching and learning in schools that serve California's students through administrator feedback, candidate completer responses, support teacher reflections, and NTC survey results. In the shared district site administrator mid-year survey, 72% of respondents agreed that the RUSD Teacher Induction Program is exceptionally effective in assessing and supporting teachers at their schools. The NTC PGS Capstone Report's 2024 survey indicated that 83% of teachers surveyed reported that coaching positively impacted student learning and routines to an extent ranging from "a fair amount" to "a great deal." Additionally, in the 2024-25 ADS completer survey, 100% of teachers surveyed reported that consistent reflection on instructional practice had a moderate to strong impact on their teaching and learning. These findings reflect completers' perceptions of their professional growth and instructional practice.

Beyond the survey findings, district leadership reported a teacher retention rate of 95%, with the external consultant also identifying high retention as a program strength. Retention supports instructional continuity and provides opportunities for teachers to continue developing their practice and building relationships within their school communities. NTC administers a twice-yearly Program Quality Survey (PQS) to gather perspectives from candidates, support teachers, and administrators, enabling program leaders to examine patterns over time, compare experiences, and modify practices in response to identified needs. Considered alongside survey findings regarding coaching, reflective practice, and student learning, these data support the program's contribution to sustained teacher development and conditions that support effective teaching and learning.

Combined, these findings reflect positive perceptions in administrator, support teacher and candidate responses regarding the program's contribution to teacher development, reflective practice, and support for student learning.

Finding on Common Standard 5: Met