Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Summit Preparatory Charter High School

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 **Summit Preparatory Charter High School (Summit Public Schools)**. 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
Preliminary Multiple/Single Subject with Intern	7	7	0	0
Preliminary Education Specialist: Mild to Moderate Support Needs	7	7	0	0
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: Summit Preparatory Charter High School (Summit Public Schools)

Dates of Visit: October 5-8, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
November 5, 2018	Accreditation with Major Stipulations
February 26, 2020	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 were **met**.

Common Standards
All common standards were **met.**

Overall Recommendation
Because the team found that all program standards for the Preliminary Multiple and Single Subject with Intern, Education Specialist: Mild to Moderate Support Needs, and Teacher Induction credential programs 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:

Preliminary Multiple Subject with Intern

Preliminary Single Subject with Intern
Preliminary Education Specialist: Mild to Moderate Support Needs
Teacher Induction

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Summit Public Schools 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.
- Summit Public Schools be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Examination Results
Accreditation Data Dashboard
Individualized Learning Plans

Interviews Conducted

Constituencies	**TOTAL**
Candidates	48
Completers	33
Employers	17
Institutional Administration	4
Program Coordinators	3
Program Faculty & Supervisors	5
Adjunct Faculty	3
Assessment Coordinator	1
Field Supervisors – District	17
Induction Mentors	6
Credential Analysts and Staff	4
Advisory Board Members	6
Human Resources Representatives	5
TOTAL	**152**

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
Summit Public Schools is a California nonprofit public benefit corporation based in Redwood City, CA managing seven charter schools in the San Francisco Bay Area and three charter schools in Washington. The inaugural school, Summit Prep, was founded in 2003. Historically, 96% of Summit graduates are accepted into four-year colleges, and Summit graduates complete college at double the national average. Summit's vision is to reach every student and ensure they leave high school with the skills, knowledge, and habits they need to succeed.

Education Unit
Within Summit Public Schools, Marshall Street is the talent development organization that operates the teacher residency, intern, and teacher induction programs. The Executive Director of Marshall Street Credentialing Programs also serves as the Unit Head for all educator preparation programs at Summit, including Teacher Induction. The Executive Director of Marshall Credentialing Programs reports to the Executive Director of Marshall Street Initiatives, who reports to the Chief Executive Officer of Summit Public Schools. The Summit Public Schools' leadership team, including finance, legal, operations, and others, provides support and oversight to Marshall's credentialing programs.

The education unit offers a Preliminary Multiple/Single Subject program with an intern pathway, a Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN) program, and a Teacher Induction program. The Teacher Induction program began in August 2015, Single Subject in March 2017, Multiple Subject in June 2022, and MMSN in June 2022. Summit's educator preparation programs currently have 83 candidates enrolled in the Preliminary programs and 27 enrolled in Teacher Induction. The educator preparation programs are supported by five full-time faculty, five adjunct faculty, two induction mentors, and two recruitment and admissions staff members.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2025-26)	Number of Candidates Enrolled (2026-27)
Preliminary Multiple Subject with Intern	19	20
Preliminary Single Subject with Intern	43	52
Preliminary Education Specialist: Mild to Moderate Support Needs	14	11
Teacher Induction	8	27

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

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple and Single Subject, with Intern

Marshall Street, a division of Summit, offers Preliminary Multiple Subject and Single Subject credentials through two pathways: a teacher residency, now in its 10th cohort, and an intern pathway, now in its second year. The residency serves employer partners across California through a hybrid model where clinical practice occurs in-person, and coursework occurs synchronously via Zoom. The intern pathway was developed to support candidates already employed in partner schools. The residency is a one-year program, while the intern pathway is a two-year program.

Program Standard 1: Program Design and Curriculum

The program was designed in partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE). Both pathways use the same coursework, assessments, and approach to clinical practice, organized around cycles of inquiry in which candidates plan, teach, assess, and reflect. The same "look-fors" assess coursework and clinical practice, and program faculty (referred to as mentors by candidates and staff) serve as both course instructors and supervisors to build coherence. Completers described this coherence directly: one recalled engineering integration modeled in a science course that their mentor then coached in the classroom, noting that "everyone was aligned, my CT (classroom teacher), my mentor, and me." On the 2024– 25 CTC completer survey, 100% of Multiple Subject (n=15) and Single Subject (n=28) respondents agreed that their field experiences helped them apply the major ideas from coursework. The program gathers input through partner meetings at least twice a year, regular calls with partner networks, an annual debrief, and surveys after each course session or project, and it participates in an annual program evaluation with a CTC-approved IHE, most recently with CSU Bakersfield. Employer partners, district-employed supervisors, and candidates described specific changes made in response to their feedback: residents now lead parts of lessons earlier in the gradual release, the program added check-ins and professional development for site leaders, a curriculum snapshot was created for district-employed supervisors, content-area adjunct sessions were added at candidates' request, and the intern scope and sequence was adjusted to fit interns' pace. Completers reported that faculty shared survey results at the next session and adjusted instruction right away.

Finding on Program Standard 1: Met

Program Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs)

Candidates are assessed on the TPEs through common look-fors, scored on a 1–4 scale, that are used in both coursework and quarterly co-assessments of clinical practice. Candidates are introduced to the look-fors through the handbook, orientation, and syllabi, and interns described using a co-assessment tracker with Year 1 and Year 2 look-fors to set goals. Program faculty score all candidate work and calibrate regularly; in interviews, adjunct faculty reported they do not take part in scoring. Program survey data through mid-year 2025–26 indicate that 89% of residents and 90% of district-employed supervisors rated candidates as prepared or very well prepared. Completers reported feeling most prepared in lesson and unit planning,

engaging students, building relationships, and using student data, and being less prepared for the logistics of IEP meetings. Employers consistently described completers as “significantly better prepared” than candidates from other programs, particularly in working with diverse and multilingual learners, and as their first choice for hiring.

Finding on Program Standard 2: Met

Program Standard 3: Clinical Practice

Program supervisors are full-time faculty who teach coursework and are evaluated annually. Residents follow a gradual release of responsibility (approximately 900 clinical hours for Multiple Subject), and faculty observe and coach every other week. District-employed supervisors (DES) for residents are matched through a survey; partner human resources staff verify that they meet CTC requirements, and school leaders approve placements. The training plan provides 11 hours of initial orientation plus fall and winter sessions, and DES described a month-by-month "playbook," coaching with the look-fors, and responsive staff: "I was never left out there alone." On the 2024–25 completer survey, 93% of MS and 100% of SS respondents said their cooperating teacher frequently observed them and gave feedback.
For interns, the program identifies DES with site leaders each summer, verifies each DES's Clear credential on the CTC website, and records it in a tracker; orientation records were also provided. Interns reported more variable contact with their DES, most of whom are administrators, identifying the faculty mentor as their primary support. Interns receive the required 144 hours of support and supervision and 45 hours specific to English learners, documented in a log the faculty mentor reviews. The program would benefit from documenting DES content-area credentials and strengthening orientation and engagement for intern DES.

Finding on Program Standard 3: Met

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress Towards Meeting Credential Requirements

The program monitors progress through coursework feedback, clinical observations, attendance, and quarterly co-assessments. A shared progress-monitoring spreadsheet is reviewed regularly to identify candidates who need Tier 2 or Tier 3 support. In each co-assessment, the candidate, district-employed supervisor, and faculty mentor bring evidence, score the look-fors, and set goals. Faculty described it as “a dialogue, not a checklist.” Candidates not on track receive staged support, up to a formal action plan reviewed weekly. Requirements are explained during admissions and onboarding, and employers said the program “holds the line” on them. Residents described mentors who respond quickly and advocate for them at school sites, saying mentors “see us as human.” On the 2024–25 completer survey, 93% (MS) and 96% (SS) rated the program effective or very effective overall. A credential analyst independently maintains a requirements tracker with a row for each preliminary requirement, including subject matter, the U.S. Constitution, and the TPA, and before recommendation double-checks coursework in Canvas, edTPA results, clinical hours, and co-assessments. Beginning in the second semester, candidates receive monthly individualized emails about outstanding requirements and a one-on-one timeline conversation in May; one

resident who took a leave of absence completed coursework over the summer and was recommended. Interns who meet special circumstances may receive a one-year extension.

Finding on Program Standard 4: Met

Program Standard 5: Implementation of a Teaching Performance Assessment
The program was designed in partnership with SCALE, which also developed the edTPA. Rather than offering a separate TPA course, the program embeds edTPA preparation across coursework, particularly through cycles of inquiry in the Curriculum, Instruction, and Assessment course and the literacy course, which build in complexity toward the edTPA tasks and include practice with edTPA prompts and rubrics. Candidates are introduced to the edTPA at orientation and complete it in their final semester, with dedicated support in March and April. Completers reported that coursework mirrored the edTPA's planning, instruction, assessment, and video requirements, and that faculty supported scheduling, formatting, and submission and paired candidates with peer "buddies." One completer who had to restart late in the process reported succeeding because rubric expectations had been modeled and practiced throughout. Remediation is described in the program handbooks, and results are analyzed by pathway and rubric score during data dives. In 2025–26, 97% of residents passed the edTPA on their first attempt.

Finding on Program Standard 5: Met

Program Standard 6: Induction Individual Development Plan

Quarterly co-assessments culminate in the Induction Individual Development Plan (IDP), completed at the final co-assessment of each pathway. The faculty mentor, candidate, and district-employed supervisor review final look-for scores, which are crosswalked to the TPEs, and identify strengths and first-year goals for each TPE so that an induction mentor can build on the candidate's preliminary preparation. Completers confirmed that the IDP carries into induction: one reported sharing the IDP with their induction mentor and using it to develop their Individual Learning Plan, and another reported that the IDP was easily accessible because the program had candidates save it to folders in their personal accounts. Program leaders acknowledged that IDPs had not always reached candidates' induction programs and addressed this through personal-account folders and work with partner networks. Residency, intern, and induction staff meet weekly to align practices.

Finding on Program Standard 6: Met

Program Standard 7: Effective Literacy Instruction for All Students
The Multiple Subject literacy course, redesigned with support from CSU Bakersfield, is grounded in the Science of Reading and addresses foundational skills, including phonological and phonemic awareness, phonics, decoding and encoding, morphology, fluency, and decodable texts. The California Dyslexia Guidelines are a required text, and dedicated sessions address screening for risk of dyslexia, structured literacy, and referral. These are assessed through a year-long Elementary Literacy Case Study in which candidates determine whether a focus student is at risk for dyslexia and implement intervention cycles, two literacy cycles of

inquiry, and an English Learner Case Study that includes analysis of ELPAC results with the site EL coordinator. Current residents described practicing one-on-one reading intervention and tailoring a lesson for students with dyslexia. Completers reported strong preparation in foundational skills and in adapting instruction for English learners and students with disabilities: "everything we teach is teaching literacy." On the 2024–25 completer survey, 93% of MS respondents reported in-depth or extensive opportunity to plan and teach a guided reading lesson and 86% to practice reading instruction in the field; fewer (64%) reported this for decoding, which the redesigned course now addresses explicitly. Single Subject completers described preparation in disciplinary literacy and academic language, and 89% of SS respondents rated their preparation to support reading comprehension in their subject well or very well.

Finding on Program Standard 7: Met

Preliminary Education Specialist: Mild to Moderate Support Needs

The Education Specialist program at Summit is a 12-month teacher residency pathway offering a Preliminary Education Specialist Credential for Mild to Moderate Support Needs. The hybrid program combines virtual, synchronous coursework with in-person clinical field experience. Although the program began in the Bay Area, it has since expanded to serve partners across the state, including in Sacramento, Los Angeles, and Fresno. Candidates acquire the equivalent of approximately 37 units throughout the course of the program.

Program Standard 1: Program Design and Curriculum

Through Marshall Street, Summit operates a research-based, student-centered Education Specialist teacher residency pathway developed in partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE). The program integrates anti-racist, whole-child, and data-driven teaching frameworks. Candidates take coursework alongside general education peers, complemented by Education Specialist specific coursework led by special education program faculty. Coursework assignments connect directly to clinical practice, and program faculty also serve as clinical practice supervisors for their residency program. Candidates also complete early experiences in a range of settings, with observations focused on how to support students with differing needs. During interviews, candidates likened these experiences to "field trips" to learn about the continuum of services.

The Executive Director oversees program operations under a consortium structure. Regular weekly team meetings and 1:1 supervision allow for clear communication of candidate progress. At Summit, feedback is systematically collected from candidates, district-employed supervisors (DES), and administrators using various surveys and informal conversations. Quarterly data dives using that feedback, clinical practice review, and external program evaluations drive ongoing program improvements. In interviews, one completer stated, "I just felt supported, prepared, and just liked how the program moved us as a cohort," while another said that Summit is the "gold standard" of credential programs and other programs should adjust accordingly. On the CTC completer survey, 100% of Education Specialist candidates reported being adequately, well or very well prepared to teach state standards.

Finding on Program Standard 1: Met

Program Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs)

Summit's coursework is aligned with both the Universal and Mild to Moderate Support Needs TPEs through an inclusive special education lens. Candidates complete specialized coursework as well as shared learning with general education peers in "common trunk" classes. During site interviews, one program completer stated Summit "chunked [our assignments] for us. It just flowed. Everything worked out like it was supposed to." Coursework assignments directly connect research and theory to clinical practice. Candidates submit authentic classroom-based evidence, reflection, and analysis evaluated via standard "look fors" rubrics within their clinical practice. One candidate stated, "everything was project based instead of fluff… Everything is super intentional, and you start to see the connections between different concepts."

Clinical experiences follow a structured gradual release model exceeding the state minimum for clinical hours. Candidates receive at least five hours of coaching each week from their DES; and are observed by faculty every other week, ensuring continuous and timely feedback. Program faculty, DES, and candidates conduct quarterly co-assessments explicitly evaluating candidate performance on the required TPE outcomes. On the 2024-25 CTC completer survey, every Summit Education Specialist candidate marked adequately, well, or very well prepared in the TPEs (questions 1-27). One program completer said they felt like they "walked onto campus like a 5 year veteran" due to Summit's preparation. Separately, one employer stated, "even though they are first year teachers, they really feel like they're in their third year."

Finding on Program Standard 2: Met

Program Standard 3: Clinical Practice

During clinical practice, candidates complete observations across a variety of settings, disability categories and grade levels. They follow a gradual release of responsibilities model culminating in independent teaching. Placements occur at partner school sites that meet explicit criteria detailed in the program's clinical practice handbook. DESs are selected annually based on candidate alignment, district needs, and clear criteria provided by Summit. Candidates receive at least 5 hours of support each week from their DES and are observed by faculty every other week on average.

Candidates meet quarterly with their DES and their faculty mentor to conduct a co-assessment, which evaluates their classroom performance and TPE outcomes. There are clear guidelines for DES selection, orientation, and onboarding, as well as ongoing support and training. DES reported regular touch points with the program and expressed appreciation for Summit's staff in supporting their growth. On the CTC completer survey, 91% of respondents reported communication about clinical practice at least weekly.

When asked about their experience with Summit's clinical practice, school site administrators also spoke to the quality of Summit's residency program, stating "Marshall residents are some of the strongest first year teachers that we've had… it is so clear that the teachers feel that they are ready to enter the profession…"

Finding on Program Standard 3: Met

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress Towards Meeting Credential Requirements

All candidates within Summit have a DES that meets the candidate at least 5 hours per week and a program faculty/supervisor who observes them every other week. Summit continuously monitors each candidate's progress toward the TPE's and holds a quarterly co-assessment (an evidenced based deep reflective exercise) to discuss the candidate's performance over the course of the program. They also hold regular meetings to provide support and feedback. Current candidates described the program's clinical practice support as "extremely responsive and engaged."

The program collects multiple modes of evidence including coursework performance, clinical observations, quarterly co-assessment results, and supervisor feedback. If a candidate struggles, Summit creates an individualized support plan with them. Summit has continuous touch points with candidates and staff to ensure they can provide proactive support. On the CTC completer survey, 100% of respondents agreed or strongly agreed that their field experience helped them apply major ideas developed through program coursework. One LEA reported that Summit communicates proactively about any candidate issues, and co-designs support plans with the LEA. One educational partner said, "They go above and beyond with the support that they provide." One LEA reported hiring 46 of the48 residents that went through their program and that those teachers came in strong.

Finding on Program Standard 4: Met

Program Standard 5: Implementation of a Teaching Performance Assessment

Summit uses the edTPA model. As noted above, the program was designed in partnership with SCALE, which developed the edTPA. Candidates practice the skills measured by the TPA within the coursework of the program, receiving feedback to ensure their success with the assessment. One program completer stated that the "coursework is designed to be a gradual support to writing and analysis skills to be successful on the edTPA." According to ADS reports, Education Specialist candidates achieved 100% first attempt edTPA pass rate within the 2023-2025 school years. Even so, the program annually reviews TPA data and determines program adjustments based on individual TPA rubric scores. The program has a clear appeal and remediation policy for the edTPA.

The program provides TPA guidelines and handbooks to candidates, and reviews all required forms of support with them. Many assignments connect to edTPA concepts, allowing candidates to learn and practice the skills, academic language, and the art of reflection prior to the final semester submission. The program provides structured support for candidates preparing for the assessment, alongside defined remediation and resubmission support for candidates needing additional assistance or retakes. On the CTC completer survey, 100% of candidates reported being adequately to very well prepared for the TPA based on their survey results, and 100% reported being very well prepared in their understanding of its rubrics and

scoring processes. One completer said he was surprised by how easy the edTPA felt because of Summit's embedded model.

Finding on Program Standard 5: Met

Program Standard 6: Induction Individual Development Plan
Near the end of the program, the faculty mentor, DES, and resident develop the resident's Individual Development Plan (IDP) at their final co-assessment drawing on edTPA results and co-assessment evidence, in preparation for induction. According to interviews, the IDPs are stored on Summit's Google Drive, and shared individually with each candidate.). In site interviews, most completers still had their IDP and were using it to launch into Induction. Two program completers said they reached out to Summit for copies of their IDP and received a copy of the file quickly along with support to think critically about their goals.

Finding on Program Standard 6: Met

Program Standard 7: Effective Literacy Instruction for Students with Disabilities (Mild to Moderate Support Needs)
Summit embeds evidence-based literacy instruction across courses, integrating foundational reading skills with the other themes within the candidate's coursework. Candidates within the program understand and apply current literacy research, the Science of Reading, the California ELA/ELD Framework, and the California Dyslexia Guidelines. Their coursework explicitly addresses phonological awareness, phonics, decoding and encoding, fluency, vocabulary, language comprehension, and reading comprehension through a spiraled learning model. Candidates complete project-based assessments to support cross-language transfer, translanguaging, and development of foundational literacy and oral language proficiency. This is all done with a focus on UDL and MTSS for students, as candidates use data and knowledge of their students to plan proactive support.

In clinical practice, candidates have regular observations, meetings, and guidance with their mentor and their DES that allow faculty to assess their literacy instruction. On the credential program completer survey, 100% of Education Specialist respondents reported feeling well or very well prepared to teach reading skills, including comprehension. Current candidates also described their literacy coursework to date as "robust, interesting, heavy. It helped to give a nice understanding of the science of reading." A current candidate said that they liked that "you are doing the work as you're learning it, and that's the best part of the literacy components."

Finding on Program Standard 7: Met

Teacher Induction

The Teacher Induction program is housed within Summit Public Schools, which includes Summit Preparatory Charter High School and Summit Public Schools. It operates as part of the organization's broader educator preparation programs, which also include preliminary credential programs. Induction is delivered in-person by full-time mentors.

Program Standard 1: Program Purpose

The induction program is led by the Executive Director of Marshall Street's educator preparation programs. The program uses a full release model for its mentors who report to the Executive Director. Summit Public Schools has also updated its Individual Learning Plan (ILP) to include space for professional growth goals that are aligned to the California Standards for the Teaching Profession (CSTP).

Induction mentors collaborate with the faculty from the preliminary credential programs. These structures support alignment and coherence across programs and from pre-service through teacher induction.

The Teacher Induction program aims to support professional growth and workforce stability and measures progress towards those goals through completion and retention data. Over the past five years, the teacher induction program has demonstrated that 82% of candidates have completed the teacher induction program within 2 years, 73% of completers have stayed at least one year or more at Summit Public Schools after completing induction and that 38% of all candidates from that period remain employed by Summit Public Schools.

Finding on Program Standard 1: Met

Program Standard 2: Components of the Mentoring Design

Summit Public Schools educator preparation programs were designed in alignment with research and theory on teaching and learning, research on highly effective differentiated classrooms, and research and best practices on teacher preparation and development. Professional goals are established through mentor observations, and one on one meetings with the candidate and administrator input. Before the ILP is developed, the mentor provides feedback based upon observations and one on one meetings. The mentor and candidate with input from the school administrator then develop the ILP. Interviews with candidates confirmed this sequence. After the ILP is developed, weekly meetings with the mentor are used to monitor goals and progress and to support long-term skill development, including opportunities for candidates to reflect on their progress and identify next steps in their teaching practice. One candidate stated that the mentor was responsive to their needs and that they feel like they "have a stake in the process to hold myself accountable throughout the year."

Candidates are observed by their mentor on a biweekly basis and meet with their mentor individually on a biweekly basis. Mentors provide feedback in the form of informal notes, such as 'glows and grows,' observation notes and feedback on the ILP. The mentor and site administrator share notes throughout the school year about the candidate's progress which the mentor uses in coaching conversations related to the ILP. The ILP includes space for an overall assessment of strengths and growth opportunities. At least three candidates stated that their goals are aligned with the goals that their mentor (coach) suggested in consultation with the executive director (principal) of their school. Other candidates reported in interviews that collaboration on their goals as a positive experience and that the goals established were "organic and built on things she was already doing."

Currently, two versions of the ILP are in use: one template includes space for mentor feedback from classroom observations; while the other includes space for specific time-bound goals. The program would benefit from adopting a single, common ILP template that provides a roadmap for candidate's induction work and competencies and supports the recommendation for the credential.

Finding on Program Standard 2: Met

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

Summit's updated ILP is based on the CSTP and is developed jointly by the candidate and the mentor with input from the school administrator. The ILP includes professional goals with a description of how the candidate will meet those goals. Interviews confirmed that the two ILP versions described above are used based on mentor preference Some sample ILPs include an assessment of the CSTP. Interviewees stated that they appreciated having a portfolio of artifacts at the end of the induction experience. One candidate reflected on her overall induction experience and stated that the "teacher induction process provided me with the guidance and professional support to become a stronger educator and be reflective in my practice."

Finding on Program Standard 3: Met

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

Summit Public Schools mentors must hold a clear teaching credential, a minimum of 2 years of experience coaching and/or mentoring early career educators, a minimum of 5 years of teaching experience, a master's degree in education, or a related field, and must successfully complete an interview process which includes a performance task in the form of a mock coaching situation. Mentors provide just in time support through biweekly observations and follow up one-on-one meetings. Feedback is provided to candidates in a medium that the candidate prefers, such as informal notes after an observation, or by more formal means on the ILP. Mentors provide candidates with resources to support their professional growth. One candidate stated that he especially appreciated being connected to resources that are specific to his content area. Other candidates acknowledged that their mentor may not have subject area expertise for their content area, but that the Deans of Culture and Instruction collaborate with the mentors to help provide wrap-around support.

Finding on Program Standard 4: Met

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

Mentors and candidates review progress of the ILP goals with the site administrator. The mentor and candidate use a progress verification document to indicate that the candidate has completed all the requirements. When all requirements are complete, the unit head is notified, and the clear credential recommendation is made. The review team noted that the program implemented an induction tracker dashboard for the 2026-27 school year to monitor

candidates' progress. A review of the candidate handbook shows that there is a written appeals process in place if a candidate disagrees with a progress determination, or if a candidate feels that they are poorly matched with their mentor.

Finding on Program Standard 5: Met

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

The program regularly assesses the quality of mentor services provided to candidates through mid-year and end of year surveys. Site administrators confirmed that periodic surveys are sent out to provide feedback about the program as well as informal feedback that is provided during regularly scheduled meetings with the director of the teacher induction program and the mentors. Overall, site administrators reported growth in candidates' confidence, understanding of Summit's Foundational Practices and clarity with understanding of curricula. Data from the ADS from the 24-25 school year shows that over 81% of respondents state that overall, the induction program was effective or very effective at helping them develop the skills, habits and tools need to grow in their teaching practice. ADS data also shows that 92% of completers stated that the induction program was effective or very effective at helping them develop the skills and habits to grow in their teaching practice. Additionally, 92% of completers reported that their mentor was helpful or very helpful in setting and reaching their professional learning goals.

Finding on Program Standard 6: Met

INSTITUTION SUMMARY

Summit Public Schools is a network of charter schools in both California and Washington. Founded in 2003 with one school, Summit Prep, the network has grown to 10 schools, mostly in the Bay Area. To staff the schools with highly qualified teachers aligned with Summit Public Schools' vision, the organization launched Marshall Street in 2019. According to Summit, "Marshall Street is a talent development organization that partners with schools, networks, districts, and systems to resolve real talent problems." Marshall Street houses a teacher residency, intern and teacher induction program. After running an induction program for three years, Summit Public Schools created a residency program to help teachers earn their credential while working alongside experienced educators. Designed through a partnership between Stanford University and Summit Public Schools in the early 2010s, the residency prepares new educators for the real demands of teaching in diverse classrooms. The program has been a success and has expanded beyond Summit's own schools, hosting residents at Summit sites and placing others in a network of partner schools throughout California. 100% of principals surveyed said that the Summit residency alumni they hired are better prepared and more effective than other 1st-year teachers. This was corroborated by interviewed employers. One employer stated that, "I hired a Marshall Street resident who is now in their 2nd year of teaching at our site. They are one of the most successful and well- prepared candidates I have ever hired, and what really makes them a standout is not just their success with teaching but also how they interact with parents." In a testament to its commitment to serving both its LEA partners and the larger educational community, Summit Public Schools created an intern pathway in response to partner need and continues to refine and revise a program that is not only standards-aligned but is manageable for a person who is both a teacher of record and a student of teaching.

The Summit Public Schools staff who run the teacher credentialing and induction programs through Marshall Street see their work as more than building technical skills. In every interaction with preliminary and induction candidates, they deliberately model the same whole-child, data-driven approach they want those new teachers to use with students. As many interviewees explained, new teachers learn this approach best by experiencing it firsthand: when they are treated as whole people and supported with data-informed feedback, they come to understand and internalize the methodology, and they are far better prepared to carry it into their own classrooms. Program staff are keenly aware of this, and they treat each coaching conversation, class session, and check-in as an opportunity to demonstrate the practices they hope candidates will adopt. Leadership shared, "The program of [teacher credentialing and Induction] that we are leading is deeply connected to the DNA of Summit Public Schools at large."

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

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard
Summit Public Schools has a clear vision for teaching and learning that is grounded in research. In interviews with institution leaders, many referenced a common vision of whole-child, data-driven instruction, both for the K-12 students Summit serves as a core tenet of Marshall Street's educator preparation programs. This vision is based on the work of Ladson-Billings and Darling-Hammond, in which a culture of belonging and intellectual safety is woven across all parts of the institution.

Marshall Street is the arm of Summit Public Schools that oversees all programming for both preliminary credential and induction candidates. Summit Public Schools executive-level management is committed to ensuring the residency program's success, and data from the program, including course and edTPA pass rates, is a standing part of senior team meetings held every other week. This level of deep, consistent knowledge of and reflection on their residency program is a hallmark of its success and something that they are taking with them as they work to update the induction program to best meet the needs of new teachers.

Financial decisions about all programs for Summit Public Schools are made in collaboration between program and institution leadership. Resource allocation and strong year-to-year data reviews and projections ensure that program needs are met throughout all aspects of the program. Institutional leadership stays informed about available funding sources and program opportunities and continues to assess fee models to ensure they are fiscally responsible for all involved: Summit Public Schools, their residency partners, and the candidate. Budget planning also includes provisions for flexibility in addressing programmatic needs.

Interviews with faculty and administrators further confirm efforts to recruit and retain diverse faculty with demonstrated cultural competence. Additionally, faculty not only represent excellence but also support candidates in becoming excellent teachers. One recent completer stated, "Faculty members were amazing! They had so much knowledge and really helped me grow but always did so in a way that was so kind. I just hope one day I can be for my students what they were for me when I was a resident." A review of tracking systems, program completion documentation, and interviews with staff and candidates confirms that Summit Public Schools maintains processes to monitor candidate progress and ensures that all requirements are met before recommending a credential.

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

Evidence gathered through documentation and interviews with program leadership, faculty, cooperating teachers, human resources representatives, credential personnel, candidates, and other educational partners confirmed that Summit Public Schools has established processes for the recruitment, admission, advisement, and support of candidates across its Teacher Induction Program and preliminary credential programs, including the Intern and Teacher Residency pathways.

Program handbooks, applications, websites, and recruitment materials identify admission requirements, credential pathways, and reflect efforts to purposefully recruit candidates to diversify the educator workforce. Interviews confirmed that candidates receive information regarding program requirements, expectations, and available supports. Residents described a multi-step admissions process and reported receiving information regarding workload, financial expectations, testing requirements, and clinical practice prior to entering the program. One Resident characterized the process as "very transparent."

Across programs, candidates described access to program personnel for individualized guidance and support. The survey data also reflected timely access to support for participating teachers. ADS data from the 2024–2025 Teacher Induction survey, showed that 92% of respondents were assigned a mentor within one month of enrolling in the program. Support varied by program and included individual coaching and mentoring, office hours, cohort and alumni support,

financial guidance, and access to program faculty and leadership. One Resident described program personnel as "not just a mentor but also an advocate for us." Interviews also indicated that program personnel are responsive when candidates or participating teachers experience academic, credentialing, or professional challenges.
Program leadership and faculty described processes for monitoring progress that include credential requirement trackers, coursework, observations, coaching, co-assessments, and Individual Learning Plans, as applicable to each program. Interviews with credential staff further clarified the respective responsibilities for monitoring program completion and credential requirements. For Induction, program personnel determine successful completion of program requirements, while the credential analyst monitors credential status and verifies other applicable state and Commission requirements prior to credential recommendation. Within the preliminary credential programs, program personnel described using credential requirement trackers and verifying completion of requirements.

When additional assistance is needed, program personnel described supports including increased coaching, modeling, opportunities to revise work, individualized work plans, and formal action plans. Interviews across educational partners confirmed that evidence regarding candidate progress is used to guide advisement and determine when additional support is needed.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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
Evidence gathered through documentation and interviews with program leadership, faculty, cooperating teachers, credential personnel, candidates, participating teachers, and other educational partners demonstrated structures for coursework, fieldwork, clinical practice, and professional learning across Summit Public Schools' Teacher Induction Program and preliminary credential programs, including the Intern and Teacher Residency pathways.

Within the preliminary credential programs, clinical experiences reflect the candidates' respective pathways. Intern candidates serve as teachers of record in their classrooms, while Residents complete their clinical experience alongside cooperating teachers. Documentation and interviews identified processes for selecting and supporting individuals who supervise and support candidates in clinical practice, including consideration of credential status, experience, and alignment with the candidate's credential area. Program personnel confirmed that credentials and teaching experience are verified and tracked. District-employed supervisors, including residents' cooperating teachers described receiving orientation, professional learning, program resources, ongoing communication, and opportunities to collaborate with program personnel.

Candidates in the preliminary credential programs described connections between coursework and classroom practice. Residents provided examples involving lesson planning, classroom culture, academic language, assessment, research-based instructional strategies, and supports for students with disabilities. One Resident stated, "The reading and assignments are very aligned to what we see in the everyday classroom."

Residents described a gradual release of responsibility in their clinical experience, initially observing and collaborating with their cooperating teachers and progressively assuming greater responsibility for planning and instruction. Cooperating teachers described daily collaboration, structured coaching, lesson planning, and ongoing feedback. One cooperating teacher

characterized the relationship as a “full-time connection.” Intern candidates receive clinical support while serving as teachers of record, including observations and coaching from program personnel.
Within the Teacher Induction program, participating teachers and completers described individualized coaching, classroom observations, goal setting, and opportunities to reflect on their practice. Participating teachers reported working with their mentors to develop professional goals and using observation feedback to identify areas for continued growth. Induction completers described the ILP as an active document used during coaching meetings to revisit goals, consider evidence, and identify next steps. One completer stated, “I enjoyed collaborating with my coach. It didn’t feel top down.” ADS data from the 2024–25 Teacher Induction Survey, further showed that 92.3% of respondents rated feedback from observations as helpful or very helpful in improving their instruction**.**

Across programs, progress is monitored through structures appropriate to each pathway, including observations, coaching, instructional artifacts, co-assessments, and Individual Learning Plans. Candidates described opportunities to work with diverse student populations, including English learners and students with disabilities, and to apply research-based strategies within California public school settings. Program personnel also described using candidate performance and feedback data to identify areas for growth and determine appropriate supports.

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 Education Unit and its programs have established a comprehensive, data-informed continuous improvement process that is intentionally woven throughout the entire educator

preparation experience. Program effectiveness is regularly assessed across multiple sources of data such as surveys, feedback, observations, support services, credential progress, retention and completion rates.

The continuous improvement process is not viewed as a separate or periodic activity, but rather as an ongoing component of program operations and decision-making. Interviews with program leadership and candidates confirmed that data collection, feedback, reflection, and responsive action are consistently integrated throughout the educator preparation programs. One candidate described the program as continually seeking feedback and noted that candidates have regular opportunities to provide input. Another candidate shared an experience in which she communicated a concern directly to program leadership and received a response within two hours, including an established action plan to address the issue. These examples demonstrate the program's commitment to using feedback as an immediate and meaningful source of information for improvement.

The Education Unit's advisory team further strengthens this data-informed culture by providing ongoing external perspectives, professional expertise, market analysis, and consultation. The Unit maintains a broad network of professionals who contribute to data-informed discussions, including data dives, national perspectives, emerging trends, and workforce considerations. Advisory groups meet regularly, typically on a monthly or bi-monthly basis, ensuring that data, feedback, and external perspectives remain active components of program decision-making throughout the academic year.

The continuous cycle of collecting, analyzing, discussing, and responding to data and feedback results in ongoing and purposeful program enhancement and has become an integral part of the culture of the educator preparation programs. Across programs, all education partners were able to articulate the importance and value of this process and recognize their role in contributing to continuous improvement. The consistent engagement in using evidence to inform reflection, decision-making, and action demonstrates that continuous improvement is not simply a structured requirement, but a shared value embedded in the way the program operates. A program leader articulated this commitment clearly: "Our team culture welcomes feedback and is always looking to make things better. We also regularly look back and talk about what success looks like."

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**

Common Standard 5: Program Impact	Team Finding
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.
Summit Public Schools' educator preparation unit ensures that candidates develop the knowledge, skills, and competencies necessary to effectively educate and support all students. Program outcomes demonstrate positive results in candidate preparation and professional growth. In the intern program, all enrolled interns met pre-service requirements, received credential recommendations before the first day of school, and successfully completed summer and fall coursework. Survey respondents unanimously affirmed the relevance of coursework, its contribution to classroom practice, and its alignment with coaching and classroom experiences. Residency candidates have also performed strongly on the edTPA: in 2025-26, 97% of Multiple and Single Subject residents passed on their first attempt and Education Specialist candidates achieved a 100% first attempt pass rate from 2023 through 2025. During interviews, candidates consistently expressed strong appreciation for the support they receive and the high caliber of the program. One candidate who switched from another program said they were "blessed to be a part of such a wonderful, well-structured program."

Overall, the unit and its programs demonstrate a positive impact on candidate learning and competence, as well as on teaching and learning in schools serving California's students that is in alignment with Summit's vision that positions teachers as empowered, self-directed, reflective learners who continuously improve student achievement through purposeful, student-centered practice. On CTC completer surveys, 100% of respondents said their cooperating teachers model effective practices. In this way, teachers are prepared to create inclusive learning environments, build meaningful relationships, design rigorous and culturally relevant instruction, use equitable assessment practices, and respond to the strengths, needs, identities, and experiences of diverse learners. In turn, educators model the same ownership, reflection, goal-setting, and continuous improvement they seek to develop in their students. One candidate said, "they loved being part of a program that not only gives me the skills I need to be a good teacher, but also genuinely supports my whole development with the support and guidance I need."