

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
South San Francisco Unified School District**

**Professional Services Division
March 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **South San Francisco 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 with Stipulations** is made for the institution.

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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation		X	
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice		X	
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction	6	2	4	

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: South San Francisco Unified School District (SSFUSD)

Dates of Visit: February 4 - 6, 2019

2018-19 Accreditation

Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status	
Date	Accreditation Status
December 2014	Granted Initial Institutional Approval
February 2015	Granted Program Approval

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** for **South San Francisco Unified School District (SSFUSD)** 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, graduates, 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:

Program Standards

Program Standards one and five were **Met** for the SSFUSD Teacher Induction Program. The team found Program Standards two, three, four and six to be **Met with Concerns**.

Common Standards

Common Standards two, four and five were **Met** for the SSFUSD Teacher Induction Program. The team found Common Standards one and three to be **Met with Concerns**.

Preconditions Compliance Issue

The team found that the institution is not in compliance with Teacher Induction Precondition 3.

Precondition 3 states that "Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor".

While the Mentor Letter of Commitment includes the expectation that mentors will meet and/or communicate with candidates weekly, for an average one hour per week to provide individualized support and document that communication on the Collaboration Log, the duration of that support is not recorded. During site visit interviews candidate and mentor responses revealed inconsistencies with meeting the one hour component mandated by this precondition. A follow up interview with program leadership confirmed that a process to document and monitor this requirement did not include the duration of weekly support.

Overall Recommendation

Based on the fact the team found SSFUSD to be non-compliant with Precondition 3 together with the findings of Met with Concern on Common Standards 1 and 3, and Program Standards 2, 3, 4 and 6. The team recommends **Accreditation with Stipulations**.

The team recommends the following stipulations:

- 1) That within one year, the institution provide evidence that faculty and instructional personnel regularly and systematically collaborate with college and university units and members of the broader educational community to improve educator preparation (CS1)
- 2) That within one year, the institution provide evidence of efforts to ensure that the candidates in the induction program represent the range of diversity in the schools (CS1).
- 3) That within one year, the institution provide evidence that the mentor selection criteria and hiring protocols ensure the consistent implementation of a process to select effective and knowledgeable mentors that demonstrate 1) commitment to professional learning and collaboration and 2) ability, willingness, and flexibility to meet candidate needs for support (CS3, PS4).
- 4) That within one year, the institution provide evidence that site administrators are consistently involved in collaborative development of the candidates' ILP (PS 2, PS 3)
- 5) That within one year, the institution provide evidence of a system, which ensures that mentors are receiving formative feedback on their work from induction program leadership to support a systematic evaluation process (CS3, PS6).

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:

- SSFUSD must take immediate action to come into compliance with Precondition 3 and report these actions to the Administrator of Accreditation at the Commission on Teacher Credentialing prior to the March 14, 2019 meeting of the Committee on Accreditation.
- SSFUSD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- SSFUSD 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

Team Lead:	Kimberly Lilienthal Placer County Office of Education
Common Standards:	Sandra Beller Glendora Unified School District, Retired
Programs Cluster:	Stacy Casanave Long Beach Unified School District
Staff to the Visit:	Miranda Gutierrez Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Program Review Submission
Common Standards Addendum	Program Review Addendum
Preconditions Submission	Candidate Advisement Materials
Individualized Learning Plan	Job Descriptions
Portfolio Rubric	Program Leaders' Resumes
Collaboration Log	Mentor Resumes
Mentor/Candidate Match list	Mentor Interview Document
Candidate Portfolios	Program Information Flier
Program Handbooks	Advisory Committee Agendas
Candidate Survey Data	Mentor Hiring Documents
Mentor Survey Data	Mentor Training Agendas
Site Administrator Survey Data	Mentor Training Materials
Completer Survey Data	Exit Interview Materials
Letter of Commitment - Mentor	Candidate Portfolio Requirements
Letter of Commitment - Candidate	Early Completion Option:
Program Organization Chart	Requirements, Application and
Candidate Placement Spreadsheet	Recommendation form
Candidate Portfolio Samples	Mentor Recruitment Flier
Candidate Progress Monitoring Document	Fair Employment Hiring Policy Flier

Interviews Conducted

Stakeholders	TOTAL
Candidates	17
Completers	10
Employers	9
Institutional Administration	4
Program Coordinators	2
Support Providers	7
Professional Development Providers	2
Credential Analysts and Staff	1
Advisory Board Members	3
IHE Partners	1
TOTAL	56

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The South San Francisco Unified School District (SSFUSD) is a diverse community serving over 8,400 students in 15 schools - nine elementary schools, three middle schools, and three comprehensive high schools, and one alternative high school. In addition, SSFUSD has a children’s preschool and adult school serving the community. The district employs over 975 classified and certificated staff.

Education Unit

The SSFUSD Teacher Induction program is a single district induction program. The program provides new teachers who hold a preliminary multiple or single subject teaching credential the opportunity clear their credential.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Teacher Induction	29	49

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report Teacher Induction

Program Design

In 2015, SSFUSD designed, and was accredited for, its own teacher induction program, separating from a partnership with the San Mateo County Office of Education in order to support new teachers in the district and infuse their own district vision in the induction experience. Under the leadership of the induction team, the district's new program focuses on mentoring as the key structure and the candidate's Individual Learning Plan to support choice, professional growth and collaboration.

At this time, SSFUSD offers a pathway to clear the preliminary credentials for both the Multiple Subject and/or Single Subjects credential. The district credential analyst confirmed teachers who hold a preliminary credential are initially identified upon hire, and those names are shared with the induction team to be contacted. District administrators discussed how the program is an integral part of the district's professional development for its beginning teachers as well as its mentors' professional growth.

The highly regarded induction staff, which includes an induction coordinator and a program lead, is responsible for the ongoing management, coordination and improvement of all aspects of the induction program. Induction staff meets weekly during program development meetings to make decisions for program improvement, to oversee the selection of highly qualified mentors and support of candidates, including working with and communicating directly with site administrators to determine appropriate mentor/candidate matches. The newly formed Advisory Board consists of mentors, site and district leaders as well as recent completers, and meets two to four times per year to discuss matriculation, program effectiveness, vision and ensure appropriate support is available to all mentors and candidates.

Interviews with both mentors and candidates confirm SSFUSD has developed a program that offers a meaningful, job-embedded teacher preparation experience, characterized by just-in-time support and guidance together with long-term skill development. Candidates develop Individual Learning plans to guide their work in collaboration with knowledgeable and experienced mentors. In some cases, mentors, and candidates receive input from site administrators to ensure alignment of site and district initiatives with Individualized Learning Plan (ILP). Implementation of the ILP is characterized by two cycles of inquiry during each year of participation. At the end of each inquiry cycle program leadership utilizes the Induction Portfolio Rubric to calibrate and score each candidates' portfolio, thereby ensuring all requirements have been met.

Course of Study (Curriculum and Field Experience)

The SSFUSD induction program utilizes an inquiry-based, reflection cycle during which beginning teachers discuss and reflect upon their teaching practice as evidenced by various tools in their online induction portfolio. The two year program is divided into four inquiry cycles, during which teachers set goals and explore and implement teaching strategies, documenting their decisions using the Individual Learning Plan (ILP). Since teachers are often working on multiple aspects of their teaching practice at one time, the program requires each cycle to contain an inquiry question as well as two related CSTP standard elements, one of which must be one element from CSTP 2 at some point during their first year and one element from CSTP 4 at some point during their second year. Both mentors and candidates shared that the ILP goals were developed together by looking at the CSTPs to determine the area of focus, and interviews confirm communication with site administration did not always follow the program's intent. Candidates shared that during each inquiry cycle, teachers are also required to choose at least one activity from their Teacher Choice folder and depending on their individual goals and inquiry question, the choice activities should complement their area of focus. Interviews with both first and second year candidates indicate high levels of satisfaction with the program's relevancy and practicality as it related to their own classrooms.

The effectiveness of the inquiry cycle in promoting the professional growth of beginning teachers depends highly upon the ability of the mentor to guide them in the reflection process. Interviews with program completers and second year candidates shared inconsistencies in the level of mentor support. Some candidates stated that they meet weekly with their mentors, while other candidates shared they met once or twice a month. The most updated on-line portfolio includes the "collaboration log" which verifies the mentor meeting dates/notes and shows evidence of the current induction year's level of increased coaching support. Candidates stated that a typical mentor-candidate session would consist of a "check-in" first talking about how things were going and other "just in-time" support, and then, following with a focus on the ILP, and even goal-setting. Candidates indicate high levels of satisfaction with their mentor and program support, with many saying they "would not have survived the first year without their mentor's support."

Ongoing training of mentors in SSFUSD focus on coaching practice as an integral component of the induction program. Monthly meetings focus on district initiatives such as cultural responsiveness or on a topic brought up by mentors (through a survey) as well as provide opportunities to practice mentor/coaching skills through peer mentor conversations. Mentors are veteran teachers who are trained to implement coaching strategies and questioning techniques that apply theories of adult learning and new teacher development. The induction coordinator and program lead mentor candidates as well. Mentors and candidates are matched based on their school site, grade level and subject matter, when possible. When the match in subject matter is not congruent, mentors and program leadership utilize department heads and other district TOSAs as resources for support. Since most mentors teach at the same school as their candidate, they are able to provide timely and relevant assistance based on the current

needs of each candidate. Feedback for mentors from candidates and program leaders seemed inconsistent as evidenced by mentor interviews. Mentors reported receiving holistic feedback from candidate surveys on the effectiveness of their mentoring, rather than individual formative feedback.

SSFUSD induction program requirements and activities for both mentors and candidates have been developed with intentionality, in order to facilitate conversations on equity and cultural awareness of students and staff. Candidates shared topics such as: diversity, cultural sensitivity, and meeting the needs of all learners seem to be “woven” throughout coaching sessions in a seamless manner. Work around the text, *The Art of Coaching* by Elena Aguilar was evident in program documents and confirmed during interviews.

In addition to providing mentor training and support, SSFUSD offers additional events such as the New Teacher Orientation to the district, an optional series on best practices and complex behaviors, and opportunities at their site to work with other new teachers. Interviews with mentors and teachers confirm that the SSFUSD induction program leadership is adept at providing guidance and assistance and are very accessible to all stakeholders.

Assessment of Candidates

The SSFUSD Induction team uses a digital induction portfolio to document and assess each candidate’s demonstration of competence through the inquiry process and determine growth in their practice. The ILP reflection together with an exit interview are the final formative assessment tools that detail teacher reflection and growth in the CSTP.

Throughout the year, program leaders review and provide formative feedback to the candidates on their portfolios and determine whether or not requirements have been met during mid-cycle reviews, as verified by a review of documentation and interviews with SSFUSD Leadership. Program leaders require candidates to revise portfolio submissions should their review, using the portfolio rubric, reflect a lack of key requirements or elements demonstrating growth in their practice.

The evidence of competency is built upon the California Standards for the Teaching Profession (CSTP). All candidates completing their induction program, must participate in the end of year exit interviews. This final activity allows candidates to present their insights and growth as professionals as an extension of the digital induction portfolio. This process allows program leaders to obtain more information and data regarding teacher competency to support the recommendation for the clear credential and ongoing program improvement.

Participants who complete all program and credential renewal requirements and demonstrate growth are recommended for the clear credential. Credential recommendations for SSFUSD are made by the program lead.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, employers, and mentors, the team determined that all program standards are fully met for the South San Francisco Unified School District except for the following:

Standard 2: Components of the Mentoring System – Met with Concerns

Interviews with both candidates and mentors revealed the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator was inconsistent.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System – Met with Concerns

Interviews with both candidates and mentors revealed that the ILP is collaboratively developed at the beginning of Induction by the candidate and the mentor, however, input from the employer regarding the candidate's job assignment was inconsistent.

Standard 4: Qualifications, Selection and Training of Mentors – Met with Concerns

Review of evidence and mentor interviews reveal the process for verifying applicants' 1) commitment to professional learning and collaboration and 2) the ability, willingness, and flexibility to meet candidate needs for support is inconsistently implemented.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

The program assesses the quality of services provided by mentors to candidates through a candidate mid-year survey, however, there is no evidence indicating the survey results are shared by program leaders to provide individual formative feedback to mentors on the effectiveness of the support they provide and establishment of collaborative relationships.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> 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 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> 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. 		X	
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 		X	
<ul style="list-style-type: none"> 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 	X		

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.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met with Concern		
<p>Rationale</p> <p>The district is committed to providing an induction program that is unique to the needs of the district and the new teachers hired. Communication between the induction program and various district leadership groups is evident in the meeting agendas provided and validated through stakeholder interviews during the site visit. Induction leadership is a member of the Educational Services team which meets weekly and frequently has an agenda item on the Comprehensive Leadership team meetings to maintain communication with site and district leadership. The Assistant Superintendent of Curriculum and Instruction provides updates on the induction program to district cabinet. Induction is included in the district LCAP and supported financially in order to provide a cohort of localized support to new hires and retain teachers beyond induction. As expressed in interviews of district leadership, they are proud to dedicate resources because they value supporting their new teachers.</p> <p>Additional information applicable to the standard decision</p> <p>Opportunities to collaborate outside of program cluster meetings are limited. Interactions and collaboration with institutions of higher education are limited to one of the several institutions who prepare the new teachers hired and inducted by the district. The Assistant Superintendent Human Resources shared his efforts to participate in local institutions of higher education job fairs to recruit a diverse teaching population and there was no evidence of any other form of recruitment.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		

<ul style="list-style-type: none"> ● 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. 		X	
<ul style="list-style-type: none"> ● Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		
<ul style="list-style-type: none"> ● 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 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Rationale During site visit interviews the district Superintendent and Assistant Superintendent shared current goals to expand recruitment efforts to increase the diversity of their hiring pool. One example provided was broadening career fair attendance to include universities and teacher preparation programs that have a more diverse pool of candidates. In addition, the district is exploring ways to establish workforce housing as cost of living is a contributing challenge to recruitment. The hiring process has adjusted to include interview questions and performance tasks that address equitable practices and cultural competence. Interviews with program participants and recent completers confirm candidates are provided appropriate support to ensure successful attainment of program requirements and meet competencies.</p>			
Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		

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		X	
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 		X	
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 		X	
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 	X		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met with Concern		
<p>Rationale Interviews from a variety of stakeholder groups confirm the SSFUSD induction program is a well-planned program designed to provide candidates with authentic opportunities to learn, practice and develop their teaching practice within the credential they are seeking. Mentors receive ongoing training and support to establish a program in which candidates receive a high-quality induction experience. Evaluation of mentors is limited to annual mentor self-assessment and goal setting and peer problem solving protocol at mentor meetings. Candidates complete an anonymous mid-year survey with items pertaining to mentor satisfaction.</p> <p>Additional information applicable to the standard decision While stakeholder interviews confirm SSFUSD program and district leaders are positively committed to ensuring a high-quality induction experience for all candidates, interviews revealed inconsistencies in the manner in which mentors are selected and evaluated. Program leadership</p>			

reported they often conduct interviews of mentors informally to keep the process non-threatening for applicants. However, despite having an interview document available, the team was unable to confirm mentor interviews took place in a consistent manner to ensure selection of effective and knowledgeable mentors. Additionally, interviews revealed discrepancies with regard to the amount of mentoring time being received by candidates, as well as the level and nature of support provided to each candidate. Both of which are clearly outlined in program documents. The team did not find evidence that results from candidate mid-year surveys to indicate mentor effectiveness are used for mentor evaluation.

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.		X	
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
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 stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met		
<p>Rationale Interviews with a variety of stakeholder groups confirm SSFUSD induction implements a continuous improvement process to identify program effectiveness and make appropriate modifications based on stakeholder input. Candidates and mentors shared in interviews the high-level of responsiveness of program leadership to address feedback and respond to issues and concerns. The team confirmed the existence of evaluations for training sessions as well as mid-year and end of year response surveys for mentors and new teachers. Site administrators also shared they participate in surveys for the SSFUSD induction program and have opportunities to engage with program leadership about program operation and effectiveness. 2018 Program Completer Survey data indicate more than 65% of program completers were enrolled in the program more than one year after being hired by SSFUSD. Interviews with current year one and</p>			

year two candidates indicate all eligible candidates are officially enrolled at the point of hire or very soon thereafter. Systems of collaboration are in place between program, district and site leaders to ensure timely enrollment of all eligible new hires. A mentor interaction log is maintained by program leaders to document individual support to mentors as it is requested and regular assessment of mentor effectiveness in relation to support services for candidates is inconsistent.

Common Standard 5: Program Impact

Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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	X		

Finding on Common Standard 5: Program Impact

Met

Rationale

Interviews with multiple stakeholder groups confirm the existence of a quality induction program designed to ensure candidates demonstrate the knowledge and skills necessary to effectively educate all students in SSFUSD. Program leadership utilizes a comprehensive rubric to assess the quality of submitted portfolio evidence and engages in a collaborative process to make credential recommendation decisions if concerns are evident. Interviews with site and district administrators confirm the existence of a quality induction experience which has a positive impact on candidates’ teaching competencies and supports the retention of high quality new teachers in SSFUSD.

INSTITUTION SUMMARY

The South San Francisco Unified School District (SSFUSD) Induction Program is dedicated to providing a local system of support available to all teachers who hold a preliminary credential while meeting the needs of the district but also an individualized program that meets the unique needs of each candidate.

The induction program has a foundation of site based mentoring, an Individualized Learning Plan that include cycles of inquiry and candidate self-assessment on the CSTP. Through the ILP

and cycles of inquiry, all candidates establish professional goals, develop reflective habits of mind and improve professional practice with a continuum of support by their mentor and the program.

Candidates, mentors, and administrators' interviews revealed a positive attitude for the induction program, its leaders and mentors, and gave extremely high praise for the level of commitment to the support and growth of new candidates in their district. Candidates view the induction program as supportive of their daily work in the classroom and value the on-site support and the accessibility of their mentor. One completer shared, "I would have died without my mentor. Having someone to work with and listen to me was so pivotal in my journey." As several candidates noted through interviews, the ongoing collaboration helped "put what was learned in our university preparation into practice. It took the learning from theory to practical application."

The areas for growth for the SSFUSD induction program, which minimally impact the quality of the program candidate receive, include increasing collaboration with all higher education partners, expanding efforts to recruit candidates who represent diversity and increase formative feedback to mentors on their effectiveness. In addition, further developing the consistency in which the high quality components, including involvement of the site administrator in the ILP development, mentor selection that consistently confirms minimum qualifications and systematic sharing of data collection, of the induction program are implemented.