

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Sequoia Union High School District

Professional Services Division

March 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Sequoia Union High School District. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met with Concerns
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	4	2	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: Sequoia Union High School District

Dates of Visit: January 24-26, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 18-20, 2014	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 program staff, candidates, mentors, site administrators, and district leadership. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

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

Program Standards

All Program Standards have been **met** with the exception of Program Standards 4: Qualifications, Selection, and Training of Mentors and Program Standard 6: Program Responsibilities for Assuring Quality of Program Services which have been **met with concerns**.

Common Standards

All Common Standards have been **met** with the exception of Common Standard 1 which was **met with concerns**.

Overall Recommendation

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

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Sequoia Union High School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Sequoia Union High School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

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

Accreditation Team

Team Lead:

Amanda Baird
Orange County Department of Education

Programs Reviewers:

Linda Mociłnikar
Long Beach Unified School District

Common Standards:

Lori Goldstein
Stockton Unified School District

Staff to the Visit:

Kristina Najarro
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Candidate Files
Assessment Materials
Candidate Handbooks

Survey Results
Performance Expectation Materials
Precondition Responses
Accreditation Data Dashboard
Collaborative Assessment Logs
Sample Candidate Individual Learning Plans
Semester Reflections and Rubrics
Candidate progress-monitoring database
Mentor guides

Interviews Conducted

Stakeholders	TOTAL
Candidates	32
Completers	13
Employers/Site Administrators	12
Institutional Administration	5
Program Coordinators	2
Principals	10
Instructional Coaches	9
Support Providers	13
Credential Analysts and Staff	3
IHE Partner	1
Advisory Board Members	9
TOTAL	109

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

Sequoia Union High School District (SUHSD) is located on the San Francisco Peninsula in Northern California’s Bay Area, mostly serving southern San Mateo County. SUHSD is a high school district that draws students from their eight partner elementary and junior high school districts located in Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, San Carlos, and Woodside. It is made up of eight schools including four large comprehensive high schools, a new STEAM-focused magnet school, an alternative school, an adult school, and a dependent charter. SUHSD is home to approximately 9,000 pupils and the student demographics are comprised of the following: 40.9% Latinx, 38.4% white, 11.5% Asian, 2.4% African American, 2% Pacific Islander, 28.6% socioeconomically disadvantaged, and 37.8% English learner.

SUHSD takes pride in the rigorous, engaging, and comprehensive instructional programs they offer with strong support to prepare all students for higher standards of academic achievements and future career opportunities. Their mission is “to engage and prepare all students to excel in a global society.”

Education Unit

The SUHSD Teacher Induction Partnership for Success (TIPS) program is part of the educational services unit and is overseen by the Director of Professional Development & Curriculum. The director reports to the assistant superintendent of educational services. For the past two years, a SUHSD teacher on special assignment has been released from the classroom at .4 FTE to serve in a coordinating role for the program. The induction team which consists of the teacher on special assignment and the Director of Professional Development and Curriculum work together to assign mentors to candidates, develop agendas for and facilitate regular mentor meetings, and support all accreditation activities. In SUHSD, mentors are usually released classroom teachers but they also may be instructional coaches. Mentors are assigned to candidates with a ratio of four candidates for every 0.2 FTE release. The number of mentors varies annually based on candidate enrollment. During the 2021-22 school year, there are five mentors with a total of 2.4 FTE release time to support candidates as well as three classroom teacher mentors and one instructional coach who are paid with a stipend. TIPS is a two-year, job-embedded program that supports general education and education specialist teachers in their first years of teaching and enables them to clear a clear credential.

SUHSD TIPS also supports Ravenswood City School District (RCSD). RCSD is a TK-8 district that serves East Palo Alto. It is made up of three elementary schools and one middle school. RCSD students matriculate to SUHSD schools, including East Palo Alto Academy, Menlo-Atherton, and Sequoia High School. The TIPS program in RCSD is monitored by the Director of Curriculum and Instruction who receives programmatic materials from the SUHSD coordinators and pairs candidates with mentors in the elementary district.

The TIPS program currently has 55 candidates enrolled (46 SUHSD, 9 RCSD). This includes 26 Year 1 candidates, 28 Year 2 candidates, and one ECO candidate.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Teacher Induction	43	55

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction Program for Success (TIPS)

Program Design

The Sequoia Union High School District (SUHSD) Teacher Induction Program for Success (TIPS) program is overseen by the Director of Professional Development and Curriculum. In the 2019-20 and 2020-21 school years, a teacher on special assignment served the program in a coordinating role. Together, they determine the assignment of mentors to candidates, develop agendas for and facilitate regular mentor meetings, and support the accreditation process including preconditions.

Recruitment efforts for induction mentors occur based on both projected candidate enrollment and as needed for late hires. As evidenced through interviews, the TIPS program reflects a rigorous selection process which includes an application, letters of recommendation, panel interviews and an inquiry into the applicant's knowledge of the California Standards for the Teaching Profession (CSTP). Mentors are assigned to candidates with a ratio of four candidates for every 0.2 FTE release. The number of mentors each year varies according to the number of induction candidates enrolled. When there is not sufficient staffing to meet this ratio, additional mentor teachers are paid on a stipend for each candidate they advise. Evidence presented reflects that during the 2020-21 school year, the SUHSD TIPS program had eight mentors supporting a total of 46 candidates within seven of the district's high schools. Some mentors received training in the past from the New Teacher Center. Ongoing training was described as, "networking with other mentors, co-observing with other mentors, and [attending] monthly meetings." Additional evidence shows mentor training also included examining problems of practice, goal setting, and discussing research-based articles on coaching adult learners.

The Ravenswood City School District (RCSD) participates in SUHSD's TIPS program. RCSD's Director of Curriculum and Instruction is the head of TIPS for the district and the point of contact for SUHSD. District instructional coaches serve as TIPS mentors, when possible, with classroom teachers taking on the role of mentor when necessary. Evidence presented reflects that during the 2021-2022 school year, RCSD has seven mentors supporting a total of nine candidates in a district that includes three elementary schools and one middle school. Initial mentor training in RCSD is handled through an outside consultant. Book studies and informal conversations with the director constitute the majority of ongoing mentor training.

SUHSD TIPS program mentors meet with site administrators at the beginning of the school year to, "broadly discuss what the candidate(s) are working on." Principals from both SUHSD and RCSD shared that they, "do not want to add more onto candidates' plates," and that they encourage candidates to use their TIPS goal(s) for their evaluation.

Most SUHSD TIPS mentors meet monthly for the purpose of program planning and to support the coaching practice by, “collaborating and noticing trends,” and asking, “what are teachers struggling with... what can we put together for them?” Each meeting opens with a problem of practice thus providing opportunities for feedback. SUHSD mentors discuss the problems of practice either in group meetings with other mentors or individual meetings with program leaders. Communication within the RCSD TIPS program is less formal and is based on drop-in meetings and follow-ups by leadership personnel.

Since the TIPS program in SUHSD is housed under the umbrella of the professional development and curriculum office, as teacher needs are identified, district instructional coaches are able to quickly create appropriate professional development opportunities. When needed, instructional coaches connect with outside professional organizations for support or to take on the role of presenter. Furthermore, candidates from both SUHSD and RCSD can request funding for outside sources of professional development.

Candidates in both districts work with their mentors at the beginning of the year to set their ILP goal(s). As most candidates were either unfamiliar with the individual development plan or shared that they did not receive one, it did not play a significant role in the development of ILP goals. Candidates in SUHSD who did receive individual development plans uploaded them into Canvas, their online management system. None of the candidates interviewed from RCSD were familiar with the concept of an individual development plan.

Mentors and candidates in both districts shared that they routinely meet once a week, with many pairs meeting more frequently, to discuss individual learning plan (ILP) goals and the activities that would best support growth in the candidate’s practice. Candidates also shared the benefit of just-in-time-support, “It is nice to have someone I can just unload on informally because that is what I need sometimes. Having someone there to listen is a really nice thing.” Site administrators ensured that mentors and candidates are provided with what they need to be successful, “part of my job is making sure that [the candidate and the mentor] have time to meet and attend the meetings...to make sure they have resources... help them find what they need to support their goal.” Most first year candidates shared that they have completed at least one peer observation, with some having completed multiple, and all stating that they found it extremely valuable. The choice of who and what subject they observe is determined by their ILP goal.

All first and second year candidates in SUHSD meet three times a year in small professional workshops with candidates from their own district. This time is used to reflect on ILP goals, engage in activities to continue their professional growth, network, problem solve, and to give and receive peer support. The mentor support in RCSD is less formalized and consists mainly of one-on-one meetings with leadership as needed.

The SUHSD TIPS program made several modifications over the last two years in order to be fully aligned with current standards for induction programs, “After the induction conference in 2017-18 we noticed how much the standards changed, and we made the change from prescribing

professional development and we restructured the program at that point. Now, the ILP is at the center and our orientation process is more flexible in meeting [candidate's] needs." In the last two years, the program has placed a greater emphasis on the ILP, connecting all professional development activities, workshops, and reflections to the goals identified in candidates' plans.

When asked how well they felt that their ILP goal-based activities prepared them to understand and organize subject matter for student learning, 92.8% of completer survey respondents said they were adequately or well prepared. When asked how well they felt their ILP goal-based activities prepared them to develop as a professional educator, 92.9% of completer survey respondents said they were adequately or well prepared. Candidate and recent completer interviews confirmed these findings.

Another avenue for feedback is the TIPS advisory forum which is held twice a year and attended by TIPS mentors, candidates, recent completers, a collaborative IHE partner, and the SUHSD director and coordinator. When discussing the purpose of the forum, leadership personnel stated, "Very often in advisory we data dive. We take our report and in teams evaluate to discover needs and make decisions, for example, more PD around assessment...we create it in our next PD opportunity." In addition to the advisory forum, the program has relationships with other area university partners with whom communication is frequent. At the time of the site visit, RCSD representation at recent advisory forum meetings was lacking.

Course of Study (Curriculum and Field Experience)

The course of study for TIPS candidates is tied to the CSTP. Candidates select a CSTP element on which to base their goals and work with their mentors to choose formative assessment activities that promote growth. Interviews and documentation confirm that all candidates are expected to participate in at least one cycle of inquiry and one peer observation.

In addition to the professional development offered in teacher orientation week and workshops and as a part of their professional obligations of employment, TIPS candidates select and attend at least five professional development sessions of their choice each academic year. Candidates select professional development based on their ILP goals and their needs. Following each session, candidates complete a short reflection about the implementation of the strategies they applied based on the professional development they received and how the experience helped them to progress towards their CSTP goal. Candidates are encouraged to attend synchronous professional learning opportunities so that they benefit from the networking opportunities, but mentors highlighted the benefit of asynchronous opportunities for candidates who found it difficult to attend after school events in person.

Formative assessment activities include participating in additional coach observation and reflection, completing backward lesson and/or unit planning, co-planning and co-teaching with a coach, determining instructional groupings, and concentrating on a case study or student focus population. The processes established within the TIPS program have established a cycle of

mentor collaboration, classroom practice, and teacher reflection. This cycle connects coursework and fieldwork in a system that fosters growth.

Candidates discussed several ways that they accessed specific support for their English language learners (ELL). Two candidates said that they were able to attend workshops at Stanford, and one specifically mentioned attending an out-of-district workshop on academic vocabulary. Other candidates shared that they worked with their mentors on universal design for learning (UDL), grouping, data analysis, and differentiation. One candidate stated, "I really looked at formative and summative assessments...what really constituted student mastery of a skill...being very specific... the importance of differentiating."

The program director oversees the field supervision and advisement of mentors in SUHSD. The work of mentors and candidates is reviewed and confirmed with the use of candidate interaction logs and monthly staff meetings. The director observes mentors during their coaching sessions and provides feedback. In RCSD, field supervision input is based on candidate feedback and advisement is part of a larger conversation between the mentor and the program director. Reviewers were unable to find evidence that the RCSD mentors receive formal feedback on the quality of support they provide to candidates.

Assessment of Candidates

Teachers in SUHSD attend three workshops a year and submit two written reflections, one at the end of each semester, on their overall progress, their discussions with mentors, insights gleaned through their experiences, and next steps planned. Candidates are provided a three-point rubric against which their reflections are assessed on context and format, CSTP growth, impacts on student learning, and next steps. RCSD candidates submit semester reflections.

Candidates in SUHSD receive evaluated reflections and comments at the end of the year from the scoring team that is made up of TIPS staff, professional development and curriculum staff, and site administrators who stated that they do not look at the portfolios of, "their own teachers." In RCSD, principals shared that their review of candidates' portfolios occurs at the end of the year during their administrative retreat and afterwards they, "might give the director some feedback on what worked and did not work," that year.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the Sequoia Union High School District except for the following:

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

While some mentors received initial training, ongoing training and support of mentors is not being systematically and equitably provided across both districts. Reviewers did not find evidence that RCSD mentors participate in goal setting, implementing updated mentoring instruments, or reflecting on mentoring practice.

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

The review team did not find evidence that the program regularly assesses the quality of services provided by RCSD mentors to their candidates using criteria that includes candidate feedback. Evidence that demonstrates how induction program leaders give formative feedback to RCSD mentors on their work was insufficient.

INSTITUTION SUMMARY

At each level at Sequoia Union High School District, support was a consistent theme. Candidates feel supported by their mentors, program staff feel supported by the institution and the unit supports the induction program, noting the positive impact on candidate performance. In addition, SUHSD has many professional development resources for candidates. Candidates are able to request additional professional development and the district has the ability to create new learning or reach out to community partners for assistance.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Inconsistently
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	Consistently

to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met with Concerns

Summary of information applicable to the standard

The program’s vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. The superintendent and other program leadership consistently discussed their support towards the TIPS program and the need to support new teachers. They described themselves as ‘champions’ of the induction program. District leaders also confirmed that they “value and appreciate the tremendous work being done to support teachers”. The institution demonstrated inconsistent involvement of RCSD faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. This was confirmed through interviews, noting that a RCSD representative does not consistently participate in advisory committee meetings and meetings between the two districts’ induction staff are infrequent. The SUHSD TIPS program ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues. This was confirmed through document review and interviews. SDUHSD mentors reported that they are part of a very collaborative team that meet once a month to discuss candidate needs and make program adjustments as necessary. The institution provides the unit with sufficient resources for the effective operation of the induction program. District administration confirmed that TIPS is a fixed initiative within the district budget. The unit leadership has the authority and institutional support required to address the needs of all educator preparation programs. Interviews and document reviews confirmed they make every effort to provide opportunities to increase candidate capacity and

further their practice. This was evidenced through employing high quality mentors, making program improvements, and increasing professional development opportunities. Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. The institution employs, assigns, and retains only qualified persons to teach courses, provide professional development, and serve as mentors to candidates. The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. At the completion of a candidate’s induction experience, the TIPS director confirms that all candidate expectations have been met. This information is then given to the credential analyst to process the credential recommendation. This was confirmed through interviews and document review.

Rationale for the Finding

Reviewers were unable to ensure that the unit actively involves RCSD faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the TIPS program (e.g. RCSD coordinator or designee’s participation in advisory board meetings where data is discussed and decision making occurs.)

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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

Interviews with SUHSD and RCSD induction leadership members and site administrators confirm the induction program is designed so that candidates are recruited and supported to

ensure successful entry into the profession. RCSD recruits and admits a diverse pool of teachers who reflect the background of the students they serve. In RCSD, teachers are recruited through Teach for America and nine of thirty are people of color. Additionally, RCSD partners with the San Mateo County Office of Education to recruit teacher residents/graduates and for student teachers. RCSD’s executive leadership stated, “it is a district initiative, it is also in our strategic plan,” and that part of the hiring interview is specific to “discussing work with the student population served, also people with interest in social justice, who grew up in similar communities.” SUHSD started a program five years ago called “Developing our Own” which is donor funded. Each year, five classified staff receive full scholarships to teach with SUHSD. Most of these candidates were also students in SUHSD. District leadership stated, “we have put over twenty-four graduates of this program into our schools,” which has supplemented the district’s efforts to recruit a diverse teaching staff.

New hires are enrolled in the TIPS program based on their preliminary credential status as confirmed by each district’s human resources department personnel. These teachers are new hires and others who have been identified as ready to begin induction based on their credential status. Once identified, the TIPS program notifies the candidates regarding the TIPS orientation meeting, where they are formally enrolled in the program. Candidates are matched with their TIPS mentor prior to the start of the year and attend summer professional development, which includes separate orientations specific to year one and year two candidate needs. An integral part of the orientation includes the candidate’s selection of initial CSTP growth goals for their ILP. Candidates are traditionally enrolled in the program for two years unless they are approved for the Early Completion Option (ECO).

Continual and varied advice and assistance is offered to all candidates. Mentors are trained to provide this assistance and advice throughout the year and then in turn supply all-inclusive and individualized support to the candidates to whom they are assigned.

TIPS mentors and coordinators monitor candidate progress towards attaining program requirements while they are enrolled in the program. Candidate progress toward meeting program requirements, both ILP and professional growth activities are monitored and documented on a shared spreadsheet. Candidates are recommended for the clear credential following verification of completion of all program requirements from the SUHSD Director of Professional Development and Curriculum and the RCSD Director of Curriculum and Instruction.

District leadership, HR personnel, and site administrators report that the reputation of a highly supportive induction program positively affects recruitment and retention of teachers. One site administrator remarked that the TIPS program is a “selling point” for new teachers and that despite the challenges brought on by the pandemic (distance learning and return to in-person instruction), retention rates have remained high in SUHSD, a testament to the support new teachers have received during this time. In fact, the theme heard across interviews from all district leaders was the induction program’s positive effect on recruiting and retaining high quality teachers.

	Team Finding
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Common Standard 3: Fieldwork and Clinical Practice	
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
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 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.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The TIPS induction program provides individualized support that results in the candidate’s progression toward mastery of the CSTP. SHUSD mentors are selected through a rigorous application process that includes letters of recommendation, verified experience, demonstrated knowledge of the CSTPs, and an interview with program partners. RCSD mentors

are either site-based instructional coaches or subject/grade-level teaching colleagues, matched with eligible teachers at their site by the program coordinator. Once selected, all mentors received initial training in New Teacher Center mentor tools, the ILP process, and coaching strategies to support their work. Beyond initial training, SUHSD mentors participate in monthly professional growth and networking activities where they share problems of practice, provide peer feedback, and analyze their collaborative logs for trends and patterns of candidate professional development needs. The SUHSD induction director shadows mentors during their meetings and observations of candidates to provide formative feedback on their work. RCSD mentors' monthly meetings include time with their candidates to engage in book studies around topics of choice that support district and ILP goals. These RCSD meetings provide mentors with additional opportunities to network and meet with the coordinator for program updates and support.

Mentors observe candidates a minimum of twice a year. Dedicated time for weekly meetings provides candidates with evidence-based targeted feedback on the implementation of site and district-focused current research-based strategies relative to the ILP goals selected. Candidates complete semester reflections that include descriptions of the overall impact of their action plans, progress made towards meeting growth goals, and next steps in developing practice in relation to the CSTP.

SHUSD mentors stated that professional development is "a diverse set of offerings compared to other districts," includes "specialized special education professional development," is, "much more targeted professional development for teachers," and that recently the "asynchronous professional development offerings have been helpful because teachers can't always make it to a scheduled professional development after school." RCSD candidates shared the value of the book study sessions, commenting how this professional development "saved" them with classroom management issues and helped with English Learner strategies in the P.E. setting.

In SUHSD, a primary focus this year was the providing multiple sessions on trauma-informed instruction/socio-emotional learning which was a high need expressed by mentors and candidates.

Current candidates and program completers shared that the mentoring support they received was essential to their success in the classroom. Comments included, "my mentor is my lifeline," and "one thing that has been transformational is that I can always go to my coach with concrete actionable solutions instead of theory."

In SUHSD, mentoring support has helped completers seek out leadership opportunities at the sites. Advisory board members and site administrators stated that candidates are supported very effectively throughout the program and that the program mentors and TIPS coordinators expressed appreciation for the power of TIPS and of having good candidates supported by the program. It was reported that TIPS teachers are "very supported and the candidates talk about mentor responsiveness and the quality of their work" without prompting.

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 stakeholders 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

There is sufficient evidence confirming that the TIPS program implements a continuous improvement process and adjusts based on frequent data analysis. The program utilizes an external evaluator to develop surveys and generate reports that are used for this purpose. Candidates, mentors, and site administrators reported they were all included in the surveys in addition to having the ability to engage in constant communication with TIPS mentors and program leadership to provide informal feedback. Documentation of such data collection and analysis appears on the advisory board agendas and mentor networking meeting agendas/minutes where data “dives” and protocols are standing items. Feedback from professional development sessions is gathered to inform future offerings through the Kick Up system utilized in SUHSD and through a shared Google folder in RCSD.

The advisory board is currently composed of SUHSD candidates (current and completers), mentors, site administrators, a program coordinator, the director, and a collaborative partner from a local IHE. During interviews, advisory board members shared examples of programmatic changes made based on the data analysis that occurs, specifically, changes to the end of semester reflections and rubric, and providing candidates with increased opportunities to collaborate regardless of their year in the induction program.

Site administrators communicate both at the beginning of the year and regularly throughout the year with the TIPS director, mentors, and the program coordinators to streamline support, assess progress, and inform candidate ILPs. Mentors and site administrators remarked how professional development in SUHSD is responsive to candidate needs, and instructional coaches are often utilized to create workshops based on their expressed needs.

Mentors and candidates reported that support is provided at multiple levels: from their assigned mentor, instructional coaches, the program coordinators, and site administrators. The SUHSD and RCSD induction staff act as the direct liaisons between district leaders and the induction program to ensure continuity of the work between the mentors and candidates in both districts.

The program collects and analyzes multiple sources of data including local, state, and anecdotal notes from the field to assess the effectiveness of the program, the candidate preparation, and makes modifications based on the analysis of this data. Candidate progress through the program is monitored through use of the Canvas platform in SUHSD and through Google Drive in RCSD. Both programs utilize a database to document candidate’s activities throughout the program.

The quality of the preparation candidates receive and its effect on student learning is demonstrated to district leaders through submission of mid-year and end-of-year reflections. Site administrators reported their involvement in reading the candidate reflections, noting they don’t read their own candidate’s reflections to ensure objectivity. Candidates receive written feedback on their end of semester reflections where a minimum rubric score must be obtained. SUHSD program completers report that the induction program experience has helped them stay focused on students, avoid the isolation of teaching, and achieve a practical understanding of the CSTP.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The TIPS program ensures that candidates are prepared to serve as professional school personnel and know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. Candidates are assessed for program competencies twice yearly, in January and June, and utilize the Continuum of Teaching Practice to engage in co-assessments of their growth in the CSTP. Additionally, candidates complete a pre- and post-CSTP confidence survey from which their

growth in the CSTPs is quantified and analyzed by program leadership. These assessments coincide with their completion of end-of-semester reflections. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

The unit and its induction program 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. Through weekly meetings with their TIPS mentor, candidates engage in reflections on their teaching practice and include findings on their observations of student impact as a result of their work within the ILP. District leadership and administrators use observation and student data to confirm that the TIPS program is having a positive impact on candidate competence. Interviews confirm that candidates are able to demonstrate the skills necessary to effectively educate their students as a result of their participation in the induction program.

RCSD site administrators described examples of the program's impact on teaching and learning for their candidates commenting that, "candidates are goal oriented, reflective, focused, constantly reviewing the CSTP and how it influences instruction—able to, piece by piece, improve practice." One site administrator noted how TIPS has helped, "cultivate this promising teacher. We retain strong teachers because they feel supported - they say so."

Candidates described the support received from their TIPS mentors as "overwhelmingly positive" and that "the experience has been tremendous for me, my weekly meeting with my coach has been awesome, she helps me see a different perspective. I had my reservations about induction after my preparation program and I am now really grateful for it. I have an advocate there for me."

78.6% of completer survey respondents said the TIPS program was effective or very effective at helping them develop the skills, habits, or tools needed to grow their teaching practice. This was confirmed by recent completers in interviews. One SUHSD completer said, "having a weekly scheduled meeting is so helpful. The panic and floundering are overwhelming without that person. They provide advice and stability. I wish every teacher had this support." Beyond the impact on classroom instruction, one administrator commented on the socio-emotional benefits of the TIPS program stating, "getting the support is filling their buckets - talking about trauma in teachers. They have a team for support. They help with the anxiety and stress even though they don't have any training as mental health providers, they serve in that capacity." SHUSD mentors shared how lasting their relationships with former candidates have been, noting they are still in contact and often asked by former candidates if they are "doing this right."