

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

Professional Services Division

March 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Jose' 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**

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 with Concerns
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction Program	6	5	1	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: San José Unified School District Induction Program

Dates of Visit: January 23-25, 2023

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
November 2015	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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 General Institutional Preconditions have been determined to be **Met**. Out of the six Teacher Induction Preconditions, Precondition 1 was found to be not in compliance:

- Precondition 1: Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

Program Standards

After a review of all evidence provided by the institution including but not limited to the institutional report, supporting documentation, completion of interviews with candidates, completers, mentors, site administrators, and professional development providers, institution and program leadership, the team determined that the following Teacher Induction Program Standards are **Met for Program Standards 1, 2, 3, 5, and 6** and the following Teacher Induction Program Standard is **Met with Concern: 4** for San José Unified School District.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, completers, mentors/coaches, professional development providers, site administrators, and institution and program leadership, the team determined that

- Common Standards 2, 4 and 5 are **Met** and
- Commons Standards 1 and 3 are **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of San José Unified School District's Teacher Induction Program documents and conducted interviews with candidates, completers, mentors, site administrators, advisory board members, program personnel, and district leadership. Based on the findings from this review including the interviews, the team unanimously recommends a decision of **Accreditation with Stipulations**.

The team recommends the following stipulations:

1. Teacher Induction Precondition 1: That evidence be provided within thirty days of the COA action that San José Unified School District establish a process to enroll candidates in the Teacher Induction Program beginning in the teacher's first year serving on their Preliminary Teaching credential. This includes those from out-of-state and out-of-country who hold Preliminary Teaching credentials, require induction, and may have additional requirements, to Clear their credential.
2. That within one year the institution submit evidence that the unit provides sufficient resources, and structures and processes to ensure appropriately matched mentors to serve all eligible candidates and provide evidence that the unit consistently ensures that mentor selection for candidates is consistent with program standard 4.
3. That San José Unified School District provide a 6-month report to the COA on progress that has been made in addressing issues listed above.

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

Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Induction Teacher Handbook
Induction Coach Handbook
Individualized Learning Plan
San José Unified School District Teacher
Induction Program Website
SJUSD Accreditation Website

Candidate/Mentor Matching List
Participating Teacher Waitlist
Accreditation Data Dashboard
Mentor Training Materials
Mid-Year Surveys
End of Year Surveys
Completer Survey Results
Precondition Responses
Accreditation Data Dashboard
Mid-Visit Report Response

Interviews Conducted

Stakeholders	TOTAL
Candidates	33
Completers	8
Employers	12
Institutional Administration	5
Unit Leadership	2
Program Coordinators	1
Mentors/Coaches	27
Leadership Team/Advisory	16
Professional Developers	10
Induction PLC	7
Credential Analyst	1
TOTAL	122

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

Background Information

San José Unified School District (SJUSD) is an urban school district serving over 30,000 students from transitional kindergarten through high school. SJUSD is comprised of 41 schools from Downtown San José to the Almaden Valley. The district is Silicon Valley’s largest and most diverse school system. While the majority of students attend their neighborhood school, SJUSD also offers the following educational programs:

- Science/environmental elementary magnet school
- Montessori elementary magnet school
- Two-Way Bilingual Immersion
- International Baccalaureate

Education Unit

SJUSD Teacher Induction Program is a single district program whose Education Unit is led by the Superintendent of the district. The Associate Superintendent of the Division of Instruction

serves as a direct connection to the Curriculum and Instruction (C&I) Services Department which is divided up between an Elementary and Secondary Director. Both directors administer programs that impact the Induction Program and work directly with the Induction Program Coordinator. The Director of Secondary C&I also has oversight responsibility for the Induction Program as the administrator for the Induction Coordinator. Table 1 below provides the current number of candidates enrolled in the program as well as the number of completers last year.

Table 1: Completer and Enrollment Data

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Teacher Induction Program	50	150

The Visit

This site visit was conducted virtually. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met with the exception of the following:

Precondition 1: Each induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.

It was found that there is a waitlist of prospective candidates that are not enrolled in induction in their first year of teaching and in some cases beyond this time. This waitlist is used by the program to track both potential future candidates on who are teaching on Emergency Permits and Intern credentials as well as teachers who possess a Preliminary credential and qualify for enrollment in the induction program. Those interviewed indicated that the lack of program mentors/coaches to provide support for the number of candidates eligible to enroll in induction is limited. Those eligible candidates on the waitlist include candidates with a hire date after September 30th and out-of-state or out-of-country candidates with a Preliminary credential who have additional requirements needing to be met for their Clear credential, such as exams.

PROGRAM REPORT

Teacher Induction Program

Program Design

The San José Unified School District (SJUSD) Teacher Induction Program staffs a full-time Induction Coordinator who reports to the Secondary Director of C&I. As indicated in the Commission on Teacher Credentialing (CTC) Accreditation Data Dashboard (ADD) in 2021-22, the SJUSD Teacher Induction Program had 138 enrolled candidates. Out of those 138 candidates 4 were reported as Early Completion Option (ECO) candidates and eligible to complete the Induction Program in one year. Out of the 138 enrolled candidates for 2021-22, 91 were newly enrolled and 47 were continuing the program. Interviews confirmed that regular leadership consultation is provided by the Induction Leadership Team which meets two to three times a year and includes representatives from district and site administrators, coaches, induction teachers, a consulting teacher, a SJTA union representative, a credential analyst and the Induction Coordinator.

Interviews also confirmed the Induction Coordinator maintains frequent communication with all stakeholders through a variety of ways. In fact, several candidates, administrators, and mentor/coaches reported during interviews that the coordinator was quick to respond to their questions or even when they had a self-described, “S.O.S.”. The Induction Coordinator also conducts training, group meetings, and 1:1 meetings for coaches in person and virtually. Ongoing communication with coaches is maintained through the weekly bulletins. The mentors/coaches also have access to the Induction Coach Handbook which contains many of the components and resources of the program. All Induction related announcements and documents are shared with candidates and mentors/coaches through Canvas learning management system. Information on how to access and navigate the Canvas website is shared in an email and at orientation at the beginning of the year. The Induction Coordinator meets monthly with the Induction Professional Learning Community (PLC) to discuss best practices and program designs that adhere to CTC standards. The Induction Coordinator also participates in Regional Induction Cluster meetings.

The program reports that they “continue to refine and streamline different aspects of their program” to better meet the needs of the mentors/coaches and candidates. Data collected from numerous district level and induction program surveys along with conversations among coaches and district leaders lead to program improvement and modifications. One such change was calibrating coach feedback and reviewing candidate Individual Learning Plans (ILPs). In order to create an objective process for reviewing documentation the leadership has created a four point rubric and a monthly overview for candidates that includes items to complete with their coach and independently. Candidate interviews confirmed that this tool was incredibly helpful and as it provided a calibrated way to receive feedback and “chunk out their to-do’s”. Another modification that was evidenced as useful is having each candidate's ILP include all of the CSTP continuum and their personal goals included in a Google document. This live document allows for up to date progress as well as feedback from the mentor/coach and Induction Coordinator. Candidates and mentor/coach interviews confirm that candidates are

encouraged to pick one or two CSTP goals to work on each semester with three different benchmark check-ins throughout the year. It was also verified that candidates that had statutory requirements to complete (passing the TPA/RICA) were only asked to work on one goal over the school year as these candidates would also be preparing for their assessments.

The mentors/coaches for the induction program are hired and selected by the C&I department leadership to serve in full time release positions as district coaches and induction program mentors. Interviews confirmed that in order to be eligible for this position the educator must have at least three-five years of exceptional teaching experience evidenced by a current letter of recommendation from an administrator. Mentors/coaches go through a rigorous district interview process before they are selected. Once they are selected for the induction mentor position, interviews and documentation confirm that they go through several coach training sessions, including the *Jim Knight Coaching Model*. Mentor/coaches also reported having access to coaching resources housed in Boxnote and these resources are reported to be continually refined and updated by the Induction Coordinator.

Interviews verified that all induction mentors/coaches receive specific induction coach training during the beginning of the year and Induction Support Workshops along with other coach training throughout the school year. The Induction Coordinator also hosts 'office hours' for additional support to mentor/coaches as they support their new teacher candidates. Mentor/coaches interviews confirmed that creating a trusting relationship with their candidate is key to supporting growth. The mentor/coaches shared that they are responsible for collaborating with the candidates as the candidate completes coaching cycles and works on their ILP goals evidenced through benchmark check-ins. The mentors/coaches also submit a collaborative coaching log every other month to evidence the different support they provide along with the time they spend with the candidate.

Additional interviews conducted with candidates, mentors/coaches, and administrators along with documentation evidenced that the program employs induction mentors/coaches that often do not have a like credential match with their assigned candidates. The documentation also confirms that a like credential and/or content area authorization are not a primary consideration when making a mentor/candidate match at the secondary level and mentors for candidates at the secondary level do not commonly hold the same credential content area. Although the program reports additional coaching support available to the candidate, there was a lack of evidence of a consistent system in place to ensure appropriate content, credential area or just in time support for candidates at the secondary level. During interviews, candidates reported that if their induction coach did not have experience in their area the induction coach would refer them to someone else. Candidates stated that it was sometimes easier and more effective to seek out another teacher for questions about their curriculum and for needed just in time support. Additionally, the program reported that this year it has implemented a process of assigning a program specialist at the district level to Education Specialist candidates at the secondary level for just in time support.

The induction program obtains input from stakeholders every year in various ways. Teachers, mentors/coaches, and administrators are asked to complete a mid-year and end-of-year survey.

The stakeholders give feedback on these surveys as well as the CTC's completers survey. The data collected is reported to allow the program to "refine the nature and quality of support provided by the program". The program also reports that any respondents that note concern receives personalized follow up and support, which was confirmed in both the administrator and mentor/coach interviews and indicates that the district surveys do not appear to be conducted anonymously.

Course of Study (Curriculum and Field Experience)

The program reports that candidates are enrolled in the Teacher Induction Program for two years unless they qualify for the Early Completion Option (ECO) track. Interviews and the orientation slide deck confirm that during orientation the candidates are made aware of requirements for the ECO option and asked to speak to the Induction Coordinator if they think they might qualify for this option. Candidates and mentors/coaches are required to attend an annual orientation. Interviews confirm that during the orientation both mentors/coaches along with the candidates were given an overview of the expectations and support that would be provided during the Teacher Induction Program. Candidates are asked to rank themselves on all 38 elements of the CSTP continuum. Once they complete the self-evaluation, the candidate would take those results along with their Individual Development Plan (IDP) from their Preliminary program to meet with their mentor/coach and sometimes their administrator. This triad group then collaborates to create one or two goals based on the CSTP for the candidate to work toward during the school year. These goals along with any evidence to support candidate growth on the goals are housed in the candidates Individual Learning Plan (ILP).

During weekly meetings the candidate and mentor/coach reflect on any progress or hurdles in working on their goals. Candidates, mentors/coaches and documentation confirm that for candidates who still have RICA or TPA to complete, there are three benchmark check-ins throughout the school year. For all other candidates there are three benchmark check ins per semester that allows for monitoring and evidence. Several candidates reported during interviews that having the benchmark check-ins made the requirements more manageable and not so overwhelming. The Induction Coordinator and mentor/coaches give feedback on the progress of the candidates as well as allow the Program Coordinator to be aware of struggling candidates that might need additional support.

Candidates confirmed during interviews that they are asked to rate themselves on the CSTP Continuum referencing their Preliminary program IDP and current teaching context to determine a current rubric level on the CSTPs. The candidates are then asked to choose one or two CSTP elements they would like to focus on as goals for the semester. The candidates and mentors/coaches reported that they work together to create defined and measurable outcomes along with an action plan for their goal(s). Administrator interviews confirmed that at the beginning of the school year they have an opportunity to share the school and district overall goals with the candidate and together the administrator, candidate, and mentor/coach develop one or two goals for the candidate. During the next few months, the candidates reflect on their goals and capture in writing any successes and challenges they may have encountered. The final phase is the candidate's reflection on growth they have made as well as documenting evidence of this. This process is repeated each semester for both the traditional and ECO

candidates. It should be noted that when candidates have yet to pass the RICA or TPA based on the COVID waiver, they work on only one CSTP goal along with working on these statutory requirement assessments.

Interviews and documentation confirmed that the program offers Professional Development (PD) opportunities throughout the school year. These opportunities are offered both in person, virtual and on Saturdays. The induction candidates reported that they are required to attend three professional development sessions of their choice each year. Interviews confirmed that other than the district new teacher required PDs the candidates must also choose three PDs over the school year to meet their individual needs and align with their unique goals. Candidate interviews confirmed that the program has several opportunities to choose from and the program creates additional PD options based on candidate needs collected in surveys. Candidates also reported that the program provides a “plethora of resources and opportunities to support our growth as new teachers” on their Canvas Learning Management System.

Candidates and mentors/coaches report that they meet weekly for at least one hour though this meeting may occur with a group of candidates with the same mentor and the candidates at the secondary level do not commonly hold the same credential content area as the others in the group due to the mentor/candidate match design. In these meetings, the induction mentor/coach guides the candidates by first having the candidates self-assess themselves in relation to the CSTP. The coach, candidate and the site administrator collaborate on two/three goals to support the candidate’s growth on the CSTP continuum. The ILP houses the evidence collected throughout the school year on how the candidate is progressing on their goals. Mentors/Coaches work with the candidate to navigate the offered professional development opportunities to select the ones that best supports their goals. Induction coaches are responsible for recording the coach meetings and the additional support the candidate receives on the collaborative coach log.

Assessment of Candidates

Candidates are assessed by the program in a variety of ways. Self-assessments include candidates ranking themselves on the CSTP Continuum of Teaching Practice at the beginning and end of year 1 and end of year 2 that they are in the Teacher Induction Program. The ILP cites the evidence of growth towards mastery. Candidates also self-assess through a program created rubric using feedback from induction mentors/coaches and the Program Coordinator during each benchmark period. Candidates are also given feedback from their mentor/coach during at least two coaching cycles per school year. It is during this coaching cycle where the coach observes the candidate teach a lesson and provides feedback on that lesson. A program designed rubric leads the feedback conversation. However, as noted the mentor/coach at the secondary level often does not have a credential/content area match when observing and providing feedback to the candidate. For example, there are no mentors/coaches with a Special Education credential at the secondary level so those candidates are assessed by a district mentor/coach with a general education credential.

All credentials are recommended by employees of San José Unified School District. Candidate interviews confirmed that they are provided a “check-off list” that is updated by themselves and

confirmed by the Induction Coordinator. Several candidates that have completed the program said that this “check-off list” kept them organized and prepared as they navigated the process for requesting their Clear Credential. One completer even said that “a huge benefit of this check-off list is so that there are no surprises at the end of the program”. The Induction Coordinator sends the credential recommendation to the district's Credential Analyst in Human Resources. Both the Credential Analyst and the Induction Coordinator are responsible for filing for the candidate’s Clear credential.

Findings on Standards

After review of all available documentation including interviews with candidates, program completers, program personnel, mentors/coaches, administrators, and other stakeholders, the team determined that all program standards are met for the San José USD Induction Program except for the following:

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

Documentation and Interviews conducted with candidates, mentors/coaches and administrators revealed issues with matching candidates at the secondary level with induction mentors that held like credentials, had subject matter expertise, or systematically connected candidates with this support. While the program reports that additional support is available to the candidate to meet those needs, documentation at the secondary level often indicated that the candidate should seek this support from their Department Chair. Reviewers were unable to confirm a consistent system to ensure the induction mentor has the content knowledge of the candidate's teaching assignment to support their induction growth or is able to uniformly provide these available resources. The team found no documentation on a system to provide candidates with additional content area support or just in time support.

INSTITUTION SUMMARY

The San José Unified School District (SJUSD) Teacher Induction Program is based on Jim Knight's work of coaching cycles to support the professional learning and growth of all teachers as they engage in their professional growth goals through the Individualized Learning Plan (ILP). Through their participation in the ILP and coaching cycles, candidates are guided in reflecting and developing their practices. Interviews with stakeholders affirmed the positive power of these practices in developing their candidates as well as sustaining them in the profession. One candidate shared that their mentor/coach “observes me every day for a week and then debriefs. The conversations have been valuable and I’ve had many opportunities for growth.”

Across interview groups, a common theme was support provided by the coach/mentor and its impact on the candidate/teacher. The prioritization of the coaching cycles for the growth of teachers supports the district’s mission and vision of instructional initiatives.

The Teacher Induction Program is housed in the Curriculum and Instruction Division. The program regularly collects and reviews stakeholder feedback. Feedback is analyzed and discussed to inform program changes and decisions. Coaches/mentors use survey responses to determine the next steps when planning professional development and the leadership team

analyzes and discusses completer and program completer surveys. Interviews with the leadership team revealed that the data is discussed and used to align and streamline what the candidates are doing in induction and useful in the classroom.

A common theme that emerged from interviews with candidates and completers was how appreciative candidates with remaining TPA requirements were of the Induction Program Coordinator and her support. The Program Coordinator became a TPA assessor in 2020 in order to have a deeper understanding of the TPA requirements. She also held TPA support meetings which gave candidates a structured time to work on their TPA.

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 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.	Inconsistently
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.	Inconsistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

SJUSD Teacher Induction Program’s vision is to provide a robust mentoring support system for teachers to further grow and develop the professional skills and knowledge a teacher gained in a preliminary preparation program to support the district’s vision of preparing students to be thinkers, leaders, and creators of tomorrow. SJUSD’s Teacher Induction Program is based on the research findings that show mentoring, formative assessment and professional development are essential to the learning of a new teacher. SJUSD’s mentoring structure is based on the research of Jim Knight’s *Instructional Coaching, Better Conversations, and Impact Cycle* and is intensive, ongoing, and connected to practice; focused on student learning, and addresses the teaching of curriculum content; aligned with school improvement priorities and goals; designed to build strong working relationships among teachers. However, the common mismatch between candidates and district office-based mentors/coaches limits their ability to address the teaching of curriculum content as noted.

The Teacher Induction Program uses full release site and district instructional mentors/coaches to support candidates in the Teacher Induction Program. Site and district coaches are interviewed and hired by the Directors of elementary and secondary education in the C&I department. The Directors and Induction Coordinator pair mentors/coaches with candidates using site placement as the primary consideration for the mentor and candidate match at the secondary level. The mentors/coaches are often based at the district office and they group their candidates by site rather than credential. For example, a mentor/coach with a Single Subject credential in math will be paired with a group of candidates at the same site even if that is a candidate serving in an English assignment based on their credential while there are candidates at other sites in Math assignments being served by a district mentor/coach with a Single Subject

credential in English. Additionally, the C&I Directors are responsible for observing, evaluating, and providing feedback to the coaches on their mentoring skills and induction support.

Candidates are also able to deepen their learning of diversity and equity through the use of the coaching cycles. Candidates are asked to consider and reflect on the impact of instruction on English learners, special populations, and students above or below proficiency when they participate in a coaching cycle with their coach/mentor. As candidates move through the coaching cycle process with their mentor, they are asked to analyze data and what they learn about their focus students based on the data collected and analyzed. These coaching cycles help candidates develop research-based strategies for improving student learning.

Candidates' progress in meeting program requirements are monitored by the Induction Coordinator, who is also the authorized designee for the Clear credential recommendations. When a candidate completes the program, the Induction Coordinator, in consultation with the Credential Analyst, submits recommendations to the Commission on Teacher Credentialing.

Rationale for the Finding

Interviews among a variety of constituencies revealed Preliminary credentialed teachers were placed on a waitlist for various reasons such as needing to meet required exams, and in some cases, due to insufficient availability of mentors/coaches particularly following the September 30th cut-off date. Interviews with different constituencies indicated that Preliminary credentialed teachers who are either hired after the window of September 30th or whose official Preliminary credential is processed after September 30th are not enrolled until the following school year. Comments shared during interviews indicated that candidates did not receive confirmation of their enrollment into induction until after the start of the school year, new hires were unsure when they were to start induction. These Preliminarily credentialed teachers on the waitlist were not able to enroll in induction in their first year of teaching and evidence indicates that some remain on the Waitlist for two or more years as the teacher works on meeting required exams.

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

A review of evidence and interviews confirms that SJUSD seeks to diversify the teacher workforce through recruiting efforts that includes recruiting international teachers, partnering with Teach for America, and Rise in Special Education (RISE). The RISE program, funded by the California Local Solutions to the Shortage of Special Education Teachers Grant, creates a pathway for current general education teachers and related instructional personnel to earn a special education teaching credential at San José State University at no cost.

SJUSD teacher induction is housed within the C&I division. Document reviews and interviews with stakeholders confirm that there is one full-time Induction Coordinator who provides support, guidance, and professional learning for coaches/mentors and candidates. The Induction Coordinator is responsible for overseeing the day-to-day operations of the program and monitoring the progress of candidates as they complete program requirements. Interviews with mentors/coaches, candidates, and site administrators indicated that the Induction Program Coordinator is approachable and responsive to questions and needs of the district and site mentors/coaches as well as the candidates.

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.	Inconsistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Inconsistently
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 <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met with Concerns
Summary of Information Applicable to the Standard

SJUSD’s Teacher Induction Program has designed the Individual Learning Plan (ILP) process around support for candidates to develop their knowledge and skills around individualized goals. The ILP is developed with input from site administrators and mentors/coaches during the triad conversation, the university IDP, and candidate self-assessment on the Continuum of Practice to identify individual areas for growth and create individualized goals. Candidates are

asked to then create short term goals and reflect on their progress on the ILP. Candidates get both just in time support and support for ILP goals from their assigned mentors/coaches and from site administrators, which was verified in interviews with school principals, mentors/coaches, and candidates. This support at the secondary level often may not be from a mentor/coach with a credential/content area that is the same as the candidate.

Mentors/coaches are primarily full-time release and often district level C&I coaches. District Mentors/coaches are often matched by school site at the secondary level rather than credential type and do not necessarily have similar content or credential to their candidates. The program documentation often indicates that a Department Chair be contacted by the Single Subject candidates to seek out for additional content area and just in time support though there is a lack of specificity in this documentation. For example, the documentation reviewed did not indicate the name or credential/content area of this secondary support individual and tracking did not include information on how frequently they met with the candidate to provide this secondary support. Furthermore, all special education candidates at the secondary level are supported by a general education mentor/coach who has no credential as a special education teacher. There are no mentors/coaches with special education credentials at the secondary level in the district. The program does identify secondary support staff for these matches such as district level individuals who hold special education credentials who the candidate may reach out to for support though these individuals are not mentors. While this normally allows elementary teachers to have the same credential match this is not true at the secondary level. As one mentor/coach stated, " I support the 11 teachers at my site." This situation also occurs with the district C&I mentor/coach whose primary workplace is the district office will often have all of his/her candidates from the same one or two sites rather than based on a credential match. This results in an English mentor/coach with a math candidate while at another site the Math mentor/coach may be serving an English candidate. While mentor/coach resources would need to be built up in areas such as secondary Special Education, other opportunities for appropriate credential/content area matches already exist within the current resources available.

Since Teacher Induction Program mentors/coaches are also site and district level Curriculum and Instruction coaches, there is not a separate application process to be a Teacher Induction Program mentor/coach. Site and district mentor/coaches are required to be Induction mentors as part of their work as district mentors/coaches. The Curriculum and Instruction directors match mentors/coaches with new candidates based upon mentor/coach availability and site alike matching more so than content, grade, or credential type. Mentors/coaches do have ongoing support and training focused on their job as a site or district coach which includes but does not focus on Induction mentoring.

The Teacher Induction Program provides individualized support through meetings with the Induction mentor and district Program Development (PD) series. Mentors/coaches meet with their candidates roughly 1 hour per week which are often group meetings with the mentors/coaches and their candidates meeting together at a common time. Not all candidates are meeting with their mentors/coaches individually for 1+ hours per week. A core component of the Teacher Induction Program is the coaching cycles in which mentors/coaches support

candidates to grow in their chosen CSTP. Additionally, candidates are required to attend individualized professional development of their choosing throughout the year which could be district offered professional development or other conferences/training such as Grace Dearborn or the California Math Conference. Additionally, candidates are provided opportunities to observe colleagues. This support allows candidates to develop and demonstrate the knowledge and skills to educate and support all students. Candidates specifically expressed how helpful and enjoyable the professional development sessions were. One candidate indicated that not only did she learn but her students are now much improved in their reading scores as a direct result of the guided reading professional development she attended.

The students in SJUSD represent a diverse population, and candidates have ample opportunity to experience issues of diversity. District leadership expressed their desire and commitment to ensure candidates are well prepared to teach the diverse students of SJUSD and offer professional development opportunities to help build those skills. Additionally, supporting diverse students is embedded in the coaching cycle and candidates have the opportunity to reflect on how that instructional move affected different students in their classes such as English Learners, Special Education students, students with a 504, or students with other additional needs.

In part due to the Teacher Induction Program model, as well as low numbers of coaches, not all candidates are matched appropriately with a mentor/coach. This is especially true in Special Education. One candidate stated that while his mentor was wonderful, always helping and bringing in Special Education people when she could not answer a question or provide help it would have, “been nice to have a special education mentor in order to get all my support from the same person”.

Rationale for the Finding

Although mentors/coaches must be certified and experienced in teaching, they are not consistently certificated and experienced in the specified content particularly at the secondary level. This was most consistently demonstrated in how the program supports the Education Specialist candidates in that none of the mentor/coaches assigned to Education Specialist candidates at the secondary level hold that credential themselves. For this reason, the mentors/coaches who are credentialed general education teachers must reach out to district program specialists in special education in order to provide additional support for the Education Specialist candidates.

Additionally, interviews and additional evidence indicate that the primary process and criteria in the candidate/mentor match appears to be made based on grouping candidates by site in an attempt to match all candidates at a site with one district mentor/coach rather than a credential/subject area match. SJUSD Teacher Induction Program does identify for their secondary candidates where they may access additional support in their content area. For example, they indicated that the candidate should reach out to their Department Chair for that credential/content support but do not have a consistent protocol or practice to ensure that this is occurring for all candidates. Since mentors/coaches are assigned to candidates that are often

not a credential match at the secondary level they are unable to consistently provide effective and knowledgeable support for candidates in the specific credential or content area of their assignment. Inconsistent responses were given across constituencies about the support provided to credential-mismatched candidates and mentors/coaches. Although program personnel indicated that department chair support is provided to these candidates, the team heard inconsistent evidence of how candidates access this additional support.

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

A review of SJUSD documents and interviews conducted revealed that the Induction Coordinator routinely collects candidate and mentor/coach input through twice yearly program evaluations. The Teacher Induction Program leadership makes program improvements based on that feedback that is provided in the form of candidate, mentor/coach and site administrator surveys and as well as recent completer data. Additionally, the Leadership team creates subcommittees to work on creating solutions to various issues that arose; for example, the leadership team subgroup worked on the best ways to increase site administration input on the Individual Learning Plan (ILP). Candidates, mentors, and site administrators all confirmed that site administrators now meet with candidates at the beginning of the year to support candidate growth in their California Standards for the Teaching Profession (CSTP) goals. The Induction Program Coordinator and mentors/coaches also indicated that the Teacher Induction Program increased their support to those candidates needing to pass TPA and/or RICA based on candidate feedback and surveys from candidates during the 2020-2021 and 2021-2022 school years. Candidates confirmed this information mentioning how the Teacher Induction Program has increased TPA and RICA support and accountability based on last year’s Induction feedback surveys.

Participants from various groups including mentors/coaches, candidates, the Induction PLC and others highlighted the Induction Coordinator as approachable and proactive in her work. As one candidate said, “I was told an email arrived from (the Induction Coordinator) on a certain day and it was there in my inbox that morning.” Site administrators commented how available the Induction Program Coordinator was stating, “(She) is so approachable and open to input. The program evolves because she is so open to us being a part of that improvement process.”

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

During interviews with various groups it was indicated that the focus of the program is to support candidates in growing their teaching practice. One site administrator specifically indicated that “Many candidates who are brand new teachers do not know what a good goal to work on would be so we provide guidance as we want the goals to be viable.” Candidates’ self evaluate their ILP against a rubric developed by the program. They review that self evaluation with their mentor/coach and make edits. The mentor/coach then reviews their ILP again using the rubric and provides feedback to the candidate. The ILP is then reviewed by Induction Program staff and feedback is provided to the candidate along with a plan of action on how to revise if the candidate does not score a 3 or 4 on the rubric.

District leaders and site administrators indicated that the program has a positive impact on professional practice and student learning. Interviews confirm that candidates are able to demonstrate the skills necessary to effectively meet the needs of their students as a result of their participation in the induction program. In particular, the coaching cycles provided by their mentor/coach resulted in the candidate’s ability to reflect on and refine their instructional practices.

A review of the data in the Accreditation Data Dashboard (ADD) indicates that of completers who took the survey from 2021-2022, 96% indicated that the program was effective or very effective in helping [the candidate] develop the skills, habits, or tools needed to grow in your teaching practice. When interviewed, multiple recent completers confirmed at this stage that

the program was instrumental in their growth in the teaching practice. One specifically noted, “my [mentor] coach took me under their wing and helped with everything--norms, policies, structures, classroom management- went out of their way to do that.”