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

Professional Services Division

May 2023

Overview of this Report

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

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

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

Program Standards

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

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

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

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **San Ramon Valley Unified School District**

Dates of Visit: **March 20 22, 2023**

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2015	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 candidates, completers, site administrators, mentors, district leadership, program leadership, and other constituent groups. 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 relevant Preconditions for the San Ramon Valley USD have been determined to be **Met**.

Program Standards
All program standards for the Teacher Induction program offered by the San Ramon Valley USD have been determined to be **Met**.

Common Standards
All Common Standards have been determined to be **Met**.

Overall Recommendation
Based on the fact that the team found all program standards for the Teacher Induction program to be **Met** and all Common Standards **Met**, the team unanimously recommends Accreditation for the San Ramon Valley USD.

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

In addition, staff recommends that:
- San Ramon Valley USD's responses to the preconditions be accepted.
- San Ramon Valley USD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Ramon Valley USD continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:
Shelly Groom
Retired, Visalia Unified School District

Program Reviewer:
Chad Lanting
San Diego County Office of Education

Common Standards Reviewer:
Teresa Shockley
Chino Valley Unified School District

Staff to the Visit:
Poonam Bedi
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Candidate Handbooks and Protocols
Program Review Submission	Candidate and Mentor Survey Results
Common Standards Addendum	Accreditation Data Dashboard
Program Review Addendum	Advisory Meeting Agendas
Program Course of Study	Mentor Training Agendas
SRVTIP Accreditation Website	Mentor Training Tools and Materials
SRVTIP Program Website	Mentor Application
Candidate ILP Portfolios	Candidate In-Take Survey

Interviews Conducted

Constituents	TOTAL
Candidates	30
Completers	13
Site Administrators	13
District Leadership	8
District Advisory Board	8
Mentors	21
Equity and MTSS Teachers on Special Assignment (TOSAs) who also serve as mentors	6
Program Leadership	3
Credential Analysts	2
Regional Collaboration Partners	8
TOTAL	**112**

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
The San Ramon Valley Unified School District is in the San Francisco Bay Area. Specifically, the district is in the city of Danville within Contra Costa County. The 35 school sites in the San Ramon Valley USD include 22 elementary schools, 8 middle schools, 4 high schools, and 1 alternate education/ continuation campus staffed by approximately 3,500 Certificated and Classified staff that together serve more than 30,000 students. The student population of the district includes 4.8% English Learners, 9.5% students with different abilities, 6.1% socio-economically disadvantaged, 42% Asian, 34.5% white, 8.8% Hispanic, 3.7% Filipino, and 1.8% African American. The district has more National Blue Ribbon and California Distinguished School distinctions compared to any other Northern California school district. 95% of graduates in the district plan to attend college, with similar statistics in terms of the graduation rate and average daily attendance. The community and parental support of the district is apparent through volunteer services, donations, and an annual Education Foundation fundraiser.

The San Ramon Valley USD's mission is "to serve all our students and prepare them to flourish as responsible, ethical, and productive citizens by providing a continuously improving educational program which encourages all our students to discover the joy of learning and to realize their full potential in an ever-changing world." The district is "built on a foundation of academic excellence" while working on "broadening our definition of success." In particular, the district's LCAP goals encapsulate the vision of the district. The LCAP goals, which are also referred to as "pillars" and the district's strategic directions are 1) Deep Learning and Innovation, 2) Equity, 3) Social Emotional Well-Being, 4) Shared Leadership, 5) Culture of Responsiveness, and 6) Stewardship of Resources.

Education Unit
There are three departments in the district: Education Services, Business Services, and Facilities. The San Ramon Valley Teacher Induction Program (SRVTIP) resides in the Educational Services department. The program vision includes the following guiding principles:
- Learning to teach is a life-long, developmental process that involves confronting challenges and taking risks.
- The teacher is the key agent of educational change; effective teaching is the cornerstone of educational reform.
- The professional norms of self and peer assessment, reflection, and collaboration are central to the success of schools and the improvement of learning and teaching.
- Effective support offers mutual learning opportunities for both the candidate and the mentor.
- Mentor training and expertise are the key components of a successful Induction program.

SRVTIP is overseen by three Teachers on Special Assignment (TSA). The three TSA operate a "mixed model" program in which they divide school sites amongst themselves to serve as site liaisons. In addition, they provide professional development and support to mentors and mentor their own candidates among other program leadership duties. Out of the 100 candidates currently enrolled in the program, roughly one-third are Year 1 teachers, less than

15 are Education Specialists across Years 1 and 2, and less than ten teachers are in the Early Completion Option pathway. The mission and vision of both the district and SRVTIP are both complementary and co-dependent as will be evident throughout the remainder of this report.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Teacher Induction	42	100

The Visit

This site visit was conducted virtually. The team and institutional constituents were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for the San Ramon Valley USD, all have been determined to be **Met**.

PROGRAM REPORTS

Teacher Induction

Program Design

Leadership within the induction program is shared between three full-time released Teachers on Special Assignment, with two also having the title of coordinator. These three individuals also serve as site liaisons for specific school sites and work with administrators, candidates, and mentors at those sites to keep them apprised of program activities, provide guidance, and answer any program questions. Interviews with various constituent groups confirmed the significant role these three individuals have within the program, highlighting their receptiveness and dedication. During interviews with district leadership, it was shared that "the three leaders are deeply respected by teachers and administrators. Management trusts [them] and teachers do also."

The three Teachers on Special Assignment work in a "mixed model" in which each of them mentor multiple candidates along with their additional leadership responsibilities within the program. Full-time teachers and retirees are also recruited to serve as mentors within the program, supporting one or two candidates. Program leadership, and program documentation, stated that the program works to pair candidates with mentors who hold the same or similar credential and teach in a similar assignment. When possible, the program also attempts to pair candidates with a mentor at their site. Interviews with program candidates confirm that pairings are based on the content/grade level. Interviews with candidates and leadership also

referred to consideration of teachers' interests and needs. Year 2 candidates shared in interviews that the pairing is "all based on content level and grade-level" as well as being "based on my interests and needs in the profession."

The program handbook outlines the expectations of mentors including weekly communication with the candidate, providing "just-in-time" as well as long-term support, and participation in ongoing training. The portfolios are used by candidates to house their Individual Learning Plan (ILP) activities and track the hours spent meeting with their assigned mentor. Interviews with mentors and candidates confirm that consistent, ongoing weekly mentoring and "just-in-time" support is occurring within the program. Both candidates and mentors also referenced regular interactions with their site administration and induction program leadership, supporting an integrated induction experience. One mentor shared in an interview that the available office hours provided by program leadership have been valuable. In addition, a candidate referenced their mentor and principal working to identify a training based on student engagement which was relevant to the candidate.

One unique element of the program, highlighted in program documentation as well as through interviews, is the practice of having the mentor maintain (i.e., script) most of the documentation of the candidate's portfolio. Several candidates referred in interviews to the benefit of this element of the program with one candidate stating that they "really appreciate the role the mentor plays in this program," assisting with the documentation "so that we can focus on getting better as teachers."

Program documentation notes how mentors are selected based on an established set of criteria and responsibilities as well as a rubric-based mentoring continuum. This documentation also states that active recruitment of mentors occurs in the spring through various venues including site liaison meetings with administrators, site SRVTIP participants, and mentor trainings and forums. In interviews, many mentors stated that they were identified by administrators and program leadership; however, all mentors go through a formal process where they completed an application and were interviewed. The program recruits mentors based on the number of candidates needing support each year.

Program leadership highlighted a robust mentor training program in which mentors are provided resources such as a calendar of professional development, goal setting rubric, and a mentor learning plan. Numerous mentors spoke passionately about training, referencing topics such as mentoring a peer and receiving the most current classroom strategies. Mentors felt their training confirmed the value of their mentoring capacity in addition to enhancing their own teaching. Program documentation indicates that mentor training also includes coaching for equity, social emotional learning, and Knowles' adult learning theory.

Interviews across multiple constituent groups confirmed that program leadership invites and is receptive to input. Interviews with principals referenced meetings at the beginning of the year to discuss mentor placements. One principal related that upon sharing with program leadership that induction meetings during the day were difficult to find substitutes to cover for, the leadership adjusted the meeting schedule based on that feedback accordingly.

The district induction program continuous improvement process includes collaborations with key constituencies such as the Regional Coaches Collaborative (RCC), institutions of higher education, and Cluster members to discuss adequately preparing university students to enter the education field. In interviews with RCC members, it was shared that the relationship with SRTVIP was strengthened after observing a disconnect between preservice programs and what was taking place in the schools.

The SRVTIP team continuously gathers qualitative information through their roles as site liaisons. Feedback at every mentor forum and training is gathered and evaluated by the SRVTIP team. Principals shared in interviews that the program gives surveys to solicit feedback which leadership considers. Program leaders shared that they receive "tons of feedback" referencing surveys and adding that "we listen to the voice of the candidates and our mentors and make changes accordingly." In addition, program leadership regularly utilizes deep data dives in which they analyze surveys from program participants, including the Accreditation Data Dashboard surveys gathered.

Program documentation noted, and Advisory Board interviews confirmed that modifications to the program have occurred and are continuing to take place. One modification was a change to the structure of mentor training, highlighting a focus on ongoing mentor development. Another change was the transition to the use of Google Drive and better organizational systems within that online platform. An additional change was the modification of scheduled training to provide increased collaboration time between candidates and their mentors. Interviews with Year 2 candidates confirmed that this change has been valuable.

Course of Study (Curriculum and Field Experience)
Interviews verified that candidates are informed about the induction program and its expectations through the Human Resources department during the time of hire and are provided with the SRVTIP Orientation Protocol which outlines program enrollment procedures. Candidates attend the beginning of the year "New Teacher University," where program materials, requirements, and structures are reviewed, and assistance is provided with enrolling in SRVTIP. Early on, mentors guide candidates in how to assess themselves using a California Standards for the Teaching Profession (CSTP) rubric. During a fall "Goal Setting Forum" the SRVTIP team guides them in the process of self-assessment and how it should relate to the development of an Individual Learning Plan (ILP) while referring to the candidate's transition plan as well as considering employer input. The ILP is developed after the candidate and mentor complete the Self Reflection on Teaching Practice, citing candidate evidence of practice in each CSTP.

Interviews confirmed that candidates and mentors are provided access to a Google drive portfolio system which houses the ILP, the Inquiry Action Plan, or IAP, which guides the cycles of inquiry, Collaborative Activity Logs, professional learning choice boards, and other tools to support the ILP. Multiple interviews confirm that the ILP provides the road map for the candidate's induction work and consists of the following phases: setting goals, developing an action plan, implementing the action plan, and reflecting on professional growth. Candidates

gather artifacts on their current teaching environment, student case studies, differentiation and social-emotional learning (SEL) practices, and evidence of analyzing student work. The mentor guides the candidate in selecting which evidence is saved in the respective focus area folder within the portfolio. At regular points throughout each inquiry cycle, mentors complete Collaborative Activity Logs that serve as a record of meetings between mentors and candidates in which candidates reflect on their work and on student progress to log into their online portfolio. During interviews with mentors, it was shared that regular meetings, the use of prompting questions, observations, and awareness of a candidate's development in relation to the CSTP are all instrumental in supporting the development of the ILP.

During the second semester, the Inquiry Action Plan (IAP) includes the formulation of an inquiry question based on an area of focus the candidate wants to research, as guided by their ILP goal. The candidate presents this inquiry question to a Peer Panel composed of members of the candidate's choosing, where suggestions and feedback from the panel are recorded by the mentor. One candidate commented that she was invited to be on another candidate's Peer Panel and said that "it was such a cool experience" and that she enjoyed meeting the other people on the panel and making "all those connections." The mentor collects the candidate's evidence of growth (artifacts) in the ILP and IAP and houses them in the portfolio. Once the IAP is complete, the candidate presents what they have learned from their IAP and elicits final comments from the peer panel.

The induction program works to provide extensive professional learning opportunities to teacher candidates as well as mentors. The program handbook includes a Professional Development (PD) Activities Choice Board and indicates that all candidates must complete six (three per year) reflections on PD activities. Interviews with candidates referenced the program working with the district to provide time for candidates to observe veteran teachers. Profession development is driven by the needs identified by the candidate through the ILP and an IAP that is personalized by each candidate.

A key component of the program is that the mentor is responsible for maintaining the documentation of a candidate's portfolio which encompasses the ILP and supporting documents and artifacts. Mentors begin meeting with the candidate well within the 60-day period required, starting with a review of the candidate's areas of strength and areas to plan for growth using the Self Reflection of Teaching Practice, informed by the CSTP, as a self-assessment tool.

Assessment of Candidates
It was confirmed by program documentation and mentor and candidate interviews that the program provides informal checks for progress, as well as the more formal Mid-Year Assessment and End-of-the Year Assessment portfolio reviews by the SRVTIP TSA. The formal assessment documents provide a checklist to determine the completion of all aspects of the ILP journey including the ILP goal and reflection, completion of the IAP and the accompanying artifacts, final reflection on growth in the CSTP, and a culminating letter to the mentor in which the candidate describes their journey and what they learned. A rubric is provided for written

responses providing guidance around what is deemed "met" and "not met" in terms of the depth of the candidate's written reflection on growth and impact on student learning. In addition, teachers shared in interviews that mentors consistently provide feedback through meetings and observations which support awareness of progress throughout the induction journey.

Program documentation and interviews with credential analysts confirm the process for the credential recommendation. Pending completion of a final review of a candidate's portfolio, the names of Year 2 and ECO candidates who have successfully completed are added to a shared document between SRVTIP and the Human Resources department. Program leadership subsequently provides candidates with a program transcript. The program generates a verification of completion which recommends the candidate for a clear credential. This form is signed by the Assistant Superintendent of Educational Services and then sent to Human Resources, which processes the request for a clear credential with the California Commission on Teacher Credentialing (CCTC). A district credential analyst makes the online recommendation.

<u>Findings on Standards</u>
After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, site administrators, mentors, district leadership, program leadership, and other constituent groups the team determined that all program standards are **Met** for the Teacher Induction Program offered by the San Ramon Valley USD.

INSTITUTION SUMMARY

The SRVTIP program effectively blends the district's core Strategic Directions with the CSTP to create a robust, job-embedded learning experience for new teachers. The Strategic Directions are the focus of a collaborative effort led by the district leadership, and supported by district staff, higher education partners, community business partners, parents, and students to ensure all students have Access to Excellence regardless of family background. The positive and collaborative nature of this initiative shows how SRVUSD and SRVTIP regularly do business; the lines of communication both within departments and across departments are well established and the needs of the new teacher candidates are a primary concern for both district administration and program leadership.

A strategically designed mentoring system and an ILP serve as the core elements of the program. Accreditation Data Dashboard data and interviews with both candidates and site administrators affirmed during the visit that the Induction Program mentors were highly effective, and that the collaboration between mentors and their candidates was the key to supporting growth and development as an educator. Mentors were regularly available for "just in time" support as affirmed through both candidate and completer interviews. Candidates praised the opportunities provided to routinely reflect upon their practice and student outcomes with their mentor using the Collaborative Activity Log, building reflection into a regular part of their teaching practice.

Unit leaders, program staff, mentors, candidates, and all other constituent groups were welcoming and responsive throughout the review process. At each level, a positive culture was apparent and support for one another was a consistent theme. Candidates reported feeling supported by their mentors, program staff confirmed they feel supported by the institution, and the evidence shows that the unit supports the induction program. In interviews, reviewers heard that the program is exemplary, highly valued and has a positive impact on candidate performance. Unit wide, all constituent interviews verified that the SRVUSD system of support and growth is understood and deeply valued. Evidence shows that SRVUSD's teacher induction program is meeting the needs of novice teachers and impacting student learning.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard
The strength of the SRVUSD and its teacher induction program is in the collaborative spirit of shared leadership that permeates every aspect of the program. Its core belief that providing an avenue for "each child to thrive socially, emotionally and academically" is its greatest responsibility. Institution leadership shared that the induction program is a model for "shared leadership" through its mentoring system and a "culture of responsiveness" through its variety of induction activities. Another leader stated, "From day one, teachers are getting practice in reflecting on how their students are responding and growing. This helps them create professional practice that is very, very, healthy." Interviews with administrators, mentors and candidates confirm both the responsiveness of the program to candidate needs and the support of site leaders through liaison meetings, classroom visits, and informal check-ins. In addition, budget reports and interviews with business office leadership confirm that resources are allocated sufficiently and are used to support time for mentors and candidates to collaborate and work together in the classroom.

SRVTIP collaboration and program improvement is ongoing and embedded in all they do. Surveys, meeting agendas, and interviews with all constituent groups confirm that program leaders involve all constituents in the coordination and improvement of the teacher induction program.

SRVTIP program leaders meet monthly with the Curriculum and Instruction Advisory Board which is a collaborative entity made up of district leaders in instruction, research, equity, assessment, and various subject areas. The program shares data, news, and current induction activities with the group who then provide feedback, recommendations, and suggestions for collaboration. SRVTIP then makes changes to systems and processes to best support teachers and students. One advisory team member commented, "[the induction team] shared with us survey results from mentors after mentor training day…. We are looking at the data as another set of eyes [to identify] any trends or anything that was missed."

SRVTIP's efforts around collaboration overflow into the educational community as team leadership sought out other induction programs to create a local induction professional learning community called the Regional Coaches Collaborative (RCC). Similar to the curriculum advisory, the RCC is reciprocal in nature and serves as the impetus for change. One RCC member shared, "SRVTIP has not stopped evolving - if evidence shows there is a structure in place that is not working…they will ask for input and try something new." Meeting agendas show that SRVTIP also maintains regular contact with local institutions of higher education.

ILP documents demonstrate, and candidate interviews confirm, that the induction program relies heavily on responsive, relationship-based, professional learning experiences accessed, guided and/or provided by the mentor. Training slideshows and agendas confirm extensive and ongoing mentor training in adult learning theory and just-in-time coaching with a particular emphasis on classroom practices and observation. The Commission's Accreditation Data

Dashboard noted that mentor support around using "culturally responsive pedagogy" was the most powerful support provided with 94% of completers who completed the survey marking this as "helpful" or "very helpful". In addition to coaching techniques, mentors learn how to guide candidates through cycles of inquiry using the IAP. According to candidates and program leaders, mentors demonstrate effective professional practices in teaching and learning, scholarship, and service.

The mentors closely monitor candidate progress through collaboration around a series of activities that support the ILP and growth in the CSTP. Program coordinators assess progress at the end of each semester and provide completion paperwork to credential analysts for credential recommendation at the end of the induction process. The system provides individualized feedback regarding completion of credential requirements. In addition, the program systematically ensures candidates have met all requirements prior to the recommendation of the clear credential through the Commission.

Interviews with institution leadership confirm there are continued efforts and priority given to promote inclusion and celebrate diversity throughout the district. One leader stated," [The district] has spent a lot of time developing a plan to target staff and include student, teacher, and parent voice. We want students to see a reflection of themselves in the classroom."

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

Finding on Common Standard 2: Met
Summary of information applicable to the standard

The San Ramon Valley USD mindfully recruits and supports educators. Employment opportunities are posted on their district website, EdJoin, and they also send a purposefully diverse team to job fairs to proactively recruit new teachers from throughout the state. When asked about recruiting for diversity, a district leader reported:

> "That is a huge focus and part of the Strategic Directions for the district. It is part of the 'Equity Pillar.' Recruit, hire and retain a diverse staff. Our HR department has greatly expanded where and when they do recruiting. Start earlier, reach out to diverse universities. We also hired an equity director - sent a message to all that we are prioritizing diversity at the district level. The equity director has worked with historically marginalized student groups and staff groups. HR has convened a committee to review all policies and procedures to look at questions that we are asking, and the panels that are used, in hiring practices."

Newly developed questions and rubrics are used in the applicant screening and interview processes to reinforce the district's strategic direction. District leadership also shared that, "HR and the executive director have provided professional development in that area…we met to put together panels preparing sets of questions focused on our equity strategic directions. Asking questions about how each of our candidates thinks about equity, such as 'what is your stance on equity in terms of your job?'''.

The SRVTIP collaborates closely with the credential technicians to identify newly hired teachers through an onboarding process that requires all newly hired teachers to complete a Credential Screening Google Form to determine who has single subject, multiple subject, and education specialist preliminary credentials. The credential technicians feel that there is "a tight connection with the SRVTIP team" and new hires with preliminary credentials are effectively identified and rolled into the induction program.

Once the candidate is identified, that candidate is assigned a mentor who contacts the candidate and informs them of the program responsibilities. New candidates are also apprised of the Orientation Protocol, which includes an Orientation Video, the SRVTIP Handbook, and an overview of the program. The HR credential technicians are responsible for alerting the SRVTIP TSA and candidates of any additional credential requirements, such as TPA (Teaching Performance Assessment), RICA (Reading Instruction Competence Assessment), and ELA (English Language Authorization).

The program has three Teachers on Special Assignment (TSA) who primarily implement the program and function as liaisons to the schools, along with an executive secretary, as well as 74 mentors to support 87 General Education and 13 Education Specialist teachers. The three TSA meet on a regularly scheduled basis with site administrators and hold weekly office hours for candidates and mentors to drop-in for program support.

Evidence regarding progress in meeting competency and performance expectations is developed over the course of the school year and housed in the candidate's portfolio. In collaboration with one's mentor and administrator, candidates create the ILP, have choice points in professional learning to support their goals, complete two inquiry cycles that provide evidence of growth in the CSTP and end each year with the culminating activity of writing a letter to their mentor in which they reflect on their growth over time and the impact their teaching had on students.

The portfolio is reviewed during a Mid-Year and End-of-the-Year portfolio review conducted by the TSA and feedback is provided to the mentors and candidates by their site liaison, who is the TSA assigned to a particular group of schools. Any issues indicated will be discussed at that time, thereby identifying and providing immediate assistance for those who need it.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	**Consistently**
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	**Consistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Consistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
For each *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard
The SRVTIP designs, and mentors and candidates implement, a planned sequence of coursework and clinical experiences that are housed in a Google drive portfolio. Portfolios include Activity Logs, Collaborative Assessment Logs (CALs) that document the weekly meetings with the mentor, professional development choices, the ILP, the IAP and the required differentiated activities for the first and second semesters for both Year 1 and Year 2. The candidates set yearly goals that help them develop the knowledge and skills to educate and support P-12 students. The ILP portfolio demonstrates growth relative to the CSTP, the California Content Standards, and performance levels for students.

The induction program offers a high-quality course of study that is individualized with the mentors supporting the candidates as they work through the ILP and IAP. Within these components are exercises relating to lesson planning, analyzing student work, teaching, and observations. Professional development is self-selected and linked to the ILP goals. The repeated cycles of inquiry in years 1 and 2 allow for candidates to learn, practice and demonstrate the competencies required of the clear multiple subjects, single subject, and education specialist credentials.

Issues of diversity that affect school climate for improving teaching and student learning are addressed through the ILP and IAP process and required tasks, as well as through mentor training. The ILP includes activities focusing on a goal and a variety of activities and artifacts that are chosen by the candidate. Year 2 of the Induction program specifically focuses on Equity and Differentiation and is documented in the Understanding Students and the Learning Context of the Portfolio. One completer noted that "students have definitely benefited, especially with differentiation," and that she "knows her students better," as a result of induction and working with her mentor. Another commented that "this year we have equity and MTSS and differentiation. It has been really helpful." Mentor training also supports how to coach teachers for equity and examining bias, to improve teaching and student learning.

The induction program selects all personnel in accordance with the San Ramon Valley USD's established procedures. Frequently, principals will recommend teachers to be mentors who then go through an application process. Mentor training includes book studies and activities that are grounded in current research on effective coaching and instructional practices including Coaching for Equity (Aguilar; 2020) and New Teacher Center resources, among other current resources. The mentor training includes but is not limited to topics such as adult learning theory, coaching for equity and SEL, how to use data when working with candidates, as well as conducting observations. When referring to the mentor training, one mentor commented that there was "a lot around coaching for equity." Mentors develop a Mentor Learning Plan and, with a buddy mentor "coaching partner," identify goals for themselves to work on over the course of the year. As noted by one mentor, "Every year there is a new perspective and [she] is always growing as a mentor, shifting to meet the needs of the mentees."

Informal checks for candidate progress, as well as more formal Mid-Year and End-of-Year portfolio reviews by the SRVTIP TSA, are methods used to keep both candidates and mentors informed of the candidate's progress throughout the induction program. Candidate responses confirmed that feedback was regularly provided, as one candidate noted, "Not only does my mentor give me feedback on what is in my portfolio, my coordinator also goes through that and gives me feedback on what is in there." Another candidate confirmed that statement with, "I have been receiving feedback from both my mentor and my coordinator and it is all very coordinated from my experience." Fieldwork and clinical practice evaluations include a Peer Support Panel and rubrics that document inquiry. The program provides verification that program requirements have been met with *End-of-Year Assessment of Completion* for both Year 1 and 2, which includes "Not Met" and "Met" rubrics that reflect inquiry documents that have either not demonstrated or demonstrated planning, student learning, and applications of learnings from the inquiry.

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**

Common Standard 4: Continuous Improvement	Team Finding
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard
The Teacher Induction program implements a comprehensive and continuous improvement process through soliciting multiple sources of feedback over the course of the year and then using that feedback to make appropriate modifications. The effectiveness of the induction program is formatively and summatively assessed based on feedback from candidates, mentors, and site administrators that is collected throughout the year. According to one of the TSA, program changes are made "based on data, observation needs, [and] constituents". Some program modifications were made based on findings from surveys, digitizing program documents, the development of more diverse tools for mentor documentation, and ending the collaboration with the New Teacher Center.

In the mid-year and end-of-year program surveys, candidates are asked about how frequently they met with their mentor, how long the meetings were, adequacy of the time spent with the mentor, quality of mentor support, and the impact that induction professional development activities, as well as district professional development, had on their teaching.

Program completer data is gathered through the CTC completer surveys and shared with the district advisory board where feedback is solicited, and next steps are outlined.

Program documentation referred to a continuous collaboration with a consortium of local institutions of higher education, representatives from the Contra Costa County Office of Education, and Induction leadership personnel through regular meetings called the Regional Coaches Collaborative (RCC). In interviews with RCC members, it was shared that the relationship with SRTVIP was strengthened after observing a disconnect between preservice programs and what was taking place in the schools. The three SRVTIP TSA meet once a month with the Advisory Panel to share practices and learn what other professional development is being offered to district teachers. In an interview with the Advisory Panel, it was noted that the SRVTIP program leadership attend curriculum and instruction meetings to "update us on what is happening and give an opportunity to provide feedback on the direction they are going." The same interview panel shared that one change based on stakeholder input from meetings has been more deliberate alignment of the district's strategic directions such as equity, with an intentional focus on incorporating these elements into mentor training.

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.
As evidenced by induction portfolios, and confirmed by candidate interviews, the SRVUSD Teacher Induction program ensures that each candidate's professional practice meets state adopted standards and demonstrates growth in the CSTP. Program leadership monitors the progress and completion of the ILP and the accompanying activities which include the candidate's self-assessment on the CSTP.

Completer data from the Accreditation Data Dashboard shows that nearly all candidates who completed the survey feel they have grown in their skills and abilities as measured by the CSTP. Data from 2021-22 has an average of 98% of teachers feeling "adequately prepared" or "well-prepared" in all standards. In addition, most candidates see their mentors as being "helpful" or "very helpful" in the development of all aspects of their teaching practice.

Not only do candidates feel they have grown, but survey results and interviews reveal that district administrators also see growth in their novice teachers as they progress through induction. Site administrators noted that the support and guidance provided to candidates via the mentor and the ILP was "non-evaluative" and responsive to "what the teacher needs in the classroom in that moment" such as "help with classroom management." Administrators shared examples of the "symbiotic" nature of the program: "We work together to support the new teacher. It is a very positive environment." One administrator stated that the mentor was "very instrumental in supporting the special ed teachers through modeling and peer observations".

Teacher retention within the district indicates that support provided for new teachers through the Teacher Induction program has helped with local teacher retention. One mentor indicated during interviews that after she finished the program, she waited a year and then applied to be a mentor because she found the process so rewarding. As one district leader mentioned, there is, "no question that it helps with retention. Our new certificated employees are made to feel as part of an interdependent team from the time they start," and that "many of them come

back and become mentors - that is a true test - how many people want to come back and serve and be a part of the process that supported them?"