

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
San Mateo Foster City School District**

**Professional Services Division
May 2018**

Overview of this Report

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

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

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

Program Standards

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

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 Mateo Foster City School District

Dates of Visit: February 13-15, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although San Mateo Foster City School District has operated a Commission approved educator preparation program since 2007, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i>

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

All program standards were **Met** for the Teacher Induction Program.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

Having all program standards and all common standards met, it is the site review team's recommendation for **Accreditation**.

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

Teacher Induction

Staff recommends that:

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

Accreditation Team

Team Lead:	Lori Walker Stockton Unified School District
Common Standards:	Caroline Satoda San Francisco Unified School District
Programs Cluster:	Gail Calhoun San Gabriel Unified School District
Staff to the Visit:	Sarah Solarì Colombini Commission on Teacher Credentialing

Documents Reviewed

Induction Program Website Common Standards Submission, Common Standards Feedback and Addendum Candidate Files 2017 Preconditions, Feedback and Response Follow-up Survey Results Vision Statement Program Assessment Feedback	Survey Data Certificate of Completion Employment Agreements Individualized Induction Plans Advisement Documents Board Policies Early Completion Option
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Interviews Conducted

Stakeholders	TOTAL
Candidates	39
Completers	14
Employers	11
Institutional Administration	2
Program Coordinators	1
Professional Development Leaders	7
Mentors	7
Advisory Board Members	8
Institutes of Higher Education Partners	4
Human Resource Staff	2
Credential Analysts	1
TOTAL	96

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

Background Information

The San Mateo Foster City School District (SMFCSD) is the largest school district in San Mateo County. It consists of 20 public schools that educate approximately 12,500 students (35% Hispanic, 27% White, 23% Asian, 7% Mixed Races, 4% Filipino, 3% Pacific Islander, 1% African American, and >1% American Indian/Alaskan Native) in preschool through eighth grades. Students are educated to high, challenging academic standards and are prepared to be socially responsible, contributing members of the community. The school district operates 15 elementary schools, 3 middle schools, and 2 K-8 schools, employing 620 teachers and 502 classified staff. The district also offers three preschool programs. The percentage of the district's students that are low-income (based on Free and Reduced Meal Program eligibility), English learners, and foster youth is 39%.

Education Unit

SMFCSD's teacher induction program is housed within the Educational Services Department of the district. Currently, it is the only Commission-approved credential program offered by the institution and is serving both general education and special education candidates.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction Program	39	55

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report Teacher Induction Program

Program Design

The San Mateo Foster City School District (SMFCSD) Induction program is a component of the district's Educational Services Department and is well supported by a team of department advisors. SMFCSD Induction carries the district's vision for equity and access through a delivery platform that combines the newest Induction standards with time honored Induction traditions such as, inquiry research and mentoring with the plan-teach-reflect-apply cycle.

A robust mentoring system provides support to induction candidates through an Individualized Learning Plan (ILP), known locally as the, "Individual Induction Goals/ Plan: Setting Goals with the Site Administrator" Google document. Mentors guide candidates through long-term goal setting, using embedded links to the California Standards for the Teaching Profession (CSTP) and the Continuum of Teaching Practice in the local ILP tool. Candidates exercise choice in goal setting and are encouraged to include professional objectives set by site administration as they develop cycles of inquiry. Mentors coordinate professional development, from a menu of options, to support candidates' identified learning targets. In the moment needs are addressed during weekly meetings between mentors and induction candidates. Additionally, on-site support teachers provide additional support to candidates at most sites on site specific details such as site norms and site specific processes.

The introduction of individualized mentoring, the departure from the FACT system and associated paperwork, and an emphasis on individualized professional progress through the Induction journey, reflect program modifications over the last two years. Modifications are guided by stakeholder input and the analysis of local and state data by the program director and other key leaders in the district.

Course of Study (Curriculum and Field Experience)

The San Mateo Foster City School District (SMFCSD) Induction program provides job-embedded mentoring and professional development to sixty-one candidates. Induction candidates receive initial and ongoing advice, assistance, and professional support from the program director on topics including, but not limited to, mentor matching and problem solving, program completion, professional development, California core curricular standard implementation, and the measurement of progress toward mastery in the California Standards for the Teaching Profession (CSTP). The candidate journey is reviewed with each Induction candidate during individual advisement sessions with the program director. Mentor matching is also facilitated during these meetings, again emphasizing the individualization of the program.

Mentors provide an average of one hour of weekly support to candidates. Mentors coordinate the individualization of the Induction candidates' journey. Beyond self- assessment against the CSTP in the ILP, Induction candidates engage in two, year-long cycles of inquiry that scaffold

during their weekly mentor meetings. Priority topics for coaching include ELD strategies, data analysis using the Galileo software tool, implementation of new district adoptions, and management of the classroom. Though suggested topics for inquiry research are aligned by district evaluation standards for first and second year candidates, a large degree of choice is incorporated to meet candidate interest, need, and choice. Mentors are able to deepen rigor for candidates through the application of strategies, guidance in inquiry research and through weekly meetings that also support in the moment needs.

Assessment of Candidates

The San Mateo Foster City School District (SMFCSD) Induction program collects evidence of candidate competence at multiple intervals. Monthly mentor support records are monitored by the program director and the ILP documents candidate growth over time in the CSTP. Additionally, the ILP records the support provided to Induction candidates' in the moment needs as they unfold in weekly meeting sessions.

The program director provides feedback on the first and second year Inquiry cycles for both General Education and Special Education candidates.

Program leadership evaluates the following teaching competencies through the inquiry cycles:

- Defining student outcomes
- Assessing student understanding
- Differentiating for a wide range of students
- Responding when a student is not yet proficient in the standard at the end of the unit
- Responding when a student has early proficiency, or is beyond proficiency
- Integrating technology for teaching and student interaction

San Mateo Foster City's survey data, as well as interview data, confirmed that candidates' induction experience has a positive impact on their classroom performance with respect to using effective instructional strategies to teach specific subject matter and skills and to plan instruction for students. In fact, SMFCSD's survey data exceeded the statewide average for this particular area.

Findings on Standards

After a review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, principals, mentors, program personnel, and advisory panel members, the team determined that all program standards are met for the San Mateo Foster City School District Teacher Induction program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

Interviews with San Mateo Foster City District (SMFCD) Induction leadership members confirm that the induction program functions under the district’s vision of a student-focused educational system. The emphasis on providing universal access to students is key to the district-wide system of support for all teachers. The program’s design supports candidates in an individualized, job-embedded, context-specific, induction experience combined with differentiated professional development through a comprehensive mentoring system. District and program leaders are consistently involved in the coordination and decision-making of the program, as well as the monitoring and support of candidates and mentors. Documentation and interviews confirm that the program is well supported by district and site leadership. Stakeholders report that resources are allocated sufficiently, based on evolving program needs. Input on program design and implementation is sought regularly from multiple stakeholders including, but not limited to, district advisory members, site administrators, and mentors. Collaboration and communication occurs with local institutions of higher education regarding details of the teacher preparation programs and how induction can build on the pre-service experience. Fulltime-release mentors support candidates both within and outside of the classroom weekly. Additional support is coordinated at the site and/or district level depending on the goals set in each candidate’s Individual Learning Plan (ILP). Candidates report they are well supported by their mentors, the program director, and colleagues at the sites. The program director, in conjunction with candidate and site administrator feedback, monitors mentor effectiveness. Mentors meet monthly to collaborate, share expertise to support candidates, and network around mentoring challenges. Candidates confirm they are aware of a grievance process and are comfortable reporting any concerns with the program director, commenting that if they have any issue with their mentor, it would be addressed and handled confidentially. The program director closely monitors candidate’s progress through frequent classroom visits and by providing written, individualized feedback regarding completion of credential requirements.

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> • Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		
<ul style="list-style-type: none"> • Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>The SMFCSD Induction program is designed so that candidates are recruited and supported in all educator preparation programs to ensure their success. Completers report that the SMFCSD Induction Program “builds off the PACT,” providing a successful entry into the profession. Advice and assistance is provided upon hire. Candidates report, and the district leadership confirm that candidates meet individually with a credential analyst and with the induction program director to review the program requirements, timeline for completion, and a needs assessment. New hires attend a new teacher orientation at the beginning of the school year where they receive an overview of district initiatives, resources and core curriculum. The director then monitors candidates’ progress towards attaining program requirements while they are enrolled in the program. Candidates and completers report program leadership conducts multiple observations of candidates and provides feedback about their practice. They also state that their portfolios are reviewed during the year with specific feedback that guides future growth. The candidates and mentors feel that these processes are “customized” and “supportive” of the candidates’ individual growth and that several people are invested in candidates’ success as well as the success of their students. Human Resource personnel report that the SMFCSD Induction program is a draw for recruiting candidates and positively affects teacher retention. This is confirmed by candidates who were previously enrolled in other induction programs and state that this program is “meaningful” and that it is not “stressful or overwhelming.”</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.			
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards. 	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met	Met With Concerns	Not Met
		X	

Additional information applicable to the standard decision

The SMFCSD Induction program provides individualized support that results in candidate’s progression toward mastery of the CSTP with particular emphasis on the socio-emotional learning for students. Candidates attend a two-day orientation with district staff at the beginning of the year. Professional development providers then follow up with candidates throughout the year to provide curricular and content support in addition to induction mentoring. Advertisement for induction mentors occurs bi-annually, then mentors are selected through an application and interview process and assigned based on candidate needs (grade level, subject-matter, emphasis, etc.). The program director meets individually with candidates at the beginning of the year to assess needs and identify the best mentor match. Candidates and mentors describe the weekly support which includes addressing immediate needs, developing and monitoring CSTP-based goals via the ILP, engaging in cycles of inquiry, guided reflection, and facilitation of site and or district-based support. Mentors and the program director observe candidates regularly and provide targeted feedback on the implementation of research-based strategies relative to ILP goals. Mentors collaborate weekly to further their skills, engage in both district and site-based professional development that aligns with candidate’s ILP goals, and support candidates with district initiatives. Ongoing collaboration between mentors and the program director ensures that candidate needs are being met and resources to support growth goals are being provided. Candidates report that the mentoring support “helped me focus on pieces I would have overlooked.”

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice;	X		

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.			
Finding on Common Standard 4: Continuous Improvement	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>There is ample evidence confirming that the SMFCSD Induction program implements a continuous improvement process and makes adjustments based on data analysis. District leaders, site administrators, professional development providers, mentors and candidates are comfortable providing feedback to the program director who is responsive to their recommendations and requests. The candidates feel that they each have a “connection” to the director because she observes each candidate regularly and provides observation feedback. She collects first hand evidence of candidates’ progress and effectiveness. Candidates express appreciation for the notes the director provides after conducting unannounced observations throughout the year with comments like: “I saw small group instruction today,” and the feedback given on their portfolios such as, “I want to see more of....” Mentors and candidates spoke highly of the amount of and type of support the candidates receive. Candidates say they feel “very supported” by their mentors who help them reflect on their practice related to student learning. Mentors state that the mentoring work is grounded in the California Standards for the Teacher Profession from which candidates identify professional growth goals. The program director collects and analyzes multiple sources of data including: stakeholder survey and anecdotal data, initial and regular interviews with candidates, continual review of portfolios and classroom observations to assess the effectiveness of the program and to make modifications. One modification being piloted this year, due to feedback, is the appointment of onsite support teachers by principals to provide additional, beginning of the year support to new teachers.</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students	X		
Finding on Common Standard 5: Program Impact	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>Multiple stakeholders report that the SMFCSD Induction program has a positive impact on candidate learning and competence and on teaching and learning in their schools, and that the candidates demonstrate the skills to effectively educate their students. Mentors describe examples of candidates improving student achievement and/or engagement based on data and evidence collected by the mentor and shared with the candidates. Professional development providers describe providing professional development to new teachers at the New Teacher Orientation and then following up with individual teachers by conducting classroom observations or by providing additional personalized professional development to them. Mentors guide candidates to develop an Individual Learning Plan based on the California Standards for the Teaching Profession (CSTP), and meet weekly to identify professional growth goals and focal students, identify action steps or resources, then try different strategies and reflect on the effectiveness of their teaching on student learning. Candidates and mentors reinforce how clear the program requirements and expectations are and how the weekly mentoring is balanced between “in the moment” specific concerns about students and the “task at hand.” Candidates state that they know “what they are working toward and when they are done” and that it is very useful to be aware of that. They describe their mentors as being “flexible, supportive” and “open to learning new things.” Mentors cite specific examples of how they reach out to other mentors, professional development providers or to the program director when they need assistance to meet their candidates’ needs and requests. There is a strong sense of community and support for candidates, mentors and professional development providers.</p>			

INSTITUTION SUMMARY

The San Mateo-Foster City School District Induction program promotes enduring professional skills balanced with targeted support to meet immediate and long-term needs of induction candidates. Through personalized mentorship, candidates develop a path of professional learning grounded in the California Standards for the Teaching Profession and focused on outcomes for students. The mentoring system incorporates district, site, and individualized learning for candidates within a supportive, caring community.

Mentors are carefully matched with candidates according to identified needs, working collaboratively with district and site-level personnel to further their candidates’ growth goals. Goal achievement is monitored through frequent classroom observations and analysis of

student work. Mentor support is flexible and responsive to candidate’s evolving needs and candidates are encouraged to become active contributors to the larger educational community in the San Mateo- Foster City school district.