

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	San Mateo Foster City	Program	TEACHER INDUCTION
Date of Review	January, 2024		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). A brief narrative (150 words or less) is allowable but the response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response to the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Components of the Mentoring Design	Please provide evidence that the Individualized Learning Plan (ILP) for candidates is based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. Please provide evidence that mentoring support for candidates includes both “just in time” and a longer-term analysis of teaching practice to help candidates develop enduring professional skills.	Limited narrative describing the process of ILP: The Individual Learning Plan is developed after reviewing the CSTP, in consultation in a Triad Meeting with the site administrator, mentor, and candidate. Mentors record weekly progress on the ILP in the mentor log, documenting an average of 60 minutes per week. The log includes “just-in-time” support, observation or progress on the CSTP goals, and next steps (i.e. analysis of teaching practice, analysis of student and other outcomes data, use of data to further inform planning and instruction, professional growth goals, connections with the larger professional community, or other reflection as guided by the ILP. The ILP includes evidence of the reflection on the transition plan, the CSTP, and self-selected Induction goals. It documents self-selected professional growth / professional learning / research, two cycles of inquiry, observation of a veteran teacher, and a year-end reflection. The program provides feedback in a rubric and in narrative to both the

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		candidate and the mentor on each step, with guidance if further information is needed. Link to blank ILP & access to all of the completed ILPs (DO NOT POST ON WEBSITE) Blank ILP (2023-2024) Blank ILP (2024-2025) Blank ILP (2023-2024) with rubric • Triad meeting to consult about the candidate's possible goals. (add to handbook) • The principal may not set the Candidate's goals and may not determine the goals. The Candidate will discuss possible goal-options with their mentor and share their decision with their principal who will provide support in working towards achievement of their goals. • Access to all mentor logs is the support provider for the Candidate - random selection of the logs • Example of Mentor Log showing a combination of Support throughout the year • Example of Mentor Training Slide Deck emphasizing both Just in time support and a transition to instructional Coaching (slides 8 & 9) • 2024 Induction Celebration Event for Candidates and Mentors • Induction Completion Celebration
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Please provide evidence that mentor support and assistance to candidates includes connection with, or becoming part of, the larger professional learning community within the profession.	The San Mateo-Foster City School District has a strong system of support for all teachers with a variety of Teachers on Special Assignment (ToSA). These people connect with new teachers to provide resources and connection to the larger staff. Mentees are invited to participate in ongoing Professional Development opportunities throughout the year (2024-2025): • Responsive Classroom- September 25, 2024 (Session #1) • Responsive Classroom- November 20, 2024 (Session #2) • ST Math- October 2, 2024 (Session #1) • ST Math- October 23, 2024 (Session #2)

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		• Classroom Management Learning Opportunities • 2023-2024 Certificated Staff Professional Development • October 4th Professional Development Day • October 4th PD Guide • 2024-2025 New Teacher Orientation • 2024-2025 PD for New Teachers Each mentor works with their candidate to arrange for observation of veteran teachers, then reflects on that. Additionally, mentors guide candidates on professional learning that relates to their ILP goal (Step 4 of the ILP). While this is not always a personal connection, it is important for candidates to know how to access resources outside of our district and state.
Standard 4: Qualifications, Selection and Training of Mentors	Please provide evidence of ongoing training and support for mentors. (The link provided appears to be broken.)	Mentor Training • Induction Mentor Academy 8.11.2023 • Virtual Mentor Training 9.20.23 • Virtual Mentor Training 12.11.23 & 12.14.23 • Virtual Mentor Training 1.24.24 • Virtual Mentor Training 3.14.2024 • Induction Completion Celebration Invitation • 2024 Induction Celebration Event for Candidates and Mentors 5.22.24 • Mentor Academy~ August 9, 2024 (In-person) • Virtual Induction Mentor Academy (Part 1) 8.21.2024 • Virtual Induction Mentor Academy (Part 2) 8.21.2024 • Induction Launch Meeting ~ August 28, 2024

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		• Induction Mentor Meeting 9/19/2024 • Induction Mid-year Check-In Nov 6th Or 7th • 2024 MENTOR INSTRUCTIONAL PLAYBOOK • Induction Mentor Recruitment Flyer • Mentor Application for 2024-25 • Mentor Training
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Please provide the evidence of a procedure for a candidate to repeat portions of the program.	The rubric at the top of the ILP gives guidance if the candidate has not yet provided the detail and data for completion or exemplary completion. Language from the rubric: • Candidate has not yet completed this part of the Individual Learning Plan (ILP), and should work with the mentor or the program director to figure out how to successfully complete this part. • When the revision is complete, please email Suzi Riley for review and re-evaluation. Additionally, as the program reviews mentor logs, we notice positive movement in the ILP and give guidance to the mentor and candidate about appropriate elaboration if there is not enough evidence Year at a Glance ~ Suggested Journey for Year 2 Induction Candidates

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Standard 6: Program Responsibilities for Assuring Quality of Program Services	Please provide evidence of how the program regularly assesses the quality of services provided by the mentors to candidates and provides that feedback also to mentors.	Feedback and rating on a rubric happens for each event in the ILP. The Induction Governing Team (page 2) meets to review data and examine areas of success and areas we can improve to support best practices for our Induction program. 09/27/2024 Governing Team Meeting The Induction Leadership Team (page3) will begin meeting after fall break Several times a year, the mentor log is reviewed with feedback. Data shows that teachers are very satisfied with the quality of the program according to 2023-2024 Data and 2024 Fall Mid-Year Survey Data The program lead (Coordinator, Suzi Riley), connects with principals several times per year to get feedback on mentor and candidate progress. This is an in-person conversation to avoid any hint of evaluative feedback. Mentees are invited to participate in ongoing Professional Development opportunities throughout the year (2024-2025): • Responsive Classroom- September 25, 2024 (Session #1) • Responsive Classroom- November 20, 2024 (Session #2) • ST Math- October 2, 2024 (Session #1) • ST Math- October 23, 2024 (Session #2) • Classroom Management Learning Opportunities • 2023-2024 Certificated Staff Professional Development • October 4th Professional Development Day • October 4th PD Guide • 2024-2025 New Teacher Orientation • 2024-2025 PD for New Teachers