

Building and Sustaining Effective Teachers in SSFUSD

Supporting, Developing and Retaining Early-Career Teachers

Presented by: Lottie Kuwada
May 2026



Board Presentation Agenda

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Teacher Workforce Landscape

SHRINKING PIPELINE	GROWING PRESSURE	EXPANDED PATHWAYS
● CA has ~50% fewer teachers than 20 years ago ● 40–50% of teachers leave within 5 years ● Increased reliance on early-career & underprepared teachers	● Working conditions and burnout driving exits ● 83% of educators struggle with affordability ● 80%+ cannot afford to live where they work	● Candidates can teach while earning credentials ● Intern credentials allow candidates to serve as teacher of record ● High-need schools are 3× more likely to rely on underprepared teachers

Sources: Learning Policy Institute (2023–2024); California Teachers Association (2024); California Education Code §§44225, 44325; Title 5 CCR §80033 (Intern Credentials)



A Coherent Teacher Development System in SSFUSD

Teacher Pipeline

TeachStart Fellowship
Supports aspiring educators

Alder Teacher Residency
Clinical practice with intensive support



Internship Program

Guides teacher with foundational support



Induction Program

Job-embedded coaching to develop effective instructional practice



Earn California Clear Credential



Continuous, Connected Support - Not Isolated Programs

Less Connected Support

Generalized guidance

Separate from district priorities

Compliance-focused

Inconsistent focus on instruction and student learning

Reactive to struggling teachers

No leadership development

VS

Coherent System in SSFUSD

✓ Site-based coaching and mentoring

✓ Site-specific cultural onboarding

✓ Aligned to SSFUSD priorities

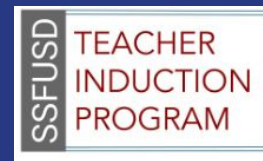
✓ Focused on instruction & student learning aligned to district goals

✓ Early identification of struggling teachers

✓ Leadership pipeline development



SSFUSD Induction Program Model



Developing effective teachers through job-embedded coaching, collaboration, and reflection

Coaching & Support	Instructional Practice	Student Impact
• Structured, ongoing support throughout the year • Builds teacher confidence and professional capacity	• Reflective cycles of practice and inquiry • Continuous refinement aligned to CSTPs	• Student-centered learning experiences • Equity and access to grade-level content



2025-26 Induction Teacher Candidates

22

Year 1 Teachers

Elementary: 8
Secondary: 14

9

Year 2 Teachers

Elementary: 4
Secondary: 5

13

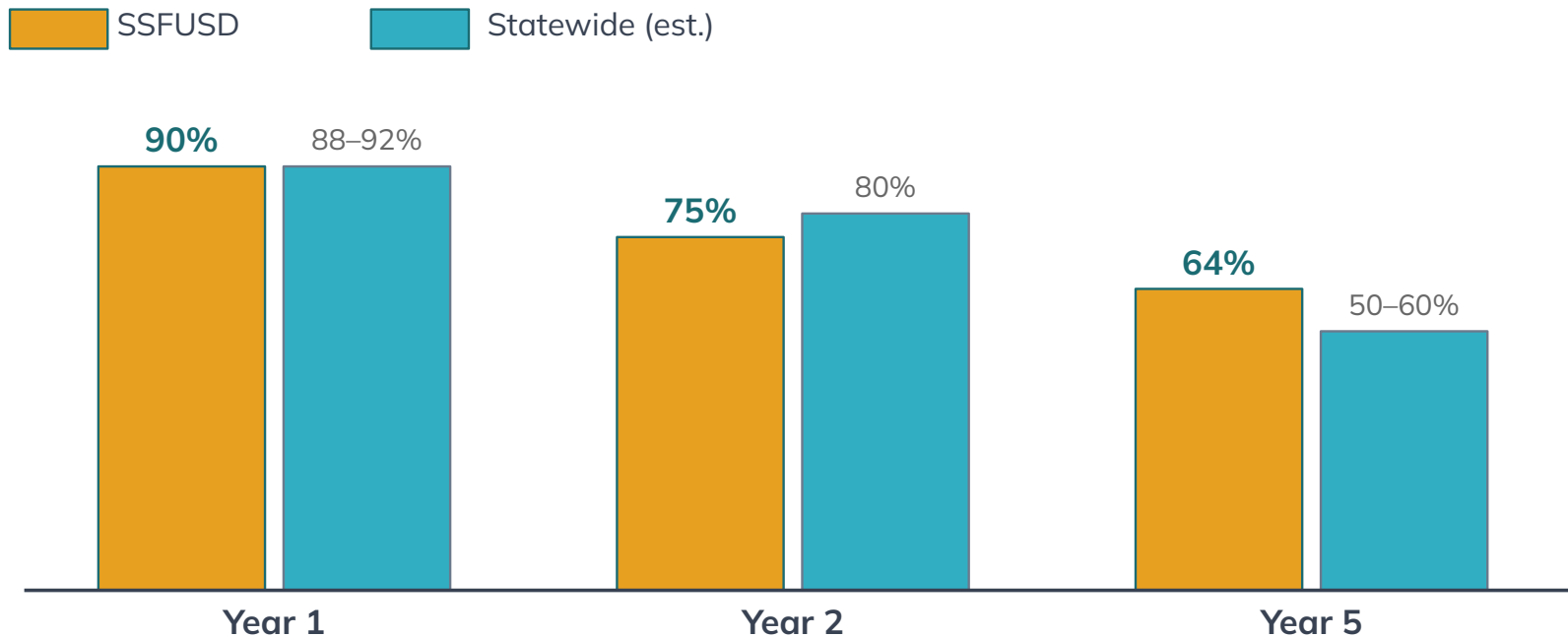
Ed Specialist Teachers

ECSE & Elementary: 4
Secondary: 9

**SMCOE Induction Program*



Induction Candidate Retention Rates



**Statewide rates are estimates based on California attrition data; cohort retention not directly reported by state.*



2025-26 Intern Teachers

10

Gen Ed Teachers

Elementary: 3
Secondary: 7

2

Ed Specialist Teachers

Elementary: 1
Secondary: 1



Teacher Experience and Feedback

Teacher feedback indicates strong support, meaningful mentoring, and positive impact on instructional practice.

95%

Feel supported at their site



85%

Say mentoring is meaningful and relevant



85%

Report induction has positively impacted their teaching



80%

Report improved ability to meet student needs



Source: SSFUSD Induction Program — 2024–25 End of Year Survey & 2025–26 Mid-Year Survey



Portfolio Activity Impact: Teacher Ratings

Teacher choice activities — % rated effective or very effective



KEY STRENGTH

Observation-based and data-driven activities show the strongest perceived impact on teaching practice.

OPPORTUNITY

Lesson Plan Coaching Guide has the lowest completion rate — increasing uptake could improve outcomes further.

RECOMMENDATION

Prioritize peer observation and student work analysis as core components of the induction model going forward.



From Mentee to Mentor: A Transformative Cycle

“Participating in the induction program from both sides of the desk has been transformative. As a mentee, the consistent support during weekly meetings gave me the stability I needed to survive those challenging first years. Now, as a mentor, the program's flexibility lets me tailor coaching to my colleagues' real-time needs, whether refining curriculum, analyzing student progress, or building classroom culture. This cycle of mentorship has sharpened my practice, improved student outcomes, and deepened my commitment to the profession in ways that make staying in the classroom a rewarding choice.”

Stella Li, SSFHS Teacher and Mentor



Looking Ahead

01

Integrate 26-27 district priorities and instructional goals into program professional learning & support.

02

Deepen site partnerships to deliver differentiated support for intern success.

03

Strengthen mentor capacity through targeted PD and peer collaboration.

04

Expand use of student outcome data to inform program impact.

05

Comprehensive program review with data-driven action steps for Feb 2027 accreditation site visit.



Additional Resources

[Strategic Plan Alignment](#)

[SSFUSD Induction Program Accreditation Website](#)



Thank You

