

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

Institution	Santa Maria Bonita School District	Program Standards	TEACHER INDUCTION
Date of Review	November 2025		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but 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 the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1, 6
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Purpose		
Standard 2: Components of the Mentoring Design	Need access to document links provided in Program Standards submission: https://docs.google.com/spreadsheets/d/1hLuRJEpp1Xc4LFmKe292MMw17rNdAx8_rUZLuRty4KY/edit?gid=1636124343#gid=1636124343 https://docs.google.com/spreadsheets/d/1hhBcgjMFxrXfR-snFxyOdKNUjqinDXO7RjMJd1nVzjU/edit?gid=1636124343#gid=1636124343	Document permissions updated: • ILP Feedback example 1 • ILP Feedback example 2

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	Mentor Training Slide Decks	We provide comprehensive mentor support that includes different pathways depending upon the experience of the mentor. We have a Foundations pathway to support new mentors and a Sustaining pathway to support veteran mentors. Both pathways meet 4 times per year and are specific to the needs of the mentors and designed to support the goals they choose at orientation. 2025-26 Mentor Professional Learning 2025-26 Mentor Training Slides - In Progress • Mentor Orientation for ALL Mentors 9/8/25 • Mentoring Foundations #2 - 10/13/25 • Mentoring Foundations #3 - 11/3/25 - coming soon • Sustaining Mentors #2 - 10/13/25 • Sustaining Mentors #3 - 11/3/25 - coming soon 2024-25 Mentor Training Slides - Completed - The design was different last year with one pathway for mentors. • Mentor Certification PL #1 9/30/24 • Mentor Certification PL #2 10/21/24 • Mentor Certification PL #3 11/4/24 To ensure our support is targeted to the needs of mentors and candidates, we survey them at the end of each semester to make sure they are matched well and feel supported. Midyear and End of Year Survey • 2025-26 Midyear - to be completed in December 2025 • 2025-26 Annual Survey - to be completed in May 2026 • 2024-25 Midyear Survey • 2024-25 Annual Survey Master ILP - Reflections of Growth Towards Goals link

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	Need link: Reflections of Growth Towards Goals at Midyear and end of year template Please provide results of the Completer Survey	2025 Completer Survey Results
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	How is the ILP collaboratively developed at the beginning of Induction? Please describe the timeline from hire to ILP development. Please provide: Timeline of candidate path from date of hire. When do candidates have the opportunity to observe other colleagues? What evidence do candidates have to demonstrate this opportunity? Please provide: Evidence of colleague observations by the candidates. Please provide evidence of completed	Page 27, first paragraph of the Handbook explains how the ILP goals are created in collaboration and consultation with the Mentor and site administrator to foster a culture of responsiveness, positive presuppositions, reflective dialogue, and inquiry. Timeline from hire to ILP development found in the Handbook page 31 In slides 11-14 of the Induction Orientation Slides - 8/27/25 - we talk about next steps in the ILP development. Both mentors and candidates are present for this presentation. Any participant not present engage in the slides via PearDeck in Google Classroom after the presentation. We also begin tracking them (must be logged in to view) from the HR spreadsheet upon hire to determine credential held, if they have remaining requirements for their preliminary, site placement, grade level, and what pathway of support would be most appropriate. Candidates observe colleagues twice a year and document their observations, questions, and next steps on the Colleague Observation Tool. We use a variety of methods to allow candidates to observe other colleagues including utilizing induction staff, site administrators, and site instructional coaches to cover their classes. Evidence of 24-25 Candidate Observation Evidence of 23-24 Candidate Observation 2024-25 ILP Folder - must be logged in to access

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	documents of the following: Master 2025-26 SMBSD TIP ILP Documents. Need access to document links provided in Program Standards submission: https://docs.google.com/document/d/1jz885BBtdFOLMjMKNCTbg3kHq3rqV944PEH4oPTtA50/edit?tab=t.0	Induction Flyer with permissions updated
Standard 4: Qualifications, Selection and Training of Mentors	How do mentors engage in goal setting? How do mentors receive on-going, training, and support on those goals? Please provide: Evidence demonstrating mentor goal setting, as well as evidence on the on-going training and support received based on those goals. What is the process for selecting mentors?	Mentors engage in their own goal setting through Mentor Goal Setting tool based on the Continuum of Mentoring Practice. Mentors choose 1 goal per year with the option of having a second goal. They identify their strengths and opportunities for growth using the Continuum of Mentoring Practice. They will also reflect on their goals and receive feedback at the end of each semester. Current mentor goals may be found in the 2025-16 Mentor Google Classroom (need to be logged into SMBSD account) Mentors are provided a series of Mentor Professional Learning depending upon if they are a new mentor (Foundational PL) or a returning mentor (Sustaining PL). They are provided information on their goal setting and mentor support and professional learning at Mentor Orientation (slides from 9/8/25) An additional support for Mentors is our Mentor Monthly newsletter which helps to clarify expectations and gives the mentors gentle reminders. We have a robust Mentor Recommendation Process explained in our Handbook on page 37 - last paragraph Mentors will be recommended by Induction staff and site administrators based on the qualifications and characteristics listed on the next two pages.

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		Induction staff will: 1. Look at district staffing and identify potential mentors at a candidates site and grade level. a. If there are no mentors at the candidates site/grade level; other grades at the site will be considered. If no one at site is a qualified match, Induction staff will seek support from site and or district TOSAs. 2. Induction staff will consult with site administrators to ensure the mentor qualifies based on the qualifications and characteristics listed on the next two pages. Administrator will provide mentor a Letter of Recommendation if chosen and agrees to mentor. 3. Induction staff will contact potential mentor. Interested Mentor candidates will fill out the Induction Mentor Agreement form to ensure commitment and interest in supporting new teachers. Mentors will be supported and encouraged to remain as mentors by providing stipends, professional development specifically to meet their needs, and publicly recognizing their efforts at the yearly colloquium.
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Outside of the candidate ILP, how are other completion activities and requirements documented and kept in order to provide a clear recommendation (i.e. assessment results, authorizations, etc.) Please provide: Credential recommendation data and process for candidates. Once the candidate completes the program requirements, what is the process for clear	All completion activities and requirements are documented on the New teacher Contact List & Attendance/Accountability Spreadsheet. (must be logged in to access) The first tab, 2025-25 NT, is information from HR on ALL newly hired teachers. From this spreadsheet we begin sorting them into the appropriate support plan and transfer them to 2025-26 Y1 or Y2 tabs. 2025-26 Y1 and 2025-26 Y2 is where we track their credential status, days to mentor match, mentor credentials, and all contact information. Y1 Attend & Account and Y2 Attend & Account tabs are where we track if they attended orientation, induction meetings, and completed surveys throughout the program. This is also where we will document ILP reviews and completion of induction requirements, as you can see on our 2024-25 Spreadsheet. Once all requirements are met, verified by our Induction staff and marked on our spreadsheet, candidates receive an invite to the Exit

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	credential recommendation? Candidate Induction Support records are mentioned in the handbook (slide 22) as documentation of additional support and the plan for completion. Please provide evidence of the support record. Please provide evidence of completed documents of the following: Master 2025-26 SMBSD TIP ILP Documents..	Interview where they will complete the final requirement for induction and receive the Clear Credential Application from our Credential Analyst. The Credential Analyst documents who has been recommended, their credential number, credential type, expiration date, and any other information that may be needed on the following document: Clear Recommendation Process & Data - must be logged into SMBSD to access. We have added more information to our Handbook on the bottom of page 27 on this process. Must be logged in to view: Notes from Induction Advisory 4/14/25 Email from Induction to Candidate and Mentor regarding support plan Evidence of growth • ILP Feedback 2024-25 Spring Y1- Must be logged in to SMBSD to access • ILP Feedback 2024-25 Spring Y2 - Must be logged in to SMBSD to access
Standard 6: Program Responsibilities for Assuring Quality of Program Services		