



SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Mauricio Arellano
Superintendent

Common Standard Element 3.1 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.

Common Standard Element 3.2 Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.

Common Standard Element 3.3 The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.

Common Standard Element 3.4 Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Common Standard Element 3.5 All programs effectively implement and evaluate fieldwork and clinical practice.

Common Standard Element 3.6 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.

Detailed narrative (500 words or less) describing how the unit monitors programs to ensure alignment to these requirements.



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San Bernardino City Unified School District (SBCUSD) ensures that candidates in the Teacher Induction Program (TIP) have significant site-based work and clinical experiences with diverse student populations. Candidates are placed in schools that represent the [demographic diversity](#) of the region, providing them with firsthand exposure to the range of students identified in the program standards. This experiential learning is essential for candidates to develop the cultural competence and teaching skills necessary to thrive in today's diverse classrooms.

TIP has rigorous standards for [selecting](#) site-based mentors. This process includes criteria that ensures mentors offer effective and knowledgeable support to candidates throughout their induction period. Mentors receive [training](#) on best practices in supporting and [coaching](#) new educators, ensuring they are well-equipped to guide candidates through their early teaching experiences. These mentors must hold certification and possess substantial experience in teaching the specified content areas or performing the services authorized by the credential. Mentors are carefully selected who have demonstrated effectiveness in their roles and have a deep understanding of the needs of both candidates and students. TIP is also committed to ongoing evaluation of mentors using a systematic process that considers their effectiveness in supporting candidates' growth and development; which includes Mid-Year Surveys, End-of-Year Surveys, Coaching Effectiveness Surveys, Coaching Skills Feedback, and Inquiry Cycle Feedback. SBCUSD also emphasizes the importance of effective implementation and evaluation of fieldwork and clinical practice for candidates in TIP. This includes regular [assessments](#) of candidates' progress, [feedback](#) for mentors, and opportunities for candidates to [reflect](#) on their experiences. These evaluations inform program improvements and ensure that candidates receive the support they need to succeed.

In summary, SBCUSD maintains a vigilant monitoring system for TIP, ensuring alignment with the specified Common Standard Elements. Through thoughtful selection of site-based supervisors, meaningful site-based work experiences, ongoing training and support, and a focus on diversity and student populations, SBCUSD's induction program prepares candidates to become effective and culturally responsive educators ready to make a positive impact in the lives of all students.

HUMAN RESOURCES DIVISION - EMPLOYEE DEVELOPMENT DEPARTMENT



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DRAFT REVISION (hyperlinks have not been added)

San Bernardino City Unified School District (SBCUSD) ensures that its Teacher Induction Program (TIP) provides new educators with meaningful, site-based experiences in diverse California public schools. Candidates are placed in schools that reflect the region's rich demographic diversity, offering them hands-on opportunities to implement research-based teaching strategies and engage in real-world learning that addresses issues of equity, access, and student achievement (Common Standard 3.1, 3.6).

Mentors, who serve as site-based supervisors, are selected through a rigorous process that prioritizes proven teaching effectiveness, certification in the appropriate credential areas, and experience working with diverse student populations (3.2, 3.3). Many mentors come from varied backgrounds and content areas, adding to the richness of support for candidates. TIP ensures that mentors are not only credentialed and experienced but also effective in providing individualized guidance grounded in educational best practices.

All mentors receive orientation and ongoing training in coaching strategies, supervision, and adult learning theory to prepare them for their supervisory roles (3.4). These professional development opportunities are differentiated based on the mentor's years of experience and aligned to the California Standards for the Teaching Profession (CSTPs). Mentors attend monthly professional development workshops, participate in virtual office hours, and select from tiered coaching workshops based on their skill level.

Mentor effectiveness is evaluated systematically through multiple sources, including mid-year and end-of-year candidate feedback surveys, coaching effectiveness surveys, and direct observations by Employee Development administrators (3.4, 3.5). Mentors receive feedback and are recognized for their contributions in end-of-year celebrations, public acknowledgments, and leadership opportunities within the induction program. This cycle of evaluation and recognition ensures continuous improvement and motivates high-quality mentorship.

Fieldwork and clinical practice are closely monitored and evaluated through an interactive database where mentors track candidate progress on Individualized Learning Plans. These plans include goal setting, self-assessment, action planning, and reflection. Additionally, monthly mentor feedback forms and accountability meetings with peer coaches or staff ensure that candidate growth is supported and documented throughout the induction process (3.5).

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Collaboration is embedded in all areas of TIP. Mentors meet regularly to share successful strategies, discuss challenges, and learn from one another. These professional learning communities help build a supportive culture where both mentors and candidates grow professionally and personally.

In summary, SBCUSD's Teacher Induction Program meets the requirements of Common Standard Elements 3.1 through 3.6 by providing candidates with rich, diverse site-based experiences; selecting and training highly qualified mentors; and implementing a thorough system of support, supervision, and evaluation. Through this intentional structure, SBCUSD prepares educators to be reflective, effective, and equity-focused professionals ready to serve the diverse students of California.

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