

**Update on the Quarterly Report Submitted by
Rialto Unified School District
Professional Services Division
July 2011**

Overview of this Report

The first quarterly progress report was submitted by Rialto Unified School District (RUSD) on June 22, 2011. This agenda item presents an update on the quarterly report received from RUSD and the next steps for district in the Commission’s accreditation system.

Staff Recommendation

This is an information item only.

Background from Initial January–February 2011 Accreditation Visit

Rialto Unified School District offers General Education (Multiple Subject and Single Subject) programs. RUSD’s initial accreditation visit took place January 31-February 2, 2011. Although all Induction program standards were met, due to the findings that one Common Standard was not met and three were met with concerns the team recommended a decision of **Accreditation with Major Stipulations**, <http://www.ctc.ca.gov/educator-prep/coa-agendas/2011-03/2011-03-item-16.pdf> During its March 17-18, 2011 meeting, the COA accepted the team’s accreditation recommendation and approved seven stipulations. One stipulation requires RUSD to submit quarterly progress reports to the Commission.

Following are the 2011 stipulations and excerpts from the June 22, 2011 Rialto Unified School District progress report. It should be noted that evidence such as the vision statement, hyperlinks to job descriptions, organizational chart, meeting schedules and advisory meeting minutes, was not included with the Rialto progress report. An e-message containing feedback about the report and explaining that no evidence has been reviewed was e-mailed to Rialto representatives on July 5, 2011.

Addressing the Stipulations

STIPULATION	RIALTO RESPONSE
1. That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations as well as those standards not met or met with concerns.	Rialto is confident that it is moving in the right direction and will be able to entertain a visit from the Commission in the winter of 2012. Since the initial visit, Rialto has instituted several improvements or corrections that will enable it to demonstrate that the RUSD program fully meets all of the common standards. Rialto has documented evidence of actions taken or will be taken to address the stipulations and those standards not met or met with concerns.

STIPULATION	RIALTO RESPONSE
<p>2. That the institution provide evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication and lines of authority and responsibility.</p>	<p>The Rialto district-sponsored colloquium received support from district personnel, including the Superintendent, the Assistant Superintendents of Educational Services and Personnel, as well as many Area Directors. The administrators of the sites of the candidates were well in attendance and the district demonstrated its commitment to continued support of BTSA.</p> <p>The Assistant Superintendents of Educational Services and Personnel Services met with the Sr. Director, coordinator and support provider to create a Rialto Unified School District BTSA Induction program vision statement.</p> <p>Rialto has created appropriate job descriptions for the coordinator and the director positions that accurately reflect the delineation of responsibilities for each. In addition, a personnel change will be made for the 11-12 year and one of the current Coordinators of Professional Development will assume the role of Coordinator, Professional Development and Induction.</p> <p>Rialto has also created a BTSA Induction program organizational flow chart to clearly distinguish the lines of authority and ensure clear communication between other district offices and the induction program, as well as continued support for teacher preparation. Those included on the organizational chart are the Assistant Superintendent, Educational Services, Sr. Director, Professional Development and Induction, Coordinator, Professional Development and Induction, Director of Personnel, Credential Analyst, BTSA Secretary, Full-time Support Providers and Extended-day Support Providers. The organizational chart demonstrates the lines of communication between Personnel Services, Educational Services and BTSA. Personnel Services notifies the BTSA office of any candidates eligible for the program and whether the participant is in Year 1 or Year 2 of the program.</p> <p>The Professional Development Advisory Council (PDC) met on March 9, 2011 and reviewed and discussed the CTC's findings from the Accreditation visit. Rialto is involving the Professional Development Advisory Council more fully in the BTSA program evaluation process, so the decision was made to meet on a quarterly basis to discuss professional development needs. An additional meeting was held on April 20, 2011. The dates have also been established for the quarterly meetings that will be held next year.</p>
<p>3. That the institution provide evidence of</p>	<p>The Participating Teacher (PT) Mid-Year BTSA Survey was completed by 57% of the participants. Rialto has analyzed the</p>

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<p>the implementation of a comprehensive program evaluation system involving program participants, completers and stakeholders. The system must demonstrate the potential for assuring continuous program improvement.</p>	<p>results of the survey, shared and discussed the results with the PDC Advisory Council and made necessary program changes based on the needs of the PTs. It was concluded that the PTs would benefit from additional meeting opportunities. So, Rialto increased next year's Year 1 participant meetings to once every month, and the Year 2 participant meetings would increase to once every other month. In addition to the required meeting topics, Rialto will include topics based on comments from the mid-year survey.</p> <p>Rialto made it a goal to have a 100% completion rate for all stakeholders who were required to take the online BTSA End-of-Year Survey. Rialto stressed the importance of the survey and shared that Rialto would use the results to verify the aspects of the program that were effective and which areas were not as effective so improvements would continue to be made in the program. 100% of the PTs, Support Providers (SP) and Administrators who had PTs on their school staff completed the End-of-Year Survey. The data from the survey will be reviewed once it is released, and will be used as additional information that help determine topics for the PT and SP meetings and professional development.</p> <p>Candidate exit interviews were conducted with every Year 2 candidate. As a result, Rialto was able to collect more precise data concerning professional development, FACT, educational and instructional needs and desired attributes of a support provider.</p> <p>Each SP completed a Support Provider Self-Assessment and a Support Provider Professional Growth Plan. The data from the self-assessments and growth plans has been reviewed. The data helped determine how to best support the SPs for the upcoming year. Monthly Support Provider meeting dates have been established.</p>
<p>4. That the institution provide evidence that the program receives sufficient resources to allow for effective operation. The resources must enable the program to effectively operate in terms of coordination and program development.</p>	<p>The Sr. Director and Coordinator have met with the Assistant Superintendent of Business Services and the Sr. Director of Fiscal Services to review the 2011-2012 BTSA budget. Rialto has made provisions in the budget for a full-time SP, stipends for two extended-day SP and allowance to fund another SP if the number of PTs exceeds twenty-five (25).</p> <p>When the number of PTs exceeds 25, the procedure for requesting another SP will be followed. The Sr. Director will complete and submit a Personnel Service Request (PSR) to the Assistant Superintendent, Educational Services for approval. The PSR will then be sent to the Assistant Superintendent, Business Services for approval. Next it is sent to the Assistant Superintendent, Personnel Services. The position is then flown, application packets are submitted and interviews are scheduled. From the interviews, a</p>

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	qualified candidate may be selected, and any remaining candidates who qualify may be placed in a pool.
5. That the institution provide evidence that all faculty and instructional personnel are provided with opportunities for professional development.	Rialto determined the need for more professional development for Support Providers. The regularly scheduled Support Provider meetings have been increased to once a month, and each meeting will include professional development training provided by the staff of the Rialto Professional Development Center (PDC). The PDC offers a wide-range of educational trainings and instructional support. The full-time support provider is housed in the PDC and works closely with the PDC staff. The SP will be included in many of the professional development opportunities that are available to the PDC staff. The training may also include online professional development opportunities, as well. The professional development opportunities will be documented through the Professional Development Management System.
6. That the institution provide interim quarterly reports to Commission staff who will provide updates to the Committee on Accreditation.	Rialto Unified School District submitted its first Quarterly Progress report on June 22, 2011. This update describes Rialto's progress in addressing the stipulations and meeting the standards. The next quarterly report will be due in September 2011 and an update will be placed on the October 2011 COA agenda.
7. That the institution not be allowed to offer any new credential programs until the stipulations are removed by the Committee on Accreditation.	Rialto states that it has moved forward with identifiable and positive steps and actions to remedy the causes of the accreditation findings. Rialto will continue to work as a district to foster a climate and actions that will result in a positive outcome during the revisit by the accreditation team in winter 2012.

Common Standards

2011 Team Report Findings

Standard 1: Educational Leadership

Met with Concerns

Due to the high number of retirements, many administrative positions at Rialto Unified School District have been newly assigned. The Induction Program director was appointed within the past six months. The team found no evidence of a research-based vision; however, the team was advised through an interview that the director is currently developing a vision for the program.

Through document review and interviews with program administration, faculty, and Professional Development Center (PDC) Advisory Council members, the team determined that the Induction Program staff facilitates workshops, works one-on-one with candidates and oversees the work of Extended-Day support providers. The organization, coordination, and governance of the professional preparation program is under development due to recent personnel and institutional changes. Although the team found through interviews that there was a Professional Development Center Advisory Council, evidence of regularly calendared Professional Development Center Advisory Council meetings was not found.

Rationale for Standard Finding

A research based vision for the unit has not been articulated. Candidates and Induction faculty stated in interviews that confusion exists as to the roles and responsibilities of the day-to-day operation of the unit. The full-time support provider is responsible for program implementation as well as support for 45 candidates and provides five expert forum professional development meetings during the year. The team found no evidence that stakeholders are actively involved in the organization, coordination, and governance of the Induction programs.

Rialto Unified School District Response

Since the Accreditation visit, Rialto held a Professional Development Advisory Committee meeting to share the findings of the visit and seek counsel on ways to improve the Rialto Induction program. The meetings have been calendared and shared with committee members.

The Professional Development Department collaborated with Educational Services and Personnel to create a clear vision for the program that aligned with the vision of the District and the direction of the Educational Services Action Plan. This collaboration also brought about the creation of a BTSA Organizational Chart. Rialto has also created appropriate job descriptions for the Coordinator and the Sr. Director positions that accurately reflect the delineation of responsibilities for each.

The induction program has secured a budget that includes a provision for an additional support provider, should the number of PT's increase beyond twenty-five. The budget has been submitted and approved. Currently, Rialto predicts that it will support nineteen teachers for the 2011-2012 academic year. To ensure continuity of service, support providers have met three times since the visit and plans are in place to conduct monthly meetings for the 2011-2012 year.

2011 Team Report Findings

Standard 2: Unit and Program Assessment and Evaluation

Not Met

A document review and interviews with program staff and candidates indicate that the Rialto Induction Program has a process for collecting data on program and unit evaluation and improvement. Documentation was provided regarding the collection of evidence, however, evidence of analysis and resulting program and unit evaluation and improvement was not found.

Data on candidate and program completers are collected and analyzed. These data include the State Survey of Program Effectiveness, Individual Induction Plans (IIPs) and local mid- and end-of-year binder checks. Program effectiveness data are captured in professional seminar evaluations. However, evidence of analysis and resulting program improvement was not evident. The full-time support provider reports using observation data and responses to the IIP to assist candidates with their teaching performance. The full-time support provider also reports using feedback from conferences, observations and IIPs to make modifications in the sequence of delivery of the Expert Forums as defined by program Standards. Evidence to support this, however, was not provided.

The relationship between candidate performance data and program improvement is unclear. The team found it difficult to link candidate assessments to program strengths, weaknesses, or program improvement.

Rationale for Standard Finding

The team found no evidence that the education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. Evidence that the system analyzes and utilizes data on candidate and program completer performance and unit operations was also missing. Ongoing and comprehensive data collection related to program effectiveness and program improvement was not evident.

Rialto Unified School District Response

Rialto reviewed and evaluated the Mid-Year PT surveys and the information was shared with the Professional Development Advisory Committee, the Support Providers and the Professional Development staff. Rialto also reinstated the practice of conducting exit interviews of our Year 2 and ECO candidates. Based upon the information obtained from the surveys and the current information gathered from exit interviews, Rialto made significant changes to the program in the coming year. Some examples of change include monthly meetings for Year 1 candidates (marked increase over this current year) and additional meetings (four) for Year 2 candidates. The data indicated that this would be an improvement for the program.

After evaluating the percentage of participants who completed the PT Mid-Year Survey, Rialto set a goal to increase the completion percentage of the End-of-Year Survey to 100% by all participating stakeholders. Last year, few administrators took the End-of-Year Survey. This year, with great support from the Assistant Superintendent, Educational Services, Rialto attained 100% participation from administrators who have PTs at their school sites. Rialto also attained 100% participation of PTs. The data gathered from the End-of-Year Surveys and the Support Provider Self-Assessment and Support Provider Professional Growth Plans has been used to develop suggested improvements to the BTSA program. This data will be shared with the PDC

Advisory Committee at the next scheduled meeting to take place at the beginning of next school year.

2011 Team Report Findings

Standard 3: Resources

Met with Concerns

The budget, provided at the site visit, is built on the Teacher Credentialing Block Grant (Tier III) and district in-kind resources such as Title I, Title II and PAR funds which are used to support the professional development of all RUSD teachers. Interviews revealed that a portion of the 2010-2011 BTSA Tier III funding was reallocated for other educational purposes. The team found that there is a budget process in place and that the BTSA Induction budget was approved to support 25 candidates at the beginning of the year, however, 45 candidates are participating in the program. During the Mid-Visit Status Report, the team requested evidence of the process that is used to submit a revised budget that requests additional resources to be used in support of the increased number of candidates. Program leadership indicated that there is a process but the documentation presented did not adequately address this issue.

Adequate personnel services are provided to the program to determine eligibility and to file for the credential upon completion. This work is done by Personnel Services with the support of the Induction Program Staff. Induction Program Staff and Professional Development Coordinators contribute to the curriculum, instruction, and professional development for candidates as verified by interviews, agendas and calendared dates. However, sufficient resources were not found to be consistently allocated for the effective coordination of the credential program. Consistent coordination of assessment management was not evident.

In addition to the collaboration with Professional Development Coordinators, the Induction program partners with the Educational Services department for professional development related to healthy environments, special populations, data analysis, and English Language learners. Candidates have access to eChalk online resources, BTSA Induction Handbook and the District website that includes a calendar of activities. Interviews with candidates and program completers indicated a high degree of satisfaction with the level of support provided by the fulltime support provider. Through interviews with candidates and unit administration the team found that the full-time support provider serves 45 candidates and concurrently coordinates five expert forum professional development meetings. Unit administration reports their intention to add an additional full-time support provider in March 2011.

Rationale for Standard Finding

The team found no evidence of a budget revision process which allows for consistent allocation of resources to meet program needs. There is no evidence of sufficient resources for coordination of the program and assessment management.

Rialto Unified School District Response

Rialto has developed a BTSA budget for 2011-1012 that clearly establishes funding one full-time support provider, two extended-day support providers and an additional Full-time support provider if the number of PTs exceeds twenty-five. The BTSA budget for 2011-2012 was submitted by the Sr. Director, Professional Development and Induction to the Assistant Superintendent, Educational Services for review and approved by the Assistant Superintendent,

Business Services and the Deputy Superintendent. If the number of BTSA PTs exceeds twenty-five the newly established process of submitting a Personnel Services Request (PSR) will be followed. When the PSR is approved, Rialto will interview candidates and make a selection.

The creation of the appropriate job descriptions for the Coordinator and the Director positions now accurately reflect the delineation of responsibilities for each respectively.

2011 Team Report Findings

Standard 4: Faculty and Instructional Personnel

Met with Concerns

Rialto has revised the support provider meeting schedule to include once a month meetings. The meetings will include professional development training based on the needs of the support providers. The professional development will be provided by the PDC staff and through online resources, such as webinars. Each meeting/training will include an agenda and sign-in sheet. The Coordinator will continuously follow up with the support providers to ensure that they follow through with the implementation of any strategies learned in the professional development trainings. New support providers added to the staff will also be trained in FACT.

Next Steps:

The second Rialto Unified School District quarterly progress report is due September 23, 2011. The COA will receive a quarterly progress report update with an update presented for COA information at its October 27, 2011 meeting. The accreditation revisit is scheduled for winter 2012.