

## Discussion of the First Quarterly Report for Tracy Unified School District October 2015

### Overview of this Report

This agenda item provides the information that Tracy Unified School District (TUSD) submitted to the Commission on Teacher Credentialing on December 21, 2015 in its second required quarterly report. Items in purple font are actions taken since the first quarterly report. This item reports TUSD progress to date in addressing the stipulations as reported in the COA June 2015 agenda item (<http://www.ctc.ca.gov/educator-prep/coaagendas/2015-06/2015-06-item-23.pdf>).

### Staff Recommendation

That the COA accept the Tracy quarterly report as indication of satisfactory progress to date in addressing stipulations. No further action is needed.

### Background

Tracy Unified School District sponsors two programs, a General Education (MS/SS) Induction Program and an Education Specialist Induction Program. The district hosted an accreditation site visit on May 4 through May 6, 2015. A five member team found four of the nine Common Standards met (Common Standards 2, 5, 6, and 9). Common Standards 1, 3, 4, and 7 were met with concern (Common Standard 8 is not applicable to induction only programs). The team found that all Program Standards were met with the exception of Program Standard 2 which was met with concern and Program Standard 3 which was not met. The COA, upon hearing the report at the June 2015 meeting determined the accreditation status to be **Accreditation with Probationary Stipulations**.

### The Stipulations are as follows:

1. The institution provide evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication among stakeholders.
2. That the institution provide evidence that each program within the unit receives sufficient resources to allow for effective operation of the credential programs. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development, and instruction.
3. That the institution provide evidence that all staff who support the program and/or provide professional development are qualified and have a thorough understanding of the needs of the program.
4. Provide evidence of a process in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experience.

5. Submit to the commission quarterly reports indicating actions taken to address all stipulations and standards less than fully met. The first quarterly report is Due September 25, 2015.
6. Within one year of the date of the accreditation action, Tracy Unified School District is required to host a focused re-visit to collect evidence of actions to address the stipulations noted above.
7. Notify all current and prospective teacher candidates of the accreditations status of the institution. A copy of the correspondence shall be sent to the commission.

The table below indicates the actions taken by the institution thus far to address the seven stipulations placed on the institution by the Committee on Accreditation. The information provided in black was presented in the agenda item presented to the COA at the October 2015 meeting. Additional efforts made since that time have been added to the table and appear below in purple font.

Stipulation	Action Taken by Tracy USD
<p>1. The institution provide evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication among stakeholders.</p>	<p>A new Director of Staff Development, overseeing the Induction Program was hired on July 1, 2015. The Director comes with Induction Program experience from Stockton Unified School District, having served on the Leadership Team as representative for high school administration and having served as a Support Provider in the program.</p> <p>A representative Leadership Team has been developed to ensure relevant stakeholders are actively involved in program implementation.</p> <ul style="list-style-type: none"> <li>• Representatives from all stakeholder groups are represented: the Associate Superintendent of Human Resources, the Associate Superintendent of Educational Services, the Director of Staff Development, 1 General Education Support Provider, 1 Education Specialist Support Provider, 1 Elementary Administrator, 1 High School Administrator, 1 Former Participating Teacher, and 1 Special Education Program Specialist.</li> <li>• The Leadership Team conducts regular monthly meetings.</li> <li>• Clear roles and responsibilities have been established in relation to the team serving as the key decision-making body for the Induction Program.</li> </ul> <p>On August 21, 2015, the Leadership Team held its first meeting of the year. During the meeting the Leadership Team addressed</p>

	<p>the following areas:</p> <ul style="list-style-type: none"> <li>• The new director was introduced.</li> <li>• The roles and responsibilities of the Leadership Team were established.</li> <li>• The accreditation report was reviewed and the steps for corrective action were reviewed. This included: <ul style="list-style-type: none"> <li>• A draft of the letter to notify candidates of the program status (stipulation 7). Approved by the team.</li> <li>• The expectation that TUSD host a re-visit. (Stipulation 6).</li> <li>• The requirement to submit quarterly reports (Stipulation 5).</li> <li>• The plan to provide on-going Support Provider Training and to utilize Stockton USD for Training Support. 2 trainers will be used: 1 with a general ed. Focus and 1 with a special ed. Focus. (Stipulation 3 and 4).</li> <li>• The plan to develop an Administrator Position to ensure effective operation of the program. (Stipulation 2).</li> <li>• Review of the Support Provider application process to ensure quality candidates (stipulation 2).</li> <li>• Developed a plan to create a clear vision and provide evidence that our leadership supports this vision. (Stipulation 1).</li> <li>• Approval of a clear Early Completion Option process and review of Early Completion Candidate applications to determine eligibility.</li> <li>• The Director of Staff Development and TOSA are scheduled to attend all Cluster 1 regional meetings.</li> </ul> </li> </ul> <p>The Leadership Team met again on August 26, 2015 to select new Support Providers from the submitted applications and paired selected Support Providers with candidates based on the specific support and program needs for Education Specialists and General Education candidates.</p> <p>On October 20, 2015, the Leadership Team held its second meeting of the year. During the meeting the Leadership Team addressed the following areas:</p> <ul style="list-style-type: none"> <li>• Read and approved the minutes from the August 2015 meeting.</li> <li>• Reviewed the CCTC meeting where the Quarterly Report was discussed and will to continue to implement the steps outlined in the TUSD Induction Action Plan for</li> </ul>
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	<p>Improvement.</p> <ul style="list-style-type: none"> <li>• Used the Support Provider Input, research, and knowledge of the TUSD Induction Program to develop a vision statement. The team agreed that the vision must articulate a compelling picture of the program’s future that will produce energy, passion, and action. The vision statement was focused on the question: where do we aim to be?</li> <li>• Reviewed the Program’s one ECO (Early Completion Option) Candidate.</li> <li>• Discussed the Accelerated Education Specialist Induction Candidate’s IIP. Candidate currently holds a single subject credential and will need to meet the requirements for the Education Specialist Credential.</li> </ul> <p>On December 8, 2015, the Leadership Team held its third meeting of the year. During the meeting the leadership Team addressed the following areas:</p> <ul style="list-style-type: none"> <li>• Read and approved the minutes form the October 2015 meeting.</li> <li>• Approved the Induction Vision Statement written with stakeholder input (SP, PT, admin, Leadership Team)</li> <li>• Reviewed the second quarterly report to be submitted to the commission.</li> <li>• Reviewed data from the Participating Teacher mid-year survey. Determined the following areas of strength and need:</li> </ul> <p><i>Program Strengths:</i></p> <ul style="list-style-type: none"> <li>▪ <i>SP’s understanding of Induction requirements</i></li> <li>▪ <i>SP’s Instructional strategy and CSTP knowledge and ability</i></li> <li>▪ <i>SP’s skills in analyzing student work, reflective conversations, observation data, and inquiry support</i></li> </ul> <p><i>Program Needs:</i></p> <ul style="list-style-type: none"> <li>▪ <i>SP training in designing long and short term lessons, assessing student learning</i></li> <li>▪ <i>SP matches to subject matter (1 respondent)</i></li> </ul> <p>To create a clear vision for teacher preparation, the following steps occurred:</p>
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	<ul style="list-style-type: none"> <li>• Support Providers provided input during the September 2, 2015 training, focusing on the learning outcomes for Induction Candidates. Support Providers worked in teams to answer the question: What are the non-negotiable behaviors we expect of our Participating Teachers when they leave our Program. They used their lists to develop a vision statement.</li> <li>• During the October 20, 2015 Leadership Team meeting, the Leadership Team utilized research and the Support Provider input to develop a clear vision for the TUSD Induction Program.</li> <li>• At the November Quarterly Meeting, Support Providers reviewed the vision statement and provided feedback to the Leadership Team.</li> <li>• At the December 8, 2015 Leadership Team meeting, the following vision statement was approved: <p style="text-align: center;"><i>The TUSD Induction Program provides collaborative, individualized support for all induction candidates through a formative assessment process in order to guide teachers in their growth along the continuum of teaching practices. We develop self-reflective, positive thinking teachers who engage in collaboration and focus on student achievement.</i></p> </li> </ul> <p>The Director of Staff Development has increased communication with site and district administrators with the following steps:</p> <ul style="list-style-type: none"> <li>• Direct emails to site leaders identifying Induction Program Candidates and corresponding Support Providers.</li> <li>• At the August 27, 2015, Tracy management team meeting, all site and district leaders were informed of the program status and their role as site leaders to support Induction candidates and new teachers. Site leaders read articles/research on the impact of New Teacher Induction Programs and how site leaders can best support new teachers.</li> <li>• At the October 8, 2015, Tracy management team meeting, all site and district leaders were provided an overview of the intent and purpose of California</li> </ul>
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	<p>Induction Programs, the vision and goals, and the framework and intent of the FACT system. The role of the Support Provider was clarified in relation to the role of the site administrator. Administrators then participated in determining how they can further support new teachers through the lens of the Induction Program Standards.</p> <ul style="list-style-type: none"> <li>• Additional informational/training sessions with site leaders will continue throughout the year during district management team meetings.</li> </ul>
<p>2. That the institution provide evidence that each program within the unit receives sufficient resources to allow for effective operation of the credential programs. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development, and instruction.</p>	<p>To ensure the necessary budget, the Director of Staff Development and the Associate Superintendent of Educational Services met with a district budgeting analyst on August 12, 2015, to ensure funding for the following essential program components:</p> <ul style="list-style-type: none"> <li>• Support Provider stipends, release time for observations, and additional trainings</li> <li>• Professional Development training and networking opportunities</li> <li>• Resources: facilities and materials</li> <li>• Program Coordinator: the District is in the process of developing a new administrative position to oversee the Induction Program because the District recognizes the need to allocate sufficient resources for effective operation of the credential programs.</li> <li>• The District hired a Program Administrator of Staff Development to work directly with the Director of Staff Development to oversee the Induction Program. The Program Administrator began on November 5, 2015.</li> </ul> <p>An application process with clear Support Provider Roles and Responsibilities was developed with the following components:</p> <ul style="list-style-type: none"> <li>• Interested applicants must submit an application requiring: a letter of recommendation from both the current site administrator and a colleague; a letter of interest; experience in a teacher leader role; and a resume.</li> <li>• Leadership Team members review applications and determine eligible Support Providers.</li> <li>• Support Providers must submit an updated letter of recommendation from their site administrator every</li> </ul>

	<p>four years in order to maintain eligibility.</p> <ul style="list-style-type: none"> <li>• Support Providers are paired with Participating Teachers based on the credential-type held, site, grade level, and Participating Teacher needs.</li> </ul> <p>As of September 1, 2015, there are 30 Participating Teachers (PT) in TUSD. There are 10 General Education Year 1 PTs, 1 Education Specialist Year 1 PT, 18 General Education Year 2 PTs, and 1 Education Specialist Year 2 PT. Support Providers meet 1:1 with their PT weekly.</p> <p>As of December 1, 2015, there were 30 Participating Teachers (PT) in TUSD.</p> <ul style="list-style-type: none"> <li>• 9 General Education Year 1 PTs</li> <li>• 18 General Education Year 2 PTs</li> <li>• 2 Education Specialist Year 2 PT's. One PT holds a clear credential and is clearing her second credential</li> <li>• 1 ECO General Education PT</li> </ul>
<p>3. That the institution provide evidence that all staff who support the program and/or provide professional development are qualified and have a thorough understanding of the needs of the program.</p>	<p>The Director of Staff Development has taken the following steps in ensuring a thorough understanding of the program:</p> <ul style="list-style-type: none"> <li>• Contact with Karen Sacramento, Commission on Teacher Credentialing, regarding the stipulations, program intent and plans of TUSD to address the stipulations on the following dates: <ul style="list-style-type: none"> <li>▪ August 11, 2015</li> <li>▪ August 28, 2015</li> <li>▪ September 14, 2015</li> <li>▪ October 27, 2015</li> </ul> </li> <li>• Contact with Jodi Schwartzfarb, New Haven Unified School District, Accreditation Team Leader, to further develop understanding of the Induction Program design and intent, Support Provider training, and development of a clear vision and implementation of that vision.</li> <li>• Contact with recommended neighboring district, Stockton Unified School District Induction Program Director, Lori Walker, to further develop understanding of the Induction Program design, Support Provider training, and development of cohesive management of the Induction Program.</li> <li>• Attendance at the New Teacher Center, Coaching Leaders to Attain Student Success (CLASS) Blended Coaching training, August 18-19, 2015. Attendance at a</li> </ul>

	<p>New Coaches training on September 11, 2015.</p> <ul style="list-style-type: none"> <li>• Contact with Janice Bussey, Former TUSD Director of Staff Development in order to revisit the intent of the proposed Program, understand past evidence collection, trainings, and program development.</li> <li>• Attendance at the North Valley Collaborative at the Stanislaus County Office of Education on the following dates: <ul style="list-style-type: none"> <li>▪ September 28, 2015</li> <li>▪ November 30, 2015</li> </ul> </li> <li>• Attendance at the Cluster One regional meeting in Rocklin, California, on September 30, 2015</li> </ul> <p>In order to strengthen the support provided for the Education Specialist Induction Program, a plan is in place with the following components:</p> <ul style="list-style-type: none"> <li>• Support Providers hold the same credential as the candidate.</li> <li>• An Intake meeting was held for the year one candidate to determine her individualized plan for Program Completion.</li> <li>• The Math Teacher on Special Assignment (TOSA) is currently serving as a trainer of trainers and a Support Provider for an Education Specialist candidate and will be meeting regularly with the second Support Provider to ensure that all components of the Education Specialist credential are addressed based on each candidates individual needs.</li> <li>• To support the Education Specialist Candidates in developing their IIP's, the Education Specialist Support Providers met on the following dates: <ul style="list-style-type: none"> <li>▪ September 8, 2015</li> <li>▪ October 2, 2015</li> <li>▪ December Midyear meetings</li> </ul> </li> </ul>
<p>4. Provide evidence of a process in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experience.</p>	<p>A comprehensive training and for Trainers of Support Providers has been developed featuring:</p> <ul style="list-style-type: none"> <li>• A Partnership with the Stockton USD Induction Program which includes Tracy Support Provider Trainers attending SUSD FACT trainings throughout the year. The Director, Program Administrator and TOSA continue to attend the Stockton FACT Trainings and have attended the following trainings to date:</li> </ul>

	<ul style="list-style-type: none"> <li>▪ August 27, 2015 New SP Training</li> <li>▪ September 3, 2015 FACT Part I</li> <li>▪ October 5, 2015 FACT Part II</li> <li>▪ November 9, 2015 FACT Part III</li> <li>▪ November 19, 2015 Mentoring Matters</li> </ul> <ul style="list-style-type: none"> <li>• Regularly scheduled quarterly FACT Trainings specific to Year-One and Year-Two Support Providers. These trainings will include calibration of support provided to candidates in the following areas: IIP inquiry questions, evidence collection, observation, and feedback.</li> <li>• Year-One Support Provider FACT Training completed to date: <ul style="list-style-type: none"> <li>▪ September 10, 2015: Module A, Context for Teaching and Learning calibration of expectations for experiences; and Module B, Assessment of Teaching and Learning observation cycle calibration.</li> <li>▪ October 15, 2015: Module C, Inquiry of Teaching and Learning. Inquiry question development. Developed an in-depth understanding CSTP's and Program Standards 5 &amp; 6.</li> <li>▪ December 3, 2015: Module C, Inquiry of Teaching and Learning. IIP development. Developing mentoring skills and reflective questioning techniques.</li> </ul> </li> <li>• Future Year-One Support Provider FACT Training dates scheduled: <ul style="list-style-type: none"> <li>▪ March 17, 2016</li> </ul> </li> <li>• Year-Two Support Provider FACT Training Completed to date: <ul style="list-style-type: none"> <li>▪ September 2, 2015: Module A, Context for Teaching and Learning calibration of expectations for experiences of a year two candidate; and Module C, Inquiry into Teaching and Learning calibration of inquiry questions focused on CSTP and induction Program Standards as they relate to the candidates context for teaching.</li> <li>▪ October 14, 2015: Module C, Inquiry of Teaching and Learning. Inquiry question development.</li> </ul> </li> </ul>
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	<p>Developed an in-depth understanding CSTP's and Program Standards 5 &amp; 6.</p> <ul style="list-style-type: none"> <li>• Future Year-Two Support Provider FACT Training dates scheduled: <ul style="list-style-type: none"> <li>▪ February 3, 2016</li> </ul> </li> <li>• Mid-year Meetings: From November 17 through December 10, 2015 The Program Director and Administrator conducted 1:1 mid-year meetings with all Participating Teachers and their Support Providers to provide feedback on the inquiry question and support the candidate with the inquiry process.</li> <li>• Feedback is collected at all trainings conducted to determine future Support Provider training needs. As a result of the feedback the following changes have occurred: <ul style="list-style-type: none"> <li>▪ Support Providers were provided with binders to supplement the web-site to further facilitate reflective conversations and for ease of access.</li> <li>▪ All required documents are submitted via Office 365/one-drive as we move toward paperless submission</li> <li>▪ Agendas for FACT trainings for Support Providers are determined based on Support Provider needs stated in feedback surveys</li> </ul> </li> </ul>
<p>5. Submit to the commission quarterly reports indicating actions taken to address all stipulations and standards less than fully met. The first quarterly report is Due September 25, 2015.</p>	<p>The submission of this agenda item fulfills the stipulation of submitting the first quarterly report.</p>
<p>6. Within one year of the date of the accreditation action, Tracy Unified School District is required to host a focused re-visit</p>	<p>Tracy Unified School District and the Induction Program welcomes the opportunity to host a re-visit to demonstrate implementation of all required stipulations for the Program and Common Standards and plans to continue to work closely with the CTC to establish the date for this accreditation action.</p>

<p>to collect evidence of actions to address the stipulations noted above.</p>	
<p>7. Notify all current and prospective teacher candidates of the accreditations status of the institution. A copy of the correspondence shall be sent to the commission.</p>	<p>At the first Orientation Meetings for Year One (September 2, 2015) and Year Two Candidates (September 9, 2015), all candidates notified of the probationary status of the program and were provided a copy of a letter from the Sheila Harrison, Associate Superintendent of Educational Services. Additionally, Human Resources will provide all prospective future hires with a copy of this letter upon notification of being eligible for TUSD Induction.</p>

**Next Steps**

Tracy USD will continue to implement the identified plan to address the stipulations. This includes continuing contact with other Induction Programs through Cluster meetings, conference calls, and program visitations. Additionally, Tracy USD will continue to utilize the data collected from stakeholder groups to implement appropriate changes to the program.