

Discussion of the First Quarterly Report for Oak Grove School District November 2016

Overview of this Report

This agenda item provides the information that Oak Grove School District (OGSD) submitted to the Commission on Teacher Credentialing on October 14, 2016 in its first required quarterly report. This item reports OGSD progress to date in addressing the stipulations as reported in the COA March 2016 agenda item (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2016-03/2016-03-item-17.pdf>)

Staff Recommendation

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

Background

Oak Grove 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 February 23 through February 25, 2016. A four member team found all of the Common Standards met. The team found that three Program Standards were met, one Program Standard was met with concerns (Program Standard 3), and two Program Standards were not met (Program Standard 1 and Program Standard 4). The COA, upon hearing the report at the March 2016 meeting determined the accreditation status to be **Accreditation with Major Stipulations**.

The stipulations are as follows:

1. That the induction program ensures that the use of the formative assessment system is a collaborative process with the support provider and participating teachers to develop professional norms of inquiry, collaboration, and reflection on practice to improve student learning. This process is used to inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous cycle.
2. That the induction program provides formative feedback to the support providers to assess their understanding of their roles and responsibilities to use the formative assessment system with the participating teachers to guide their growth in the profession.
3. That the induction program ensures that participating teachers and support providers collaborate to develop professional goals using an Individual Induction Plan based upon the teacher's assignment, identified developmental needs, and prior preparation and experiences that build upon preservice requirements to extend a teacher's professional growth/practice.

4. That the induction program provides quarterly documentation to the team lead and Commission consultant documenting all actions to address the stipulations noted above.

5. That within one year of this action, the institution hosts a re-visit with the team lead and the Commission consultant to collect evidence of actions to address the stipulations noted above.

The table below indicates the actions taken by the institution thus far to address the five stipulations placed on the institution by the Committee on Accreditation.

| Stipulation | Action Taken by Oak Grove School District |
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| <p>1. That the induction program ensures that the use of the formative assessment system is a collaborative process with the support provider and participating teachers to develop professional norms of inquiry, collaboration, and reflection on practice to improve student learning. This process is used to inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous cycle.</p> | <p>The Oak Grove School District (OGSD) Induction Program has implemented an Individualized Learning Plan (ILP) to align the focus on professional growth with student learning. The ILP is developed by the Participating Teacher (PT) with support from the Support Provider (SP) and site principal and meets the professional growth needs specific to each individual teacher. The ILP is a living document that will be revisited and reviewed throughout the year with opportunities to reflect on and modify goals.</p> <p>The ILP is the foundation for 3 Inquiry Cycle Reflection (ICR) to be completed throughout the year. Each ICR focuses on one goal from the ILP. The ICR is based on a reflective coaching cycle led by the SP.</p> <p>OGSD partners with Partners in School Innovation, http://www.partnersinschools.org/. Through the support of this partnership we have aligned the coaching cycle as a process of setting goals, planning, acting, assessing, and reflecting and adjusting.</p> <p>Setting goals is accomplished through the completion of the ILP. During each coaching cycle, one goal is transferred from the ILP to the ICR. Planning occurs with the PT and SP determining the learning objectives for the inquiry cycle and what specifically the PT wants the SP to observe during the inquiry cycle. During the planning phase of the coaching cycle, the PT determines three focus students, an English learner, special population student, and a student performing well above or below proficiency, from which to collect work samples or observational data as a way to analyze how the instructional strategies have supported growth and learning in students or practice.</p> <p>OGSD is investing in the professional growth of our SPs by embedding Cognitive Coaching as our coaching model. Cognitive</p> |

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| | <p>Coaching is a research based model focused on developing self-directed, reflective teachers with the cognitive capacity for excellence. Eleven of our Coordinators and coach/SPs are attending the Advanced Cognitive Coaching Seminar, while twenty-one of our coach/SPs are attending the Cognitive Coaching Foundations Seminar. This commitment to Cognitive Coaching provides the opportunity for SPs to grow in their own professional capacity while at the same time enables them to effectively guide their PTs through the coaching cycle within each IRC. PTs consider and reflect on how their instructional practices impact student learning and determine their next steps and needed resources for continued professional growth as they prepare for their next coaching cycle and ICR.</p> |
| <p>2. That the induction program provides formative feedback to the support providers to assess their understanding of their roles and responsibilities to use the formative assessment system with the participating teachers to guide their growth in the profession.</p> | <p>Through the guidance of the Steering Committee and Task Force Focus Group, the OGSD Induction Program Support Provider model has transitioned to a model using an increased number of site and district coaches as SPs. From the 2015-16 school year to the 2016-17 school year the number of coaches as SPs has increased from 31% to 65%. Based on feedback from the SPs, the Induction Calendar now includes three 2-hour meetings specifically for SPs during which they will receive information on the formative assessment cycle, practice cognitive coaching skills, and collaborate on topics related to their professional growth and needs.</p> |
| <p>3. That the induction program ensures that participating teachers and support providers collaborate to develop professional goals using an Individual Induction Plan based upon the teacher's assignment, identified developmental needs, and prior preparation and experiences that build upon preservice requirements to extend a teacher's professional growth/practice.</p> | <p>An Individualized Learning Plan (ILP) designed to provide a road map for induction work throughout the two-year induction program has been implemented into the program. The ILP is developed in collaboration of the PT and SP within the first 60 days of enrollment into the induction program. The ILP defines professional goals, measurable outcomes, and actions required to meet those goals. Throughout the year, with guidance from the SP, principal, and induction program staff, PTs will have opportunities to reflect on their progress and modify their ILP. The ILP is a living document that will be revisited and updated several time during the year. In order to align Induction work with site work all PTs are asked to share their ILP with their principal and principals have received communication through the weekly communication email, Curriculum Connections, informing them of the ILP.</p> |
| <p>4. That the induction program provides quarterly documentation to the team lead and Commission consultant documenting all actions to address the stipulations noted above.</p> | <p>This first quarterly report, submitted October 14, 2016, is evidence that the Oak Grove School District seeks to implement all recommendations and to address all stipulations found by the Accreditation Team.</p> |

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| <p>5. That within one year of this action, the institution hosts a re-visit with the team lead and the Commission consultant to collect evidence of actions to address the stipulations noted above.</p> | <p>Oak Grove School District will host a re-visit during the month of May with a tentative date of May 1, 2017. It is the desired expectation of the Oak Grove School District that all actions and evidence will address the stipulations found by the Accreditation Team.</p> |
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Next Steps

Oak Grove SD will continue to implement the identified plan to address the stipulations. This includes continuing to train support providers (mentors) to ensure that the development of candidate’s goals through the Individualized Learning Plan (ILP) is a collaborative process specific to the candidate’s needs that includes formative feedback and reflection. Additionally, Oak Grove SD will continue to utilize the data collected from stakeholder groups to implement appropriate changes to the program.