



Las Virgenes Unified School District Common Standards Narrative Response



Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- The *institution* and education *unit* create and articulate a *research-based vision* of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for *California public schools* and the effective implementation of California's adopted standards and curricular frameworks.
- The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.
- The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.
- The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, *professional development/instruction*, *field based supervision* and *clinical experiences*.
- The *Unit Leadership* has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution*.
- Recruitment and *faculty* development efforts support hiring and retention of *faculty* who represent and support diversity and excellence.
- The *institution* employs, assigns and retains only *qualified persons* to teach *courses*, provide *professional development*, and *supervise* field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service*.
- The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 1:Narrative Response

The [mission and vision of the Center for Educational Excellence](#), which will house all proposed credential programs, speaks to our district's values and is inspired by best practices based on educational research.



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The design of the LVUSD credential programs is based on current theory in education and leadership as exemplified by the work of educational research leaders. The work of John Hattie, Doug Fisher and Nancy Frey supports our candidates and coaches in employing and examining instructional routines that have the biggest impact on student achievement, making their teaching choices visible, purposeful and meaningful. Similarly, Richard Elmore's work on Instructional Rounds informed a portion of the program's professional learning; candidates will participate in a shared process of observing, discussing, and analyzing learning and teaching. With the outcome of creating better learning opportunities for students, instructional rounds serve to provide a tool for enhancing a teacher's pedagogical skills while developing a culture of collaboration and support. Robert Garmston's work with Thinking Collaborative and Adaptive Schools and Cognitive Coaching in addition to Gary Bloom's Blended Coaching informs our own coaching model, as our coaches/mentors will be using reflective, planning, and problem-solving conversations to support and produce growth in our candidates. Likewise, the work of Michael Fullan, in looking at both human and professional capital and systemic school change, speaks to the critical role of educational leaders.

With daily work in schools and districts, strong connections to state and regional educational agencies, and access to quality professional development, the LVUSD Credential Program staff remains current with emerging research and best practices in the field.

[Coursework](#) for educators in the Credential Programs is designed around the California Standards for the Teaching Profession (CSTP) and the California Standards for Professional Educators (CPSELs), and supports educators in addressing the California content standards and frameworks in their instruction.

Program feedback was provided throughout the process of authoring the program: [Focus groups](#), various leadership teams, and the Executive Leadership Team all met to discuss program themes and collaboratively authored a mission statement. Likewise, our [Advisory Board was created and met to review our program design \(November 10, 2016 agenda and minutes\)](#), [\(December 8, 2016 agenda and meeting minutes\)](#), Relevant stakeholders are involved in the organization, coordination and decision-making process for the LVUSD Credential Programs as evidenced in the [Organizational Chart](#).

LVUSD Credential Programs faculty and instructional personnel regularly collaborate with a variety of stakeholders including K-12 educators, site and district administrators, university professors, and members of the local community to examine our programs and amend when needed.

Las Virgenes Unified School District has sufficient resources to effectively operate each program. LVUSD's [Administrative Cabinet members support the program in a variety of ways](#). With support from LVUSD's Administrative Cabinet members, the unit leadership has the authority necessary to address the demands and interests of each of our educators preparation programs. Additionally, a full-time Credential Programs Coordinator manages the programs' daily operations, in addition to the Educational Services Department's support staff that help with coordinating, admissions, and advisement. Similarly, our Credential Program Coordinator will work closely with our Credential Analyst to ensure that all candidates meet the minimum criteria for credential recommendation. **Program participant checklists ensure that the program coordinator, administrative support staff and the credential analyst are able to verify all criteria are evaluated and met when applying for each credential (please see program checklists for [Teacher Induction](#), [PASC](#), and [CASC](#)).** Advisement



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occurs prior to entry into any credential program to ensure that candidates meet the minimum qualifications for the credential they are pursuing.

Field-based supervisors are appointed by District Administrators for all programs that require clinical experience/ fieldwork such as our Preliminary Administrative Services Credential Program.

Site-based supervisors are site administrators within our district who serves as a mentor for the candidate to support his/her experience in the program and guide them through questions they may have. Their duties largely center around coaching the candidate, as they act as mediators of thinking and facilitators for the candidate.

Las Virgenes Unified School District practices [ethical hiring of all employees](#), recognizes the educational value of a diverse environment and welcomes applicants and employees of all backgrounds. Likewise, faculty, instructors, [site-based supervisors](#) and [fieldwork](#) supervisors must be [qualified individuals](#) who meet the set minimum requirements including but not limited to:

- A strong commitment to professional learning, reflection, and collaboration
- A minimum of four years of effective teaching experience in LVUSD (Teacher Induction Programs only)
- A minimum of five years of administrative experience in a site, district or county office setting (Administrative Credential Programs only)

Upon launching our programs, LVUSD faculty, instructors, field-based supervisors, mentors and program staff interact and collaborate with members from our local Institutes of Higher Education biannually; this includes faculty from California Lutheran University, Pepperdine University, and California State University Channel Islands.



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Standard 2: Candidate Recruitment and Support

Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success.

- The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.
- The education *unit* purposefully recruits and admits candidates to diversify the educator pool in California and provides the *support*, advice, and assistance to promote their successful entry and retention in the profession.
- Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.
- Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate *support* efforts. A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.

Standard 2: Narrative Response

Through the [Personnel Department](#), LVUSD “[recruits and selects] highly trained 21st century communicators, matching their skills with the District’s needs, and ensuring they get appropriate feedback and training.” Likewise, our credential programs work closely with partnering institutes of higher education and other local districts to identify qualified candidates who contribute to our diverse educator pool. We highly value and seek out diversity in our educator pool; in an effort to identify and address biases, we want our educators to represent California’s racial, ethnic, and linguistic cultures so they enhance students’ academic achievement by building upon their prior knowledge and experiences.

Candidates must meet all employment requirements as detailed in their employment applications. In addition, candidates must possess a valid preliminary California teaching credential or equivalent to be recommended for a Clear Credential.

LVUSD’s Center for Educational Excellence will maintain a [comprehensive website](#) that candidates can log into to retrieve program information, requirements, forms and documents, and links to their online [learning management system](#).

All programs will have embedded [formative assessment deadlines](#) throughout the year to ensure that candidates are on track to complete the program. Candidates will receive formative feedback on program requirements each trimester through the learning management system; this system collects and tracks powerful [data \(sample of screen shot displaying mastery of individual standards and proficiencies\)](#) to inform candidates about their progress including mastery of the standards, progress on modules, and program completion data. Drop-In Support Sessions are available to candidates who seek further advisement or need additional support in meeting program requirements. The learning management system also provides a [comprehensive help desk](#),



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including a question/answer forum and tutorial videos, so candidates can receive support virtually as well.

A [program extension policy](#) exists to support candidates who need additional time to complete the program.

In addition to support from the Credential Programs Coordinator and their own mentors, candidates can also access the district's Credential Analyst and the support staff within our Educational Services Department for advisement.



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Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards.

The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek.

The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel, site-based supervisors* and school sites, as appropriate to the *program*.

- 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*.
- *Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.
- The process and criteria result in the selection of *site-based supervisors* who provide effective and knowledgeable *support* for candidates.
- *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.
- All *programs* effectively implement and *evaluate* fieldwork and clinical practice.
- For each *program* the *unit* offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of *students* identified in the *program* standards.

Standard 3: Narrative Response

Appropriately sequenced coursework is provided for all candidates in the programs. All coursework for all candidates is developed around and based on current research including meta-analysis of instructional practices, leadership assessments, and effective teaching practices.

For the [Teacher Induction Program](#), Year 1 candidates focus on creating and establishing foundational skills and habits; Year 2 candidates develop and deepen those skills while taking purposeful risks to move their practice toward mastery. All candidates in the Teacher Induction Program complete an [Individualized Learning Plan](#) based on a [self-reflection of the CSTPs](#) and [collaborative conversations with their mentors and administrators](#). Additionally, candidates are involved in experiential learning through their participation in [Instructional Rounds](#). Grounded in research on professional learning communities, this program component aims to develop a



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collaborative process for teachers to experience exemplary instructional practices. Program participants will receive a minimum of forty (40) hours of support and mentoring throughout each year, as documented by their coaches in their [Coaching Logs](#). Coaching activities are designed to demonstrate how candidates are supported through their ILP coursework, aided in a long-term analysis of their teaching practice, and mentored through their individual immediate, “just in time” needs. Through the log, candidates and coaches will also collaboratively reflect on their progress each quarter.

For the Preliminary Administrative Services Credential (PASC) Program, participation in [fieldwork](#) allows aspiring administrators to learn about the elements of effective leadership in the context of the California Administrator Performance Expectations (CAPEs). Candidates must complete 60 hours of fieldwork, 20 of which must be completed in a grade span other than their current assignment. In combination with additional fieldwork requirements, candidates must also shadow two administrators at both the elementary and secondary levels. Additionally, the [PASC Performance Assessments](#) consist of two components: a presentation and a portfolio; both components are aligned to standards and provide an opportunity for [self-assessment and reflection based on the CPSEs](#). Finally, all [fieldwork is logged](#) according to [CAPE domain](#) and overseen by a fieldwork supervisor.

For the Clear Administrative Services Credential (CASC) Program, candidates develop skills through the completion of an inquiry-driven [Leadership Growth Plan](#) during each year of the program. As this program closely mirrors the model used to develop the Teacher Induction Program, the CASC program requirements are primarily coaching-based. Candidates are supported by their district/site Coach for a minimum of forty (40) hours during each program year. Coaches provide the candidate with individualized support and document this support on both their coaching support record and [Coaching Log](#). The Coaching Log has codes that represent the multiple forms of support that a Coach might offer a candidate over the course of the CASC program. Coaches and candidates attend all program classes together, including the Coach Training Classes as outlined in the LVUSD Center for Educational Excellence Course Catalog (please see [Courses for Candidates](#) and [Courses for Coaches](#)). The purpose for this unconventional approach is that LVUSD believes candidates need to develop coaching capacities to effectively support educators in their schools and districts. Having CASC Candidates participate in the Coaching Training allows for candidates to provide feedback to their Coaches on the experience and allows for candidates to experience their learning on multiple “tracks” through discussion and [self-reflection](#). All Candidates and Coaches in the LVUSD CASC program receive a minimum of 24 annual hours of Coaching training to support the Coaching component of the CASC program. The CASC Coach training is locally developed and is informed by the research affirmed frameworks of *Cognitive Coaching*, *Blended Coaching*, and *Adaptive Schools*. The Credential Program Coordinator has had formalized training in all three models and is supported locally by a leadership team that has a range of expertise in the three aforementioned frameworks.

For all programs that require site-based supervisors or fieldwork supervisors, the [application](#) requires that individuals are experienced and certified in the appropriate areas. District administrators select supervisors based on their credentials, knowledge, abilities, and other critical factors. Site-based supervisors who are selected from the applicant pool are knowledgeable, skilled, effective district employees who have experience supporting candidates. Fieldwork supervisors attend trainings that orient them to their role and duties. The Fieldwork Supervisors and all program faculty are evaluated



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by the LVUSD Director of Curriculum, Instruction, and Categorical Programs in conjunction with the LVUSD Credential Program Coordinator. To clarify, the roles and responsibilities of site-based supervisors differ from that of the fieldwork supervisor. The site-based supervisor is a district administrator who serves as a mentor for the candidate to support the candidate's questions and experience. For example, if a class assignment is to interview an administrator or to conduct a small action research project, the site-based supervisor can assist in facilitating this. The fieldwork supervisor oversees the CAPE/CACE aligned fieldwork experience to ensure it meets program guidelines. The fieldwork supervisor receives formal training, whereas the site-based supervisor receives 1:1 support at the beginning of the academic year from the Program Coordinator to ensure they understand their role.

Site-based supervisors/fieldwork supervisors, mentors/coaches will be required to be experienced and certified in the appropriate areas.

- Teacher Induction Program candidates will receive support from mentors/coaches (who are full-time classroom teachers). In this program, site administrators also support candidates by providing resources to help them meet their needs and goals.
- Preliminary Administrative Services candidates will be supported by fieldwork supervisors who will oversee the CAPE/CACE aligned fieldwork experience to ensure it meets program guidelines. A site-based supervisor will also support candidates in this program by acting as a mentor.
- Clear Administrative Services candidates will receive coaching from administrators who meet minimum criteria. The minimum criteria includes but is not limited to: A strong commitment to professional learning, reflection, and collaboration; and a minimum of five years of administrative experience in a site, district or county office setting (Administrative Credential Programs only)

All [schools within LVUSD provide and deliver instruction and curriculum](#) that aligns with the Common Core State Standards and Frameworks. Furthermore, LVUSD students reflect a diverse population with a range of needs. Clinical experiences will allow candidates to see the diversity of students and the implementation of standards in the LVUSD setting



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Standard 4: Continuous Improvement

The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings.

- The education *unit* and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and *support* services for candidates.
- Both the *unit* and its *programs* regularly and systematically collect, analyze, and use candidate and *program completer* data as well as data reflecting the effectiveness of *unit* operations to improve *programs* and their *services*.

The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

Standard 4: Narrative Response

All program participants (candidates, mentors, instructors) will be surveyed bi-annually to gather their feedback on program and unit effectiveness. This data will inform our choices in making programmatic changes to meet the needs of our candidates. Surveys of all candidates inform our unit and program success. [Performance Assessments](#), Candidate [Individualized Learning Plans](#) and [Leadership Growth Plans](#), Focus Group meetings, Fieldwork Supervisor Surveys, and Formative Assessments associated with coursework help guide a cycle of ongoing improvement for the LVUSD Credential Programs (please see [draft of candidate survey](#); this mid-year survey will be provided to candidates in all programs and asks for both general and program-specific feedback.) Data from the ILP and ILP Rubrics will be used to help to inform continuous program improvement. The Documentation Review Panel, for example, will communicate the trends they observe while using the ILP Rubric. The Program Coordinator and other appropriate stakeholders will use these trends in data to inform program impact. Specific data from individual candidates would not be kept or compiled for this purpose. All programs utilize a continuous improvement model so that candidates can receive timely and regular feedback with which they can alter and develop their practice.

LVUSD Credential Programs follow a [Program Assessment Matrix](#), which outlines the assessments that are utilized to inform ongoing program improvement.

They [key stakeholders on our Advisory Board](#) help to inform our program effectiveness; they [provide critical feedback](#) about the quality of the preparation and the extent to which candidates are prepared to enter the professional practice.

Completer data will be collected to determine the post-program effectiveness of program graduates. The Credential Program Coordinator meets bi-annually with leadership from partner districts to assess the impact of our graduates.



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Standard 5: Program Impact

The *institution* ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all *students* in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

The *unit* and its *programs* evaluate and demonstrate that they are having a *positive impact* on candidate learning and competence and on *teaching and learning* in schools that serve California's *students*.

Through our [programs' coursework](#), Las Virgenes Unified School District assures that our clear credential candidates are prepared to meet the needs of all learners and deliver curriculum that meets the state adopted content standards. An [Individualized Learning Plan](#) is [assessed](#) in the Teacher Induction Program, a [Leadership Growth Plan](#) is [assessed](#) in the Clear Administrative Services Credential Program, and a [Performance Assessment Portfolio](#) is [assessed](#) in the Preliminary Administrative Services Credential Program. These summative assessments allow LVUSD staff and the review panels to ensure that candidates meet the program standards.

In examining both quantitative and qualitative program survey data, completer surveys, and administrator surveys, we will demonstrate the effectiveness of our programs on both candidates and those they serve.

All three of our credential programs utilize student outcome data to inform growth in practice, and the overall impact and efficacy of our work. As an example, in the Teacher Induction Program, PASC, and CASC programs, candidates utilize the CDE Dashboard to provide context for the state, school and district. All programs utilize publicly available data through Ed-Data to better understand demographics, student performance, and A-G completion. Furthermore, candidates measure growth in the standards through a review of data. In PASC, the Performance Assessment is data-driven, and candidates reflect on how their action research project impacts overall student outcomes aligned to CPSEL areas. In Teacher Induction, candidates utilize formative and summative assessment data to measure the impact of their inquiry on student outcomes.