
4B

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Santa Barbara Unified School District

Executive Action: This agenda item presents, as a part of the Initial Institutional Approval process, Santa Barbara Unified School District's responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to Santa Barbara Unified School District and set the Provisional Approval period to be three years.

Presenter: Lynette Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval - Stage III: Consideration of Provisional Approval for Santa Barbara Unified School District

Introduction

This agenda item presents, as a part of the Initial Institutional Approval process, Santa Barbara Unified School District's responses to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions* for consideration by the Commission on Teacher Credentialing (Commission). Preconditions have been reviewed by staff and deemed to be aligned. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been deemed to be aligned. If approved for provisional approval, the next step in the process would be for BIR to review the institution's responses to program standards, and when deemed aligned would be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the 2-3 year provisional period of time as specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Therefore, the Commission has established the Initial Institutional Approval (IIA) process whereby an institution seeking to offer educator preparation program(s) in California must first be approved for initial accreditation as a new program sponsor.

At the [December 2015 Commission meeting](#), the Commission approved a new Initial Institutional Approval process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017 Commission Meeting](#). The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are aligned and approved by the COA.

Initial Institutional Approval

| I | II | III | IV | V |
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| Prerequisites | Eligibility Criteria | Address Standards & Preconditions a) Common b) Program | Provisional Approval | Full Approval |
| <p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, then may move to Stage II.</p> | <p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Require resubmission with additional information 4) Deny Eligibility | <p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval | <p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval | <p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p> |

Santa Barbara Unified School District

Santa Barbara Unified School District seeks Provisional Approval from the Commission for eligibility as a program sponsor. Their application states that they intend to seek COA approval to offer a General Education (Multiple Subject/Single Subject) Induction program. Santa Barbara Unified has completed Stages I and II.

Santa Barbara Unified School District's Eligibility Requirements came before the Commission for approval during the April 2017 Commission meeting as [Agenda Item 4D](#). The Commission approved Santa Barbara Unified's responses to the twelve criteria of the Eligibility Requirements thus allowing it to move forward to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions*.

Stage III: Review to Determine Alignment with Applicable Standards and Preconditions

In keeping with the Commission's process for Initial Institutional Approval, Santa Barbara Unified School District submitted its responses to Initial Program Preconditions and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. BIR members reviewed the Common Standards and have found them to be aligned as well.

Table 1 on the following page, provides a summary of Santa Barbara Unified's responses to Initial Program Preconditions and General Education (Multiple Subject/Single Subject) Induction Preconditions. The full submission of Santa Barbara Unified School District's preconditions can be found in [Attachment A](#) of this agenda item. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in *Stage I: Eligibility Requirement*.

Table 2 is a summary of Santa Barbara Unified School District's responses to the Common Standards. The complete Common Standards document can be found in [Attachment B](#) of the agenda item.

Table 1 Preconditions
For reference Santa Barbara Unified School District's
Preconditions document is provided in Attachment A

| Initial Program Preconditions | | |
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| Initial Program Precondition | Meets Precondition | How Santa Barbara Unified School District Meets the Precondition |
| <p>1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p> | Yes | <p>Currently Santa Barbara Unified candidates are being provided induction by Santa Barbara County Education office. For the past several years approximately 50 SBUSD candidates annually have been served. In 2016-17 there were 46 Year One candidates and 26 Year Two candidates. SBUSD projects similar numbers of candidates will require induction in the future.</p> |
| <p>2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p> | Yes | <p>The practitioners who participated in the design and development of Santa Barbara Unified School District's induction program included the following:</p> <ul style="list-style-type: none"> • 72 teachers in the district who are currently participating as candidates and mentors in the Santa Barbara County Education Office induction program. • 18 SBUSD site principals, representing 10 elementary schools, 4 junior high schools, 3 traditional high schools and one continuation school who took part in surveys or met with SBUSD's induction coordinator to provide input. • Santa Barbara Teachers' Association with whom SBUSD's Teacher Induction Program Coordinator met and was provided perspectives of induction |

| Initial Program Preconditions | | |
|--------------------------------------|---------------------------|--|
| Initial Program Precondition | Meets Precondition | How Santa Barbara Unified School District Meets the Precondition |
| | | <p>from multiple members of the association.</p> <ul style="list-style-type: none"> • SBUSD’s Educational Services, Student Services and Special Education Divisions • IHE partners, Antioch University Santa Barbara, Westmont college and UC Santa Barbara |

| General Education (Multiple Subject/Single Subject) Induction Preconditions | | |
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| Precondition | Meets Precondition | How Santa Barbara Unified School District Meets the Precondition |
| (1) Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching. | Yes | SBUSD’s assures that its teacher induction program is designed to provide candidates who hold preliminary credentials with a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins with the candidate’s first year of teaching. The teacher induction program will be provided at no charge to the candidates. |
| (2) The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment. | Yes | <p>Santa Barbara Unified School District assures that it will assign a qualified mentor to each participating teacher within the first 30 days of enrollment in the program and the mentor will be matched according to grade level and/or subject area.</p> <p>SBUSD will strive to identify mentors at the same site as the candidates. In cases where a mentor who teaches in the same content area as is not available at a site, the SBUSD Induction coordinator will work with the site principal and/or other administrators to find the best mentor match possible.</p> |
| (3) Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized | Yes | SBUSD assures that each participating teacher will have at least one hour per week of interaction with mentors to review classroom work, review Individual Learning Plan (ILP) work and activities, discuss issues, lesson plans, |

| General Education (Multiple Subject/Single Subject) Induction Preconditions | | |
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| Precondition | Meets Precondition | How Santa Barbara Unified School District Meets the Precondition |
| support/mentoring coordinated and/or provided by the mentor. | | etc. Support may include in-person meetings, electronic interactions and professional learning opportunities. The individualized support/mentoring will be tracked by a software application such as InductionSupport.com. |
| (4) Goals for each participating teacher must be developed within the context of the ILP within the first 60 days of the teacher's enrollment in the program. | Yes | SBUSD assures that within the first 60 days of a candidate's enrollment in the induction program, each candidate will develop an ILP based on the California Standards for the Teaching Profession (CSTPs). The ILP will continue to build upon the work done by candidates in the preliminary credential program as it relates to the Teaching Performance Expectations. |
| (5) The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes. | Yes | SBUSD assures that the ILP will be designed and implemented solely for professional growth and not for evaluation for employment. Site leaders will only provide input when developing or refining the ILP at the beginning of each academic year. |
| (6) An Induction Program sponsor must make available and must advise participants of an Early Completion Option (ECO) for "experienced and exceptional" candidates who meet the program's established criteria. | Yes | SBUSD makes an early completion option available and will include information about the option in the induction brochure and induction website and the handbook. The handbook will be provided to all candidates upon enrollment in the program. When candidates enroll in the induction program they will be required to indicate whether or not they will be pursuing the Early Completion Option. The ECO will be available for "experienced and exceptional" candidates who meet the following established criteria. Candidates must: <ul style="list-style-type: none"> • Hold a California Preliminary single subject, multiple subject, or education specialist credential • Be employed in a California public school • Be able to document a minimum 3 years prior teaching experience as the |

| General Education (Multiple Subject/Single Subject) Induction Preconditions | | |
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| Precondition | Meets Precondition | How Santa Barbara Unified School District Meets the Precondition |
| | | <p>teacher of record (Experience may include, but is not limited to completion of an intern program, teaching out of state, or other recent teaching experience.)</p> <ul style="list-style-type: none"> • Be able to provide rigorous positive evaluations from prior teaching employment • Earn “Exceeds Expectations” on the initial ILP rubric • Provide a recommendation from his/her TIP mentor following classroom observations • Sign ECO Letter of Commitment (in lieu of standard TIP Letter of Commitment) <p>This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to the Commission for a clear credential. SBUSD’s Induction Program is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that s/he has the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length induction program. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the Induction Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.</p> |

Table 2 – Summary Common Standards Responses
Santa Barbara Unified School District

For reference Santa Barbara Unified School District’s Common Standard document is provided in Attachment A. All responses to the Common Standards have been deemed to be aligned by a team of Board of Institutional trained reviewers. Beneath each Common Standard is a summary of the information submitted by the institution. The [2015 Common Standards](#) can be found on the Commission website.

| <u>Common Standard 1 - Institutional Infrastructure to Support Educator Preparation</u> | Aligned |
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| <p>Santa Barbara Unified School District has provided its research-based vision for an individualized, job-embedded system of mentoring, support and professional learning and is based on SBUSD’s strategic plan.</p> <p><i>SBUSD’s vision is to provide new educators with a high-quality individualized, job-embedded system of mentoring, support, and professional learning, grounded in current research and effective practices, which is integrated with ongoing timely support from experienced and knowledgeable mentor teachers.</i></p> <p>The Teacher Induction Program (TIP) will partner with SBUSD’s Education Services, English Learner and Special Education Departments as well as with three institutions of higher education that offer single subject, multiple subject and education specialist preliminary teacher preparation programs. The program is informed by current research as well as by the work of the New Teacher Center. Professional development will be provided by SBUSD’s Educational Services Department which is aligned with California’s standards and curricular frameworks with extra emphasis being placed on the transition to the Common Core State Standards for English Language Arts, English Language Development, Social Studies, and Mathematics and the Next Generation Science Standards.</p> <p>SBUSD has involved faculty, instructional personnel and relevant stakeholders in the organization, coordination and decision making for the Teacher Induction program. Site leaders, teachers currently enrolled in induction, and mentors were surveyed in order to inform the design of the program. SBUSD’s three IHE partners helped in the articulation of the Individualized Learning Plan (ILP) by developing materials that address their own requirements in order to avoid redundancies when new teachers participate in induction.</p> <p>SBUSD will continue to involve stakeholders, faculty and instructional personnel in the implementation and improvement of the program through:</p> <ul style="list-style-type: none"> • Twice-yearly meetings with site leaders • Mid-year and year-end surveys of participants and mentors • Quarterly meetings with instructors and professional development providers, if applicable • Twice yearly meetings with IHEs | |

Information from the meetings will be reviewed, analyzed and implemented by SBUSD for continuous improvement.

The TIP program is under the direction of the Superintendent of SBUSD. Unit leadership will be provided by the Assistant Superintendent of Human Resources who will supervise a full-time Teacher Induction Program Coordinator. Resources for the SBUSD induction program will include support from the Coordinator of Certificated Personnel in Human Resources, as well as support from the SBUSD Educational Services, English Learner and Special Education Departments.

SBUSD will employ numerous strategies to recruit and retain faculty who represent and support diversity and excellence including recruitment of teacher applicants at IHE's, attending recruitment fairs and recruiting at the California Association for Bilingual Education conference. SBUSD will also support diversity by sponsoring faculty and staff participation in workshops and hosting professional development opportunities. In order to better understand the demographics and experience of candidates and the type of professional development that might be needed, an annual analysis of candidate and mentor cohorts will be conducted.

SBUSD courses, professional development and field-based experiences will be provided primarily by current employees who are P-12 teachers and administrators. Additional professional development will be provided by outside providers contracted through SBUSD's Educational Services Department. In the past SBUSD professional development providers has included Kate Kinsella, Just Communities Santa Barbara, Literacy Partners, i3Pathway Project (UCSB) and Mathematics Diagnostic Testing Project (UCSD).

SBUSD's TIP Coordinator will have the responsibility for monitoring candidates and upon completion will make the credential recommendations in partnership with SBUSD's Coordinator of Certificated Personnel.

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| <u>Common Standard 2</u> - Candidate Recruitment and Support Preparation | Aligned |
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SBUSD will enroll candidates employed by SBUSD (both part-time and full-time) who hold a preliminary credential and whose teaching assignments provide opportunities for fieldwork. SBUSD will have multiple resources in place to properly identify and enroll eligible candidates. Part-time candidates will be admitted on a case-by-case basis and will be required to have access to the same students on a regular basis and must be responsible for lesson planning, assessment and student case load. Working with the district's human resources department, SBUSD will utilize the a list of new hires to identify potenital candidates. Additionally, when teachers who are on intern or temporary credentials receive their preliminary credential, SBUSD's Human Resources will notify the TIP program of their need for induction. At the beginning of the school year, two emails will be sent to all teachers in the district regarding the induction opportunity and notices will be placed in SBUSD's weekly memo sent to site administrators. Program information will be accessible to all candidates in the candidate handbook, on the TIP website and during an induction seminar.

SBUSD states that it is an equal opportunity employer. SBUSD regularly analyzes its teacher demographics and recruits prospective applicants whose demographics reflect the backgrounds that are underrepresented in the District. SBUSD will recruit from three local IHEs: UC Santa Barbara which has been designated as a Hispanic Serving Institute; Antioch University Santa Barbara which serves non-traditional students; and, Westmont College which reports 36% of its students as ethnically diverse. SBUSD will also recruit at the annual California Association of Bilingual Educators (CABE) conference and job fairs in San Diego, Los Angeles and San Francisco. In an effort to recruit and retain a diverse teaching pool that will reflect the student demographics, SBUSD has included a Grow Your Own Teacher goal within the District’s strategic plan.

Once enrolled, candidates will receive support and guidance from the TIP Program Coordinator and assigned mentors. Evidence indicating a candidate’s progress in meeting competency and performance expectations will include completion of weekly mentor/candidate logs, classroom observation protocols, attendance data, written reflections and participation in outside, pre-approved professional development. If a candidate is identified as needing additional assistance, the program coordinator and/or mentor will determine the type of support needed on a case-by-case basis. Should a candidate require additional time beyond two years to complete program requirements, the candidate will be able to submit a formal request to extend the induction program.

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| Common Standard 3 - Course of Study, Fieldwork and Clinical Practice | Aligned |
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SBUSD’s TIP candidates will be classroom teachers in the District’s P-12 classrooms. SBUSD serves approximately 17,000 students in 10 elementary, 4 junior high, 3 high school and 1 continuation school. The District’s Board policy states that district content standards shall meet or exceed state content standards.

Candidates enrolled in SBUSD’s TIP program will receive multiple opportunities to reflect on professional practice and refine their ILPs. Professional learning for all teachers will be provided through SBUSD’s Educational Services, English Learner and Special Education Departments . In addition to participation in professional learning communities, candidates will be provided multiple sources of support through interactions with content area colleagues, cohort peers, fellow educators and administrators.

SBUSD’s TIP program is based on current research from the New Teacher Center. The TIP program is based on the candidate/mentor relationship as well as activities identified in a candidate’s ILP. Mentors will support candidates a minimum of one hour per week. Mentors and candidates will maintain logs that reflect on the support provided. Cohort-specific workshops will be provided before the beginning of school and at various times during the academic year. Candidates will be observed multiple times by mentors and by the TIP Program Coordinator.

SBUSD mentors will receive training quarterly and will be required to participate in an introduction to mentoring seminar. During these trainings, Teachers on Special Assignment

(TOSAs) will provide content and support related to Common Core State Standards, New Generation Science Standards, and technology and literacy coaching. Mentors will be evaluated by the TIP Coordinator and candidates will provide feedback about their mentors at mid-year and year end. Mentors will receive recognition for their services at a year-end celebration where they will be presented a certificate of recognition. Any concerns about mentors will be addressed by the TIP Coordinator who will guide the mentor or replace the mentor.

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| <u>Common Standard 4</u> - Continuous Improvement | Aligned |
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To plan the initial program year of TIP, SBUSD surveyed and interviewed site leaders and SBUSD teachers who are currently 1st and 2nd year candidates or serving as mentors in Santa Barbara County Education Office’s teacher induction program. The data from these surveys was shared with the SBUSD’s cabinet and helped to shape the design of the Teacher Induction Program.

SBUSD’s TIP plans to assess its effectiveness through various mean of data collection. SBUSD’s TIP plans to conduct formal mid-year and year-end surveys to help determine program effectiveness. Candidates and Mentors will also have opportunities at their regular cohort meetings to provide informal feedback. The TIP coordinator will visit sites regularly throughout the year to observe candidates and will collect informal feedback related to the program support offered and the candidate-mentor experience. Additionally, TIP will work in partnership with SBUSD’s Educational Services Department, which currently provides professional learning to all SBUSD teachers, based on data collected from an annual professional learning needs assessment, professional learning exit surveys, and P-12 student assessment data. In order to determine teacher retention, Program Completer data will be collected by verifying employment in SBUSD and emailing surveys to completers not employed in SBUSD. Employers and community partners are required to serve on the SBUSD TIP Advisory Board and will have the opportunity to provide feedback about the quality of candidate preparation during those meetings. Data will be shared with candidates and stakeholders in a quarterly newsletter. Once a year recommendations will be made to the SBUSD Advisory Board based on analysis of all data collected. The use of the data collected will be used to modify and improve the program.

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| <u>Common Standard 5</u> - Program Impact | Aligned |
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SBUSD ensures that candidates preparing to serve as professional school personnel will know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. In addition, SBUSD ensures that it will provide continued professional development specifically related to serving students in significant special populations such as English Learners and students in Special Education. The goal of SBUSD is to develop professional educators who routinely engage in review and analysis of their impact on student learning and continuously adapt their practice to meet the needs of their students. SBUSD will use multiple measures to evaluate impact on candidate learning as well as on teaching and learning in its schools.

Candidates will provide feedback about the support received from the program. Candidates will review their growth based on the California Standards for the Teaching Profession at mid-year and year-end and will revise their ILPs accordingly. Candidates will also be asked to:

- review student attendance data and adjust plans for instruction and intervention in order to improve student outcomes.
- conduct end-of-course surveys of students and/or parents as a measure to determine impact on student learning and as a tool for identifying areas for course revision.
- identify evidence which indicates that further curriculum or professional development is needed. If professional development is needed, the candidate will be expected to include it in a revised ILP.
- identify mentor and administrator feedback that provides evidence of impact on student learning. The feedback will be included in mentor logs, observations and evaluations.

Finally, mentor and site leader surveys will include a question regarding program impact. The responses to this and other questions on the survey will be shared with the TIP Advisory Board and will be used to guide further program development.

Staff Recommendation

Staff recommends that the Commission grant Provisional Approval to Santa Barbara Unified School District because the Board of Institutional Review has found the Common Standard response to be aligned to the standards and staff has found the Preconditions to be met. This would allow Santa Barbara Unified School District's proposed programs to be reviewed by the Committee on Accreditation. SBUSD plans to offer teacher induction which is a two year program.

If the Commission grants Provisional Approval to Santa Barbara Unified School District, staff recommends that the provisional approval period be 3 years such that in Year Three a site visit could occur and data will be made available that includes completers of the program. The report from the site visit will be brought to the Commission for consideration of full approval for Santa Barbara Unified School District.