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Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Livermore Valley Joint Unified School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Livermore Valley Joint Unified School District’s responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

Presenter: Michele Williams-George, 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 II: Eligibility Requirements for Livermore Valley Joint Unified School District

Introduction

As part of the Initial Institutional Approval (IIA) process, a prospective program sponsor, Livermore Valley Joint Unified School District, has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III in which Common Standards and Preconditions will be submitted for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

Background

California law 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. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. At the December 2015 Commission meeting, the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. A chart detailing the five stages of the IIA process is provided on the following page.

This agenda item presents for consideration one local education agency (LEA) seeking to become a program sponsor. It is an important reminder that approval of the institution for Stage II does not permit the institution to offer the proposed program. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards have not yet occurred.

Livermore Valley Joint Unified School District

Livermore Valley Joint Unified School District (LVJUSD) seeks IIA in order to offer a teacher induction program. Summaries and excerpts of LVJUSD's responses to the twelve [Eligibility Requirement Criteria](#) are provided below. [LVJUSD's full response](#) is also available. Criteria 1 through 9 have been reviewed by staff, with a recommendation of aligned. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration.

Five Stages of the Initial Institutional Approval Process

Livermore Valley Joint Unified School District is seeking approval of Stage II as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Provisional Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-4 years and hosts a provisional accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team & COA
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved program

Criterion 1 through 9

In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9, as follows, includes a staff review and recommendation.

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- Livermore Valley Joint Unified School District is proposing to offer a teacher induction program. The proposal is to become the program sponsor of an existing consortium of districts (Livermore Valley Joint Unified School District, Dublin Unified School District, and Castro Valley Unified School District). This consortium, which is identified as the Tri-Valley Teacher Induction Program, is currently working with San Ramon Unified School District serving as the program sponsor.
- The Director of Human Resources, Melissa Theide, will be responsible for ongoing oversight of all educator preparation programs.
- The Induction Director: New Teacher Induction Specialist, Leslie Williams, will be the program coordinator. This position will report to the Director of Human Resources, who in turn reports to the Deputy Superintendent. The Induction Director will meet quarterly with the Advisory Committee, monthly with the Director of Curriculum and Special Projects, and with the Director of Fiscal Services as needed.
- The daily operations of the program and supervision of Induction mentors/coaches across all consortium sites will be coordinated by the Leadership Team which includes one coordinator from each district and will be facilitated by the Induction Director.
- LVJUSD has submitted an organizational chart that indicates the teacher induction program will be housed under the Administrative Services branch.
- LVJUSD assures that the duties related to credential recommendations will be performed only by employees of LVJUSD and that these individuals will take part in the Commission training related to the recommendation process.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for LVJUSD's **employees** is provided on the [district website](#), in [Board Policy](#) and [district regulation](#).
- A non-discrimination policy for the institution's **program candidates** is provided in the [New and Beginning Certificated Handbook](#).

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

LVJUSD provided [assurances](#), signed by Kelly Bowlers, LVJUSD Superintendent, that states the institution:

- will comply will all preconditions
- will submit all data reports and accreditation documents
- will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff
- will participate fully in the Commission’s accreditation system and submission timelines.
- will in the event of the program closing, offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- The Induction Director: New Teacher Induction Specialist, Leslie Williams, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.
- LVJUSD provided [assurances](#) signed by Kelly Bowlers, LVJUSD Superintendent, that state the Induction Director will comply with all requests for data within timeframes specified by the Commission as well as maintain correct contact information on the Commission’s approved program pages.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- LVJUSD has provided a grievance process which will be accessible to all candidates and applicants in the [Teacher Candidate Handbook](#).
- Candidates are informed of the grievance process during the [Induction Program Orientation](#).
- Candidates confirm that they have received information regarding program policies including the grievance process by completing the Induction Program [Participation Agreement](#).

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- [Livermore Valley Joint Unified School District](#)’s webpage will be accessible to the public without the requirement of log in information. Information regarding [the Teacher Induction Program](#) will be also available on the website without requiring log in information.
- LVJUSD will provide the following information:

- [Mission and Vision statements](#) on the website home page
- [Governance and administration](#) information on the program information page
- [Admission procedures](#) on the program information page
- [Coursework and fieldwork requirements](#) on the program information page
- [Individual Learning Plan](#) information during the [Induction Program Orientation](#) and confirmation of the information in the Induction Program [Participation Agreement](#)
- Information regarding the LVJUSD Teacher Induction Program will be made available through a variety of means including but not limited to:
 - TVTIP Flyer
 - [LVJUSD New Teacher Handbook](#)
 - [LVJUSD Board Resolution](#)
 - [LVJUSD Board Minutes for Resolution](#)
 - [TVTIP Teacher Candidate Handbook](#)
- LVJUSD provided [assurances](#), signed by Kelly Bowlers, LVJUSD Superintendent, of these communication and information processes.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

Induction candidates will have access to all documents that show their program progress through a shared digital folder of records. These records will include, but are not limited to, interaction logs which document candidates' fieldwork and professional development, notes from meetings related to components of the Induction program, process tools and Individual Learning Plan (ILP) documents. LVJUSD's Teacher Induction Program will use the candidate's ILP to assess candidate progress towards mastery of the California Standards for the Teaching Profession (CSTP) to support the recommendation for the Clear credential and for verification of participation and/or as a transportable document should an Induction candidate transfer districts. Candidates will be awarded a [certificate of participation](#) after their first year of program completion and a [certificate of completion](#) at the end of their second year of induction. Candidates will have the option of applying for university units through Courses for Teachers, a partnership with the [University of the Pacific](#).

As the Induction program lead agency, LVJUSD, will maintain paper and/or digital documents in the Human Resources department at the LVJUSD district office on a secured server. The process for maintaining confidential documents will be in alignment with how the district currently maintains confidential employee records. The district office is a locked facility, and all offices are inaccessible to the public.

All teacher candidates' paper records will be kept in a locked file cabinet; electronic files will be stored on a secured district server and access is limited to the LVJUSD Director of Human Resources, the Induction Program Director, and the LVJUSD Credential Analyst. Teacher candidate records will be maintained indefinitely.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- The delivery model of the LVJUSD Teacher Induction Program will be a hybrid (in-person and virtual) model with fully released coaches. Professional learning will be customized to the individual needs of each participating teacher. Additionally, teachers will have access to professional development in their respective districts, online resources, as well as potential opportunities for cross-district learning. The structure of the model, with in-person meetings and classroom visits (physical or virtual), is fluid in the sense that teacher candidates and coaches will continue to work seamlessly should school be remote due to health and safety challenges.
- LVJUSD, Dublin Unified School District, and Castro Valley Unified School District will be the primary locations of the proposed Induction program. There will be no satellite campuses.
 - Program coordinators and coaches will operate from their respective district offices, meeting with teacher candidates at school sites
 - Livermore: 685 East Jack London Blvd., Livermore, CA 94551
 - Dublin: 7471 Larkdale Dr. Dublin, CA 94568
 - Castro Valley: 4400 Alma Ave, Castro Valley 94546
- District directories (lists all schools for each district):
 - [LVJUSD](#)
 - [DUSD](#)
 - [CVUSD](#)
- Professional Development and other educational services will be provided by the three participating school districts: LVJUSD, Dublin Unified, and Castro Valley Unified. In-house service providers include but are not limited to induction program coordinators, induction coaches, district coaches, and other staff from the educational services division. In addition, LVJUSD plans to network regionally with neighboring programs such as Pleasanton Unified School District and San Ramon Unified School District to work collaboratively and share resources. While at this time LVJUSD does not anticipate the use of outside services, it will evaluate both the program and individual teacher candidate needs to determine if there is a need for outside resources. Potential outside service providers include New Teacher Center (training and tools), Solution Tree (professional development), neighboring districts (coaching support), and Alameda County Office of Education (resources).
- Participating teachers may apply for units through a partnership with the University of the Pacific (Courses for Teachers).

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

Livermore Valley Joint Unified School District provided [assurances](#), signed by Kelly Bowlers, LVJUSD Superintendent, attesting to the veracity of all statements and documentation

submitted to the Commission. The letter also attests to an understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

Criterion 10, 11, and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion 10: Mission and Vision

- Teacher Induction Program: Tri-Valley Teacher Induction Program (TVTIP)
- [Mission Statement:](#)
The Tri-Valley Teacher Induction Program (TVTIP) is an individualized, job-embedded system of coaching, support and professional learning. Teacher candidates in the Induction Program experience enhanced professional growth and development building upon their teacher preparation program by participating in a rich and thoughtful induction process.

Teacher candidates engage in reflective conversations with experienced coaches and chart their own progress through the continuum of skills, knowledge, and abilities aligned to the California Standards for the Teaching Profession and State adopted academic student content standards in order to accelerate their development; therefore, positively impacting student learning.

[Vision Statement:](#)

The vision of the Tri-Valley Teacher Induction Program is to accelerate growth and enhance the development of Teacher candidates in a thoughtful, sustained, and systematic manner through the implementation of a quality teacher induction experience.

The program believes every student deserves a quality learning experience. To achieve this goal, the program partners highly trained induction coaches, who are fully released from the classroom, with teacher candidates in order to support and guide them in accelerating growth and enhancing development in service of students while earning a California Professional Clear Teaching Credential.

- The proposed teacher induction program mission and vision exemplify the LVJUSD's commitment to California's adopted state standards and frameworks through the provision of high quality, research-based professional development that is in alignment with the California Standards for the Teaching Profession. Collaborative work between the teacher candidate and mentor/coach on the Individual Learning Plan (ILP) illustrates that commitment.

LVJUSD (TVTIP) has determined that in order to reach their mission, students will be challenged to achieve proficiency on state and local indicators including mastering

English Language Arts and Math standards and Next Generation Science Standards (NGSS) as measured by the Smarter Balanced Assessment (SBAC) and California Science Test (CAST). Teacher candidates will contribute to this mission by successfully implementing the Common Core State Standards and frameworks as adopted by the California Department of Education by providing a rigorous curriculum, research-based quality instruction, and ongoing standards-based assessment.

- LVJUSD (TVTIP) is built on the core values of equity, responsiveness, positive presupposition, reflective dialogue, and inquiry. Through an individualized goal-focused approach, the Program guides teachers, and coaches in strengthening best practices within and beyond the classroom as outlined in the CSTP to ensure the growth of all students.

The foundation of the Teacher Induction program is based on the work of a variety of prominent researchers in the education field. Recognizing the work of Linda Darling-Hammond, Zaretta Hammond, Ellen Moir, Elena Aguiar, and others, the program underpinnings are a direct reflection of their latest research. For sixteen years, the program partnered with [New Teacher Center](#) (NTC) whose mission was to develop educators to empower students for success. NTC combined decades of expertise with current research to develop and share best practices in rigorous standards-based learning, social and emotional learning, research-based instructional practices, and diverse learning needs. The program continues to use this foundation to support new teachers in their growth and development.

LVJUSD (TVTIP) holds that the success of their students correlates to successful teachers. The design of the program is based on a variety of research-based current best practices in the field of new teacher support and retention. The program is aligned with the Commission's Preconditions and Standards for Induction Programs.

- LVJUSD (TVTIP) seeks to offer Teacher Induction for all teachers who hold Preliminary California Single Subject, Multiple Subject, and Education Specialist credentials to meet the needs of all California students. Consortium districts provide teachers with opportunities to work effectively with a full range of TK-12 students, including those from diverse ethnic and linguistic backgrounds, economically disadvantaged students and students with special needs in a variety of classroom settings and programs. LVJUSD (TVTIP) knows that it is the consortium's responsibility to provide effective ongoing professional development to address the learning needs of all students. A highly effective induction and mentoring program for teacher candidates is the beginning of that professional development. With this comprehensive support teacher candidates will have the capacity to effectively provide quality instruction to all students to contribute and thrive in an ever-changing world.
- The goal of this Teacher Induction Program is to recruit and retain quality teachers. LVJUSD (TVTIP) believes that in order for new teachers to be successful, stay in the field

of education and become reflective practitioners, a comprehensive teacher induction program is vital. Their intent is to provide a strong system of just-in-time support through collaboration with coaches, site administrators, and other education professionals. LVJUSD (TVTIP) provides opportunities for reflection, utilizes the pre-service transition plan, professional learning, teaching strategies, peer collaboration, and goal setting. Candidate goals are articulated in each candidate's ILP, which is based on the candidate's assessed progress toward mastery of the CSTP.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

History related to the institutions prior experience preparing, training, and supporting educators within California or in other states.

Program Inception and History

Tri-Valley Teacher Induction Program (TVTIP), with Pleasanton Unified School District as the program sponsor, became a state-funded district LEA consortium Induction program in 2003 and included Dublin Unified School District, Livermore Valley Joint Unified School District, and Pleasanton Unified School District. The development of the Consortium was a collaborative effort of more than seventy-five key stakeholders including teachers, administrators, bargaining unit representatives, and district office personnel from Dublin, Livermore Valley, and Pleasanton school districts. In 2007, Castro Valley Unified School District joined the Consortium. With the Local Control Funding Formula (LCFF) "full" implementation in 2019-20, the program sponsor, Pleasanton School District, chose to begin the transition to an independent Induction program. The Livermore, Castro Valley and Dublin districts decided to remain the Tri-Valley Teacher Induction Program (TVTIP) and apply for initial institutional approval. Currently, San Ramon Valley Unified School District is serving as the program sponsor and will continue in this capacity through the initial institutional approval process. Livermore Valley Joint Unified School Districts will serve as the program sponsor once approved.

The Livermore Valley Joint Unified School District [accreditation website](#) has a more comprehensive description of the transition of program sponsor responsibilities from Pleasanton Unified School District to Livermore Valley Joint Unified School District.

Experience Preparing, Training and Supporting California Educators

The identified districts have partnered successfully as a consortium since 2003. Since that time, the Tri Valley Teacher Induction Program has provided numerous new teachers with support and mentorship. The intent of this initial institutional proposal is to continue this successful collaboration between the participating districts under a new program sponsor. Mentors and coaches will receive ongoing professional development to maintain program consistency covering induction processes, coaching skills, the ILP, and the various processes and tools used in the induction process. They will also participate in bi-monthly forums that support their own professional learning in a

variety of areas, including but not limited to, instructional tools, brain research, equity, and adult learning theory.

Mentors/coaches will develop positive working relationships with the teachers, staff, and administrators at candidate's school sites while continuing to focus on candidate's individual goals. To maintain these relationships, mentors/coaches will meet individually with site administrators minimally twice a year. They will also mediate collaborative discussions with site administrators and candidates around ILP goals and site needs.

Livermore Valley Joint Unified School District has posted the [third-party invitation for comments](#) on the LVJUSD website where the public and all stakeholders can access it. No comments have been received at this time.

As required by this criterion, staff researched the possibility of any additional available information relevant to Livermore Valley Joint Unified School District's application for IIA and none was found.

Criterion 12: Capacity and Resources

As evidence of capacity and resources, LVJUSD has provided a copy of its most recent audited budget dated ([June 30, 2019](#)) as well as a copy of a proposed operations budgets for its education unit ([2020-21](#), [2021-2022](#)). LVJUSD has also detailed within its submission the [facility resources](#) that will be available for its candidates.

Additionally, within the submission document, LVJUSD has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. LVJUSD personnel and instructional support will consist of the following:

- [Induction Director: New Teacher Induction Specialist](#)
- [District Coordinator](#)
- [Coach, Education Specialist Coach](#)
- [HR Credential Analyst](#)

The Induction Program Director will coordinate with appropriate personnel from each of the three districts in the consortium to provide job-embedded coaching, professional development, and other forms of support to the new teachers (candidates) participating in the program.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements submitted by Livermore Valley Joint Unified School District and grant eligibility.

Granting eligibility would allow Livermore Valley Joint Unified School District to move forward to Stage III of the IIA process in which responses to the Preconditions and the Common Standards are submitted for review. Approval of Stage II will not authorize Livermore Valley Joint Unified School District to offer an educator preparation program that leads to a credential.

If the Commission grants Eligibility, it may identify topics that it will be looking for in Stage III. If the Commission denies Eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

Next Steps

Staff will take appropriate next steps based on the Commission's action.