

Discussion of the Second Quarterly Report for Oak Grove School District February 2017

Overview of this Report

This agenda item provides the information that Oak Grove School District (OGSD) submitted to the Commission on Teacher Credentialing on January 11, 2017 in its second required quarterly report. This item reports OGSD progress to date in addressing the stipulations as reported in the COA March 2016 agenda item.

Staff Recommendation

That the COA accept the Oak Grove quarterly report. 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 23-25, 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**. A copy of the site visit report may be accessed through the Commission's institutional reports page https://info.ctc.ca.gov/fmp/accreditation/accreditation_reports.html

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. The chart below includes information provided in both the first and second quarterly reports, with the most recent information being presented in a different color.

Stipulation	Action Taken by Oak Grove School District
<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 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</p>

	<p>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.</p> <p>The Participating Teachers of the OGSD Induction Program have now completed their first of three coaching cycles and have submitted their first Inquiry Cycle Reflection. Evidence of their professional growth can be found in their reflective comments.</p> <p><i>“This inquiry cycle impacted my teaching by establishing the practice of stating the learning objective at the beginning of each lesson. This was something I struggled with before we did this inquiry cycle, but with the support of (Support Provider) I have been able to get into the habit of doing this on a daily basis.”</i></p> <p><i>“This inquiry cycle got me thinking about pushing myself further while also dealing with the struggles of a first year teacher. I was able to strategically plan lessons geared towards higher level thinking skills. It gave me a clearer picture of how to plan future lessons.”</i></p> <p><i>“This inquiry cycle allowed me to use technology so much more in my classroom. Before, many of my formative assessment quizzes would be completed on a half sheet of paper. However, now, the majority of my formative assessments are done online. What this does is allow me to view raw data at my discretion and also avoid having stacks of paper on my desk.”</i></p> <p>Evidence of collaboration was also noted in the submitted Inquiry Cycle Reflections.</p> <p><i>“Backward mapped our second, Opinion Writing, unit with my SP and grade level team.”</i></p> <p><i>“My colleague ... has been a great help to me in making my curriculum for my students. He has been there to answer questions and also just support me in any way possible.”</i></p> <p>The Inquiry Cycle Reflection is showing to be a powerful and effective tool in helping new teachers understand the importance of reflection and develop the habit of utilizing the formative assessment system.</p>
2. That the induction program provides formative	Through the guidance of the Steering Committee and Task Force Focus Group, the OGSD Induction Program Support Provider model has

<p>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>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>The Support Provider meeting was held on October 17, 2016. During this 2-hour meeting SPs participated in a Carousel Brainstorm activity to share successes and challenges of the key components of the Induction program. All participated in an in-depth discussion focused on ensuring the Induction components are connected to the participating teacher’s goals and an emphasis was placed on the coaching conversation.</p> <p>The Participating Teacher Mid-Year survey has been completed and data will be provided to our Support Providers as soon as it is available. In addition, our Support Providers have been given an option to have a Meta-Coach observe one of their reflective conversations with their participating teacher. With this process, an advanced coach observes the coaching conversation between the SP and PT and provides the SP feedback through a debrief immediately following the conversation.</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>All ILPs have been submitted with goals connected to the CSTPs. The participating teachers are now using these goals to guide their Inquiry Cycle Reflections and with the ILP being a living document, many teachers have taken that opportunity to revise their goals.</p> <p><i>Initial Goal: “I can plan instruction that incorporates appropriate strategies to meet the learning needs of all students.”</i></p>

	<i>Modified Goal: "I can plan instruction that incorporates appropriate engagement strategies using the Engage NY protocols to meet the learning needs of all students by differentiating."</i>
4. That the induction program provides quarterly documentation to the team lead and Commission consultant documenting all actions to address the stipulations noted above.	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. <i>The second quarterly report, submitted on January 11, 2017, includes updates and evidence of the changes made by Oak Grove School District to address all stipulations found by the Accreditation Team.</i>
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.	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. <i>The Accreditation Team will return to Oak Grove School District for their re-visit on Monday, May 1st, 2017. Accommodations have been confirmed.</i>

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.