

**California Commission on Teacher Credentialing
Committee on Accreditation
Revisit Team Report**

Institution: Oak Grove School District

Dates of Revisit: May 1-2, 2017

Revisit Team Recommendation: Accreditation

Rationale:

The institution has made remarkable progress over the past year in addressing the stipulations. In preparation for the 2017 revisit, the institution prepared and submitted to the COA quarterly narrative reports that outlined steps taken to address the stipulations. The quarterly reports included comprehensive supporting evidence for each of the actions. After examining written documentation and conducting interviews at the district, the revisit team recommends that the stipulations be removed and the status changed from **Accreditation with Stipulations** to **Accreditation**.

Further, staff recommends the following:

- That Oak Grove School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- That Oak Grove School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

General Education (Multiple and Single Subject) Clear
Education Specialist, Clear

Accreditation Team

Team Lead

Alison DeMark
Fullerton School District

Staff to the Accreditation Team

Sarah Solari Colombini, Consultant

Interviews Conducted

Program Leadership	1
District Leadership	4
Support Providers	23
Participating Teachers	31
Leadership Team	8
Professional Development Providers	6
TOTAL	73

Note: In some cases, individuals were interviewed by more than one team member because of the multiple roles the individual has at the institution.

Background

Oak Grove School District offers the General Education Induction program and the Education Specialist Clear Induction program. The initial visit to Oak Grove School District took place on February 23-25, 2016. A copy of the [team report](#) is available for review.

The 2016 site visit team determined that that all Common Standards were found to be met, three induction program standards were **Met**; two induction program standards were **Not Met**; and one program standard was **Met with Concerns**.

As a result, in March 2016 the COA made the following accreditation decision for Oak Grove School District and all of its credential programs: **Accreditation with Stipulations**.

The stipulations in 2016 read 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.

2017 Revisit Findings

A revisit took place on May 1-2, 2017. Additionally, a summary of the quarterly reports provided by Oak Grove School District can be found in the Appendix to this report. Following are the revisit team’s recommendations and rationale:

2016 Stipulation	2017 Rationale	2017 Recommendation
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.	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews, Oak Grove School District, has implemented a collaborative process for participating teachers to work with their support providers to develop and modify their Individual Learning Plans as the foundation for their professional growth throughout their induction program.	Removal of Stipulation
2. That the induction program provides formative feedback to	As evidenced through a thorough review of program	Removal of Stipulation

2016 Stipulation	2017 Rationale	2017 Recommendation
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.	documentation and comprehensive stakeholder interviews, the Oak Grove School District established a systematic process to collect formative feedback to provide to support providers to improve coaching support, share program expectations, and share information about the inquiry processes.	
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.	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews the Oak Grove School District has redesigned their system of support in the induction program to meet the individualized needs of each teacher and builds upon the preservice requirements.	Removal of Stipulation
4. That the induction program provides quarterly documentation to the team lead and Commission consultant documenting all actions to address the stipulations noted above.	Oak Grove SD has submitted each of the required quarterly reports throughout the 2016-17 year. The final report is attached as the Appendix with color-coding designating each addition to previous reports.	Removal of Stipulation
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 revisit was held on May 1-2, 2017 in which a thorough review of program documentation and comprehensive stakeholder interviews was completed.	Removal of Stipulation

Appendix

The following table summarizes actions taken by Oak Grove School District to address each of the stipulations. The information presented here was information provided in all quarterly reports submitted and is color-coded to denote submission (black- first quarterly report, purple- second quarterly report). At the February 2017 COA meeting, the COA determined that a third quarterly report was not required since Oak Grove School District was making tremendous progress and would be receiving a revisit.

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>
<p>2. That the induction program provides formative feedback to the support</p>	<p>Through the guidance of the Steering Committee and Task Force Focus Group, the OGSD Induction Program Support Provider model has transitioned to a model using an increased number of site and district</p>

<p>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>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 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>Initial Goal: <i>“I can plan instruction that incorporates appropriate strategies to meet the learning needs of all students.”</i></p> <p>Modified Goal: <i>“I can plan instruction that incorporates appropriate engagement strategies using the Engage NY</i></p>

	<i>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.	<p>This first quarterly report, submitted October 14, 2016, is evidence that the Oak Grove School District seeks to implement all recommendations and to address all stipulations found by the Accreditation Team.</p> <p><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></p>
5. That within one year of this action, the institution hosts a re-visit with the team lead and the Commission consultant to collect evidence of actions to address the stipulations noted above.	<p>Oak Grove School District will host a re-visit during the month of May with a tentative date of May 1, 2017. It is the desired expectation of the Oak Grove School District that all actions and evidence will address the stipulations found by the Accreditation Team.</p> <p><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></p>