

**Report of the Follow Up to the Accreditation Site Visit to
La Mesa- Spring Valley School District
June 2018**

Overview of this Report

This item is the follow up report to the accreditation team site visit report to La Mesa-Spring Valley School District ([May 2018 Site Visit Report](#)). This item provides the information regarding Precondition 5 that was requested by the COA during the site visit report in May 2018.

Staff Recommendation

That the COA accept the additional items requested at the May 2018 meeting.

Background

A site visit was held on March 19-21, 2018 at La Mesa-Spring Valley School District. Upon review of the site visit report at their May meeting, the Committee on Accreditation (COA) made the following accreditation decision for La Mesa-Spring Valley School District and all of its credential programs: Accreditation with Major Stipulations.

The stipulations read as follows:

- 1) That the program provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
- 2) That it 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.
- 3) That programs within the unit receive sufficient resources to allow for effective operation of the educator preparation program. The resources must enable each program to effectively operate in terms of coordination, admission, advisement, curriculum, professional development and instruction, field based supervision and clinical experiences.
- 4) That site-based supervisors are carefully selected, trained, and oriented to provide effective, knowledgeable support for candidates.
- 5) That the institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.
- 6) That it provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completion data as well as data reflecting the effectiveness of unit operations. That the continuous improvement process collects feedback from all key stakeholders about the quality of the program.

- 7) That the institution provides quarterly written documentation to the team lead and Commission consultant documenting all actions to remove the stipulations noted above.
- 8) That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations noted above.

The Precondition Compliance Issue reads as follows:

The team found that the institution was not in compliance with Induction Precondition 5 that requires that “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.”

In order to operate as an approved program, institutions must be in alignment with preconditions at all times. However, it is the team’s understanding that in order to rectify this particular precondition at this institution, it needs to be addressed through the collective bargaining process. Therefore, in order to allow the process to occur to address the concerns by the team that the precondition be addressed promptly, the team recommends that the institution provide a letter signed by district leadership and union leadership within 15 days that acknowledges the issue and commits to rectifying the compliance with Precondition 5 through the collective bargaining process as needed. This letter will be presented with the report at the Committee on Accreditation meeting taking place on May 10, 2018.

The team also recommends a follow up letter be submitted by district leadership to the Commission on Teacher Credentialing addressing how the institution has responded to complying with and aligning to Induction Precondition 5 as soon as resolution is made.

Program Actions and Next Steps

La Mesa-Spring Valley addressed the Precondition 5 compliance issue through the collective bargaining process (Attachment A). On June 8, 2018, La Mesa-Spring Valley applied to the Commission on Teacher Credentialing to request inactive status for the Teacher Induction Program (Attachment B). No further steps are needed at this time.



LA MESA-SPRING VALLEY SCHOOLS
Human Resources

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June 8, 2018

To the Commission on Accreditation:

A meeting was held on March 22, 2018 between Grant Nelson, President, LM-SV Teachers Association, Guido Magliato, Assistant Superintendent, Learning Support, and Tina Sardina, Assistant Superintendent, Human Resources, to review the California Commission on Teacher Credentialing Committee on Accreditation Summary Report.

We discussed the issue of not being in compliance with Induction Precondition 5 that requires that "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."

All parties acknowledge the issue and commit to rectifying the compliance with Precondition 5 through leadership practices and the collective bargaining process on April 18, 2018.

The recommended changes were bargained, ratified, and taken to the Board on Tuesday, June 5, 2018. The Board unanimously approved the changes (see attached Article 19).

We have completed the application to request inactive status, and will submit the application today. Our Participating Teachers currently enrolled in our Induction Program will transition to San Diego State University's Induction Program. All new hires will be informed of this change.

The additional findings will be addressed when our District decides to reactivate our Induction Program.

Respectfully,

A handwritten signature in black ink that reads "Tina L. Sardina".

Tina Sardina
Assistant Superintendent, Human Resources

A handwritten signature in blue ink that reads "Brian Marshall".

Brian Marshall
Superintendent

ARTICLE 19.0: Peer Assistance and Review Program (PAR) and Teacher Induction Program

19.1 GUIDING PRINCIPLES

The La Mesa-Spring Valley Teachers Association (Association) and the La Mesa-Spring Valley School District (District) strive to provide the highest possible quality of education to La Mesa-Spring Valley students. Both parties agree that optimum student performance can best be achieved if there is a highly qualified teacher in every classroom. In order for students to succeed in learning, teachers must succeed in teaching. The parties believe that all teachers, from novice to the most experienced, must focus on continuous improvement in their professional practice. Accordingly, the parties agree to cooperate in the design and implementation of a professional development program to improve the quality of instruction through expanded and improved staff development, peer assistance, and professional accountability.

It is therefore the intent of the District and the Association to establish a Peer Assistance and Review (PAR) Teacher Induction Program, which allows exemplary teachers to assist and support other teachers in the development of teaching strategies, curriculum enhancement, and quality of program. Additionally, the Teacher Induction program provides training and support to help meet State of California credentialing requirements.

19.2 INDUCTION ADVISORY COUNCIL

A. ~~The PAR and Teacher Induction Program shall be administered by a joint council comprised of three (3) teachers, and two (2) administrators, and shall be called the Induction Advisory Council (IAC). The teacher appointees shall be designated by the Association Board and ratified by the representative council. The two (2) administrative representatives shall be appointed by the District.~~

~~B. The IAC, by majority vote, will adopt guidelines for implementing the provisions of this Article. Said guidelines will be consistent with the provisions of the Agreement unless prohibited by law.~~

~~C. The IAC will establish a meeting schedule. Such meetings may take place during the regular work day, in which event teachers who are members of the Council will be released from their regular duties without loss of pay.~~

~~D. IAC teacher members shall receive a stipend for services on the IAC. (See Appendix F)~~

~~E. The IAC shall be responsible for selecting Support Providers for both the PAR and Teacher Induction Program.~~

~~F. The Participating Teacher has the right to meet with the IAC to discuss the assignment of the Support Provider within two weeks of notification of their assigned Support Provider. The IAC retains the right to change assignments as it deems necessary.~~

~~G. All proceedings and materials related to evaluation, reports, and other personnel matters shall be strictly confidential. Therefore, IAC members and Support Providers may disclose such information only as necessary to administer this Article or as otherwise required by lawful process.~~

~~H. The IAC will participate in the selection of trainings and activities for Support Providers and Participating Teachers beyond those mandated by the Induction Plan.~~

~~I. The IAC shall report to the Board of Education PAR participants who failed to demonstrate satisfactory improvement in meeting District employee performance standards prior to the end of each school year.~~

~~J. The IAC shall annually evaluate the impact of the PAR and Teacher Induction Programs in order to improve them. The IAC may submit recommendations for improving the Program to the Board of Education and to the Association.~~

*and representatives from institutions of higher learning
may have an advisory committee*

~~K. The IAC will determine the number of Support Providers in any school year dependent on the number of Participating Teachers, funding level, and needs of the Program(s). In light of these factors, the number of Support Providers may vary from year to year. Continuation of the PAR Program is subject to continued funding under AB 171.~~

~~L. The IAC's selection procedures, activities, and criteria, and its judgments regarding selection of Support Providers, shall not be subject to the grievance procedure.~~

C M. The District shall notify the IAC of teachers required to participate in the PAR Program due to an unsatisfactory evaluation. Teachers who self-refer to PAR shall provide written notice to the IAC of their wish to participate in the program.

~~N. The District shall provide the IAC a list of all new teachers who will participate in the Teacher Induction Program during their first two years of District service.~~

~~O. The IAC will monitor and evaluate the effectiveness of the Support Providers and make decisions regarding their continuation in the Program as outlined in 19.3.D.~~

~~P. Teachers who are on the IAC pursuant to this Agreement shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to California Government Code Section 810, et seq.~~

19.3 SUPPORT AND ON-CALL PROVIDERS

A. Two (2) categories of Providers shall be established for the PAR and Teacher Induction Program as listed below:

1. Support Providers will provide assistance to both Teacher Induction Participants and PAR Participants. Support Providers will have the same work day and year as specified in Article 4, Hours of Employment. It is the intent that Support Providers shall serve on a full-time basis and be released from their regular teaching assignment. However, as caseloads mandate, additional Part-time Release Support Providers may be needed. Support Provider assistance will include but is not limited to:
 - a. Discuss performance goals and objectives with the Participating Teacher.
 - b. Assist in developing an Individual Induction Plan (IIP) for Teacher Induction Participating teacher.
 - c. Conduct multiple observations of the Participating Teacher during periods of classroom instruction.
 - d. Assist Participating Teachers by demonstrating, observing, coaching, conferencing, referring, or by other activities, which in their professional judgment, will assist the Participating Teacher.
 - e. Meet and consult with the evaluating administrator.
 - f. Demonstrate good teaching strategies and practices for the Participating Teacher.
 - g. Use District resources to assist the Participating Teacher.
 - h. Monitor the progress of the Participating Teacher and maintain a written record.
2. On-call Providers, possessing specific curricular expertise, will provide assistance to PAR and/or Teacher Induction Participating Teachers. On-call Providers shall be called upon when the full-time Support Providers and/or principal identifies an area of emphasis or project requiring an expert in that field. Release time and/or compensation shall be provided to On-call Providers when assisting a participating teacher.

~~B. Any certificated employee may submit the name of an employee he/she is recommending as a Support Provider candidate. An employee may not submit a recommendation containing his/her own name. Employees recommended shall receive an invitation to apply for a Support Provider assignment from the IAC. On-call Providers shall be selected by the IAC.~~

- C. Support Providers must meet the following criteria:
1. Permanent certificated employees with at least five (5) years relevant experience.
 2. Recent experience in classroom instruction.
 3. Demonstrate exemplary teaching ability as indicated by:
 - a. Extensive knowledge and mastery of subject matter, teaching strategies, instructional techniques, and classroom management strategies necessary to meet the needs of the diverse pupils enrolled in the district.
 - b. Ability to communicate effectively both orally and in writing.
 - c. Ability to work cooperatively and effectively with others.
- ~~D. Support Providers will be trained to provide support and to understand the specific functions of the PAR and Teacher Induction Programs. The IAC will monitor and evaluate the effectiveness of the Support Providers and make decisions regarding their continuation in the Program. The IAC may remove a Support Provider from the position at any time because of the specific needs of the PAR and Teacher Induction Programs, inadequate performance of the Support Provider, or for other reasons which serve the PAR and Teacher Induction Program's best interests. Prior to the effective date of such removal, the IAC will provide the Support Provider with a written statement of the reasons for the removal, and, at the request of the Support Provider, will meet with him/her to discuss the reasons.~~
- ~~E. The term of the Support Provider shall be five (5) years. A Support Provider who has served a five (5) year term may reapply after returning to the classroom for two (2) years.~~
- F. In addition to their regular work year, Support Providers may be required to work up to an additional ten (10) days and receive per diem compensation, provided the days have been pre-approved by the Assistant Superintendent, Human Resources, and recommended by the IAC.
- G. Upon completion of their assignment to the PAR and Teacher Induction Program, a Support Provider will be given the same consideration for returning to the position of his/her last assignment as if he/she had remained in the classroom. However, the District reserves the right to reassign the employee to a position which will be most advantageous to the District, and in such instances the District will confer with the returning employee before such assignment is made.
- H. Prior to working with an Involuntary PAR Participating Teacher, the Support Provider will meet with the principal or immediate supervisor to review and discuss the basis for referral to the PAR Program. The PAR Program encourages a cooperative relationship between the Support Provider, Participating Teacher, and the principal with respect to the process of peer assistance and review.
- I. Teachers who act as Support Providers pursuant to this Agreement shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to California Government Code Section 810, et seq.
- J. Nothing herein shall modify or in any manner affect the rights of the District and/or Governing Board under provisions of the Education Code relating to the employment, classification, retention or non-re-election of certificated employees. Nothing herein shall modify or affect the District's right to issue notices (of unsatisfactory performance and/or unprofessional conduct) pursuant to Education Code Section 44938.

19.4 PARTICIPATING TEACHERS: PEER ASSISTANCE AND REVIEW (PAR)

A. Participating Teachers

1. An Involuntary Participating Teacher is a permanent teacher who receives an unsatisfactory evaluation. These teachers shall receive an annual evaluation as defined by Article 8.3.C.3.

Teachers referred as a result of an unsatisfactory evaluation shall cooperate with the Support Provider and the principal during this program; failure to cooperate will be grounds for disciplinary action.

2. A Voluntary Participating Teacher is a permanent teacher who self-refers to the program, having satisfactory evaluations and evaluator consent. These teachers shall receive an evaluation as defined by Article 8.3.C.3.
- B. All Participating Teachers' performance goals shall be clearly stated in writing, aligned with pupil learning, and consistent with evaluation guidelines established in Article 8, Evaluation. Each Participating Teacher shall develop a plan with the Support Provider and principal, which includes areas of emphasis for improvement, staff development activities, timelines for participation in the program, and specific dates for the submission of interim reports as needed.
 - C. The principal and the Support Provider shall collaborate and consult on a regular basis with respect to offering assistance, review, and feedback to all Participating Teachers. However, the Support Provider shall not function as an evaluator.
 1. Involuntary Participants' written records and reports shall be available to the teacher's evaluator for consideration in preparing the teacher's evaluation, pursuant to Article 8. The evaluations or assessments contained in the Peer Review reports, or recommendations by the Teacher Induction Advisory Council, IAC shall be advisory only and for the benefit of the Participating Teacher.
 2. Voluntary Participants' written records and reports shall not be considered by the teacher's evaluator in preparing the teacher's evaluation.

19.5.1 PARTICIPATING TEACHERS: TEACHER INDUCTION

- A. A Participating Teacher is defined as a first-year or second-year teacher in the District.
- B. Participating Teachers will be expected to fulfill the requirements as outlined in the ~~District's Teacher Induction Program document~~ *by the (CTC) Commission on Teacher Credentialing*
- C. Participating Teachers who successfully complete the Teacher Induction Program will receive the equivalent of three semester units of university credit toward salary advancement. Said practice will continue while there is a Teacher Induction Program in the La Mesa-Spring Valley School District.



Application to Request Inactive Status (For Currently Approved Programs)

The institution listed below requests that a CTC approved educator preparation program be reclassified from "approved-active" to "approved-inactive." We have read and understand the terms and procedures required for inactive status. In addition, we understand inactive programs will participate in accreditation activities in a modified manner, as specified in the *Accreditation Handbook*, and that the Committee on Accreditation (COA) action is required for reactivation of the program.

Submission Date of Application

June 8, 2018

Institution:

La Mesa-Spring Valley School District

Name of Approved Program:

La-Mesa-Spring Valley School District Induction Progra

Type of Credential:

Single Subject, Multiple Subject, and Education Specialis

Semester/Quarter/Term for Last Candidates(s) to be Admitted:

Fall 2017

Date/Anticipated Date of Completion for Last Candidate(s) Enrolled:

December 2018

Number of Students Currently Enrolled as of Date Form Completed:

45

Requested Effective Date for Inactive Status (*see below*)

July 1, 2018

Important Note: Effective date cannot be prior to the next scheduled COA meeting date or more than six months after the submission date of this application. Applications with a requested effective date outside the six month window will be returned.

Application Submitter Name and Title

Tina Sardina, Assistant Superintendent, Human Resourc

Application Submitter Email

Tina.sardina@lmsvschools.org

Name of Unit Head (Dean, Superintendent)

Brian Marshall

Title

Superintendent

By checking this box the Application Submitter is acknowledging that the Unit Head (Dean, Director, Superintendent) has approved this application and request to make the program inactive. If the Unit Head is not the email sender of this form they **must be cc'd on the email**. Applications that do not have this box checked and/or that do not include a cc to the Unit Head will be returned to the institution and granting of inactive status may be delayed.

Email the completed form to **accreditation@ctc.ca.gov**

COA USE ONLY

Date of COA Action

Effective Date of Inactive Status