

Discussion of the 1st Quarterly Report for Newark Unified School District November 2018

Overview of this Report

This agenda item provides information on the first quarterly report submitted by Newark Unified School District (NUSD) addressing stipulations resulting from their April 2018 site visit. Following its decision, the Committee on Accreditation (COA) directed NUSD to provide updates to staff at quarterly intervals documenting the progress made toward meeting the goals set forth in the stipulations in the [May 2018 Accreditation Report](#). Information is included in this first quarterly report related to how the institution is addressing the requirements of each stipulation.

Staff Recommendation

The Committee on Accreditation (COA) requested that all quarterly report updates be presented as action items should further action be warranted by the COA. However, no action is recommended at this time. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution for the 2018-19 year.

Background

A site visit was held at Newark Unified School District on April 16-18, 2018 and the report of that visit was presented to the COA at its May 2018 meeting (*see the [COA May NUSD Report](#)*). Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted **Accreditation with Probationary Stipulations**. The stipulations are listed below.

- 1) NUSD must fully transition to the new Teacher Induction standards. In doing so they must provide evidence that
 - the program is grounded in individualization and growth for each candidate rather than the completion of documents and assignments.
 - a consistent and robust mentoring system is in place and provides “just-in time” support for candidates
 - the knowledge/experiences from a candidate’s preliminary program is being considered during the development of the candidate’s ILP
- 2) Newark Unified School District must provide evidence that any Common Standard and Program Standard less than fully met has been addressed.
- 3) NUSD must provide evidence of a cohesive mentoring structure across all institutions served.

- 4) NUSD must provide evidence that a system is in place to regularly collect data from multiple sources, analyze it, share it with all stakeholder groups and use the data to inform the effectiveness of the program and make modifications. This must include:
 - a. Feedback from all relevant stakeholders, including K-12 and higher education partners, candidates, mentors, and completers
 - b. A means for mentors and candidates of sharing feedback that protects their anonymity
 - c. Feedback about the quality of the candidate/mentor matches to ensure they are productive and positive
- 5) NUSD must provide evidence that it has a clear process in place for determining the impact of the program on the teaching and learning of both candidates and students.
- 6) NUSD must invite CTC staff to attend their advisory committee meetings.
- 7) NUSD must submit quarterly reports
- 8) That within one year Newark Unified School District will host a revisit.

In addition:

- NUSD is prohibited from proposing new credential programs until all stipulations have been met.
- NUSD must notify perspective candidates of the institution’s current accreditation status.
- The institution’s response to the preconditions is accepted.
- NUSD continues in its assigned cohort on the schedule of accreditation activities as determined by the Commission on Teacher Credentialing.

Summary of Report Contents

The first quarterly report from NUSD was received on August 15, 2018 and has been reviewed by staff. NUSD’s first quarterly report is a detailed plan addressing each of the stipulations. Staff recognizes that since the first quarterly report was due following the August 6, 2018 COA meeting, evidence of the implementation of NUSD’s plan will be presented in the second quarterly report. Staff will continue to monitor NUSD’s progress which will culminate in a revisit scheduled to occur May 2019.

The complete quarterly report submitted by Newark Unified School District can be found in [Attachment A](#) of this item. A summary of the first quarterly report is provided below.

Stipulation	Program Response 1 st Quarterly Report
Stipulation 1	Response to Stipulation 1
NUSD must fully transition to the new Teacher Induction standards. In doing so they must provide evidence that	A process has been provided that <ul style="list-style-type: none"> • eliminates the use of the FACT system and provides candidates with a program grounded in individualization

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<ul style="list-style-type: none"> • The program is grounded in individualization and growth for each candidate rather than the completion of documents and assignments. • a consistent and robust mentoring system is in place and provides “just-in time” support for candidates • the knowledge/experiences from a candidate’s preliminary program is being considered during the development of the candidate’s ILP 	<ul style="list-style-type: none"> • uses a transition document from a candidate’s preliminary program • includes an ILP and a professional growth plan that builds on a candidate’s experience and skills <p>NUSD has provided as evidence of the transition to the new teacher induction standards:</p> <ul style="list-style-type: none"> • A document titled the Induction Experience for Candidates and Mentors which outlines the teacher induction program • Data from candidates and mentors as examples of “just-in –time” support • A Guide to Individual Learning Plans that describes how the intake interview will take into consideration a candidate’s prior experience, knowledge and skills for the development of an ILP • A copy of the ILP
Stipulation 2	Response to Stipulation 2
<p>Newark Unified School District must provide evidence that any Common Standard and Program Standard less than fully met has been addressed.</p>	<p>NUSD has provided plans to address Common Standards 2, 3, 4 and 5 and Teacher Induction program standards 1, 4 and 5 which were all less than fully met. They are as follows:</p>
<p>CS 2: After a review of program documents and stakeholder interviews, inconsistencies surfaced among program participants from NUSD and their partnering districts. Candidates expressed concerns in programmatic support to promote growth and effectiveness in attaining competence and performance expectations. Inconsistencies also exist in program advisement and candidate support for those who need additional assistance to meet competencies.</p>	<p>CS 2: In order to address inconsistencies in advisement and support, all NUSD candidates will be under the direction of the director who will provide advisement and support. To ensure consistency across the program, the required documentation will be the same for all candidates. Mentors will be required to submit the same documentation. The required documentation will be as follows:</p> <p>Candidate Folders contain</p> <ul style="list-style-type: none"> • The Candidate’s Induction Experience • Guide to ILP 2018 • ILP 2018 • Teacher Inquiry • CTC Candidate Letter

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	<p>Mentor Folders contain the following resources for the mentors:</p> <ul style="list-style-type: none"> ● Conversation Guides ● Observation Tools ● Mentor Descriptions of Practice ● Mentor Log: Trimester 1, 2, 3 ● The Induction Experience: Candidate & Mentor ● CTC Candidate Letter
<p>CS 3: It appears in the NUSD Program Resource Guide, portfolio reviews, and was corroborated by candidate interviews that the program is continuing to utilize all previous formative assessment documents. While candidates indicated that some “assignments” promoted their reflection they also expressed how the preponderance of required documentation hindered their ability to focus on their overall growth, effectiveness and development of competencies. There were also inconsistencies which should not exist under new program guidelines among general education and education specialists candidates regarding the work required for completion of the program. Additionally, there is no convincing evidence that the induction program regularly evaluates the quality of services provided by mentors. Assignment of mentors is inconsistent across all programs and partnering districts. Some candidates indicated having to identify their own mentor.</p>	<p>CS 3: NUSD has revised its teacher induction program to be job-embedded and mentor-based. NUSD’s has characterized its induction program by the following three components:</p> <ol style="list-style-type: none"> 1) Individualization and growth, 2) Consistent and robust mentoring system 3) Consideration of candidate’s knowledge and experiences from preservice. <p>In support of these three components NUSD has developed and will be using the ILP. As previously indicated in CS 2, NUSD will no longer use the FACT system thereby reducing the preponderance of required documentation and will focus on individualizing the program to meet each candidate’s needs. All candidates will be required to complete the same program requirements including the ILP which is based on the CSTPs and professional growth goals.</p> <p>In order to address inconsistencies in the program, all candidates will be under the direction of NUSD’s program director. The program director will have the responsibility of overseeing the communication of program requirements, mentor selection and ongoing support. The director will collaborate with site administrators during the selection of mentors and will ensure whenever possible that mentors have similar grade-level or subject area</p>

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	<p>assignments at the same school site as the candidates.</p> <p>Mentors will receive training on their supervisory role and responsibilities in their first year during a Mentor Foundations workshop and will receive ongoing support and training during monthly mentor workshops. Feedback and evaluation of mentors will be conducted via mentor logs. The director will collect all feedback and recommendations as well as any questions included in the mentor logs.</p>
<p>CS 4: It was identified in interviews that the process utilized by the program to gather candidate and stakeholder feedback does not ensure a comprehensive and authentic reflection of the support they receive that promotes their overall growth and development. The data collected by the program is focused on professional development and does not reflect a systematized process for collecting data from multiple sources across all programs.</p>	<p>CS 4: NUSD has prepared a plan for a systematizing the collection and analysis of data for the purposes of continuous improvement.</p> <p>The planned process includes the collection of data from:</p> <ul style="list-style-type: none"> • Structured interviews with candidates in which they will discuss their growth and reflect on their ILPs • Meetings between the program director and each candidate three times each year • Candidate logs in which candidates reflect on the level and quality of mentor support • Survey data gathered from principals and mentors • Anonymous program effectiveness survey data for candidates and mentors in the Fall and Spring. <p>Data will be systematically collected and analysed in collaboration with the Advisory Council and mentors during mentor support workshops. Data will be used to determine effectiveness and impact of the program and will inform about any improvements needed for the program.</p>

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	<p>Data will be posted on the Newark Teacher Induction website including</p> <ul style="list-style-type: none"> • Program Effectiveness Survey for Mentors (Fall & Spring) • Program Effectiveness Survey for Candidates (Fall & Spring) • Principals Survey • Mentor Log • Candidate Log
<p>CS 5: Although an ILP is being implemented by the program, there is little support that the program is grounded in individualization and growth for each candidate rather than the completion of documents and assignments. The Program has implemented an ILP that is used in tandem with the existing FACT system focusing on completion of documents and assignments not the individualized growth of candidates. There is no formalized process in place to ensure that the program is having a positive impact on teaching and learning in schools.</p>	<p>CS 5: NUSD plans to provide candidates an induction program that is formalized and grounded in individualization and growth. To do so, the NUSD program director will meet with candidates during intake interviews. Using transition documents from candidates' preliminary credential programs, professional growth plans are to be developed. The professional growth plans are individualized based on the candidate's experience and skills and needs. Candidate ILPs include the professional growth plans and any related goals. The FACT system will no longer be used.</p>
<p>Program Standard 1: Evidence was found indicating that a formative assessment system is in place, however no evidence was found that supports candidates building on the knowledge and skills gained during the preliminary preparation program and the program support for candidates using a robust mentoring program as intended in the new program standards.</p>	<p>Program Standard 1: As required by the Induction program standards, NUSD's candidates will build their ILP and professional growth plan based on knowledge and skills gained during their preliminary preparation programs. Mentors will be assigned within 60 days of a candidate entering the program and will provide ongoing support.</p>

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<p>Program Standard 4: No evidence was found from interviews and document review reflecting that “just in time” supports were being provided to candidates. Support was focused on completion of the assignments and documents in a formative assessment system. The ongoing support for mentors including reflection on their mentoring practices to promote candidate growth and effectiveness was not evident.</p>	<p>Program Standard 4: Just-in-time support will be documented in the mentor logs and is to be reviewed by the program director at the beginning and end-of-the-year.</p>
<p>Program Standard 5: After a document review and interviews with stakeholders there is no convincing evidence that the induction program regularly assesses the quality of services provided by mentors to candidates. Program assessment of mentors is lacking specific feedback that is based on the mentoring support rather than document completion, including a clear procedure for mentor reassignment if necessary. The program currently does not solicit feedback and assess the perceived effectiveness of support provided to candidates in implementing their individual learning plan.</p>	<p>Program Standard 5: NUSD has developed a plan to assess the quality of the services provided by its mentors. NUSD will require mentors to do a self-assessment at least twice a year. Additionally, candidates will be asked to indicate the quality of mentor support provided and provide comments in their candidate log which will be completed four times each year. During this feedback process, should a candidate require a new mentor, NUSD has developed a mentor reassignment process. Candidates will be required to complete a “request for Mentor Reassignment” form that will then be submitted to the program director. The program director will conduct interviews to clarify the issues and following the interviews, the program director will collaborate with the mentor and candidate to determine one of three actions:</p> <ul style="list-style-type: none"> • Facilitate meetings with the candidate and the mentor to discuss possible resolutions to the problem presented. • Work with the site administrator to facilitate the selection of a new mentor • Continue working with the original mentor with additional support and oversight by the program director for a prescribed period of

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	time after which the partnership is re-evaluated.
Stipulation 3	Response to Stipulation 3
<p>NUSD must provide evidence of a cohesive mentoring structure across all institutions served.</p>	<p>To provide a more cohesive structure across the institutions served by NUSD, all mentors will meet together and be under the direction of the program director. The program director will collaborate with site administrators regarding the selection of mentors. All mentors will receive training about their supervisory role and responsibilities during their first year. Ongoing support and mentoring training will be provided during monthly Mentor Workshops. All mentor folders will include identical mentoring documentation. The program director will provide feedback, commendations and questions to the mentors following evaluation of mentor logs.</p>
Stipulation 4	Response to Stipulation 4
<p>NUSD must provide evidence that a system is in place to regularly collect data from multiple sources, analyze it, share it with all stakeholder groups and use the data to inform the effectiveness of the program and make modifications.</p> <p>This must include:</p> <ol style="list-style-type: none"> a. Feedback from all relevant stakeholders, including K-12 and higher education partners, candidates, mentors and completers. b. A means for mentors and candidates of sharing feedback that protects their anonymity. c. Feedback about the quality of the candidate/mentor matches to ensure they are productive and positive. 	<p>NUSD has a plan in place to regularly collect data from multiple sources, analyze it and use the data to inform the effectiveness of the program.</p> <p>The plan includes the following actions:</p> <ol style="list-style-type: none"> a. Data will be collected twice a year – in the fall and spring – and will include the following: <ul style="list-style-type: none"> • Principal Surveys • Program effectiveness surveys for candidates • Program effectiveness surveys for mentors • Candidate logs which will provide feedback on the quality and level of support provided by mentors • Mentor logs which will be completed for each interaction with the candidates • Mentor Descriptions of Practice which are self-assessments and reflections completed by the mentors b. Anonymous candidate, mentor and principal feedback will be collected twice yearly from

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	<p>program effectiveness surveys</p> <p>c. Candidate/mentor matches will be monitored by utilizing information provided in the mentor logs, candidate logs, and program effectiveness surveys. Should analysis of the data collected indicate the need for a more productive/positive match, the mentor reassignment process will be initiated</p>
Stipulation 5	Response to Stipulation 5
<p>NUSD must provide evidence that it has a clear process in place for determining the impact of the program on the teaching and learning of both candidates and students.</p>	<p>Within the ILPs, candidates will reflect upon their teaching and their impact on student learning and will share their findings with their mentors and the program director. Candidates and mentors will engage in reflective conversations to discuss growth and teaching practice. Additionally, the mentors and the program director will observe candidates in their classrooms. Analysis of program effectiveness surveys will also provide additional information</p>
Stipulation 6	Response to Stipulation 6
<p>NUSD must invite CTC staff to attend their advisory committee meetings.</p>	<p>Staff has been invited and has attended the July 12, 2018 and September 21, 2018 Advisory Council Meetings. The upcoming dates will be December 14, February 8, and April 12.</p>
Stipulation 7	Response to Stipulation 7
<p>NUSD must submit quarterly reports including a report to the COA at the August 2018 COA meeting</p>	<p>NUSD met the first submission deadline by submitting their first quarterly report on August 15, 2018</p>
Stipulation 8	Response to Stipulation 8
<p>That within one year Newark Unified School District will host a revisit. Consistent with the Commission cost recovery policies, the institution will assume the cost of the revisit.</p>	<p>The revisit has been scheduled for May 6-7, 2019</p>

Finally, NUSD was also required to notify all current candidates and applicants that its accreditation status is Probationary Accreditation and that the programs could be closed if the stipulations are not addressed in a timely manner. A copy of a letter signed by the

Superintendent has been included in each of the candidate and mentor folders. Additionally, the letter was presented and discussed during intake interviews with candidates and during mentor orientation sessions.