

Discussion of the Quarterly Report from Montebello Unified School District November 2018

Overview of this Report

On August 31, 2018 Montebello Unified School District (MUSD) submitted their first quarterly report as a result of their accreditation site visit, as required by the Committee on Accreditation (COA). The contents of that report and plans made for future response to stipulations placed on the district are outlined in this report.

Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept this first quarterly report from MUSD but take no further action at this time.

Background

A site visit was held on March 5-7, 2018 at the Montebello Unified School District (MUSD). Upon hearing the site visit report at their May meeting, the Committee on Accreditation (COA) placed MUSD on **Accreditation with Probationary Stipulations** status and placed six stipulations upon the district. The full report of the team can be found here: [Montebello Site Visit Report](#).

Their first quarterly report, attached as Appendix A, lists the six stipulation in the left-hand column and actions taken to date to address the stipulations in the right-hand column. With the report due just prior to the opening of school for the 2018-19 year, many of the district's responses outline structures and processes that will be used throughout the remainder of the year. Further updates, provided in subsequent quarterly reports and a revisit report, will provide the Committee with updates on the implementation of these plans.

Next Steps

MUSD will submit additional quarterly reports on November 30 and February 28 with the revisit taking place in late May. It is expected that the COA will be able to monitor progress in addressing the stipulations placed on the program through these reports and actions. Staff will prepare an agenda items after the submission of each quarterly report for this monitoring to occur.

Appendix A
The First Quarterly Report of Montebello Unified School District

Stipulation	Montebello Unified School District Response
<p>Notification of Probationary Status sent to all candidates</p>	<ol style="list-style-type: none"> 1. Induction candidates were identified and notified of their eligibility to participate in our teacher induction program upon completing the new teacher hire paperwork. The certificated Human Resources Office Manger then notified the induction program staff. Induction program staff contacted induction candidates with date of MTIP orientation meeting, held August 29, 2018. 2. Induction candidates were notified of the program's probationary status, and new components for implementation of current induction standards were explained during the orientation meeting. Teachers had an opportunity to ask questions and make inquiries prior to enrollment. 3. Each induction candidates signed a letter notifying them of probationary status of our program. The signed letter copy was given to induction candidates and one was kept for the induction program files. <p>*Please note: attachment include samples of evidence. All documentation will be available for review at site visit, unless otherwise requested.</p>
<ol style="list-style-type: none"> 1. By October 15th, the program provides systemic evidence of compliance with the following Program Preconditions: <ol style="list-style-type: none"> a. candidates are 	<p>In June 2018, our teacher induction program began their recruitment for a mentor pool. These mentors are referred to as consulting mentors, who will collaborate, coordinate, and consult with the full-time release Teachers on Special Assignment (TOSAs) assigned to the induction candidates. Both the TOSA and consulting mentor will support the induction candidates with all</p>

<p>matched with their assigned mentor within 30 days of enrollment;</p> <p>b. candidates' initial Individual Learning Plan is developed within 60 days of enrollment; and</p> <p>c. candidates receive an average of one hour of support weekly from program personnel</p>	<p>aspects of induction program requirements, based on teaching assignment, credential and instructional setting in the developing of the Individual Learning Plan (ILP) and professional growth in the identified CSTP goals and needs. The induction candidate will receive one hour weekly support from the TOSA and a maximum of 4 hours a month from the consulting mentor.</p> <p>All induction candidates received a letter notifying them of their assigned mentor(s) on August 29, 2018.</p> <p>Candidate's Individual Learning Plan (ILP) will be developed within the 60 days of enrollment (8-29-18) on or before November 7, 2018. The Triad meetings are in the process of being scheduled to include the induction candidate, mentor(s) and site administrator to begin the dialogue and commence development of the ILP.</p> <p>Induction Candidates enrolled on August 29, 2018 will be begin receiving one hour of support weekly on September 4, 2018 to assist in co-assessment using the teaching continuum of practice, which will be used to identify candidate's areas of focus, growth and needed support.</p> <p><u>Attachments:</u></p> <p><i>Please note: the original report included a spreadsheet of Mentor Assignments, including the dates of enrollment, of assignments made, of receipt of the district's probation status, and credential information, but has been removed from this report due to its inclusion of names of district employees.</i></p> <p><u>Continuum of Teaching Practice</u></p>
<p>2. Within one year, the institution/unit provides evidence of a collaborative, cohesive, coordinated district-level leadership structure that allows for standards implementation at both the program and unit levels. (Common Standards 1 and Program Standard 6)</p>	<p>Our Educational Services department has had recent changes, with the addition of a new Director of Educational Services, Dr. Allison Garland. Ms. Angelica Paz is now the Program Specialist who oversees Montebello Teacher Induction Program (MTIP). In addition, our program has added one full-time release TOSA.</p> <p>During the District's Leadership Colloquium held prior to the start of the school year, induction program TOSA began their collaboration by providing a professional development session to secondary school site leadership on instructional strategies (close reading, guided reading, collaborative discussions, and text dependent questions). These strategies are expected to be</p>

	<p>implemented in all content areas. Induction program mentors will support the induction candidates with these district focus strategies throughout the year. School site leaders were provided with information about how teacher induction program supports our candidates and impacts student achievement.</p> <p><u>Attachments:</u> 8.10.2018 Leadership Colloquium Survey Results</p>
<p>3. Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. (Common Standard 4)</p>	<p>Induction program staff has identified and invited stakeholders representing district and school site administrators, local association, IHEs, and classroom teachers, which include recent induction program completers to participate in the programs advisory board. Meetings dates have been scheduled for the 2018-2019. We are awaiting responses and confirmations.</p> <p><u>Attachment:</u> Advisory Board Meeting Dates 2018-19</p>
<p>4. Within one year, the program provides evidence that they have fully transitioned to the 2015 Induction Program Standards, featuring a mentor-based system of support that is individualized for each candidate, based upon their self-assessed needs as chronicled in their Individual Learning Plans. (Program Standard 3)</p>	<p>Induction support.com has been contracted as program management system to replace the New Teacher Center (NTC). We are currently in process of refining the documentation that will be utilized to chronicle our mentor-based system of support and program requirements. Training for mentors and induction candidate will take place on September 19, 2018.</p> <p>Our district has also transitioned to Google. We will be utilizing Google websites for digital portfolios.</p> <p>TOSA will begin providing a weekly one hour support to induction candidates on September 4, 2018, to begin conversations and review the continuum of the teaching profession as they start to develop the ILP.</p>
<p>5. Within one year, the program creates and implements a structured plan that provides both formative feedback and evaluation of services provided by the mentors. (Program Standard 6)</p>	<p>The Montebello Teacher Induction regularly assesses the quality of services provided through the following methods:</p> <ul style="list-style-type: none"> • Induction Candidate Yr 1/Yr 2/ECO Mid-Year and End-of-Year Surveys • Mentor Self-Assessment/ILP • Mentor feedback on ILP document

	<ul style="list-style-type: none"> • Mentor Formative Feedback <p>In addition to the formative feedback on the ILP (provided through conferencing and written narrative), MTIP administration provides feedback through mentoring observations and our mentor/candidate collaboration meetings.</p> <p>Attachments: Mentor Continuum MTIP Mentor Meetings 2018-2019</p>
6. Within one year, the institution will host a focused site visit to verify required changes have been made in the program design and implementation is aligned to the Common and Program Standards.	The focused site visit has been tentatively scheduled for May 29-31, 2019. All original copies of program documentation will be available for review at this time.