Discussion of the Second Quarterly Report from
Montebello Unified School District
January 2019

Overview of this Report
Montebello Unified School District (MUSD) submitted their second quarterly report on November 30, 2018 as required by the COA, which describes the progress the district has made toward addressing all the stipulations resulting from their accreditation site visit in March 2018. The contents of that report, including progress to date and next steps are outlined in this report.

Staff Recommendation
It is the staff's recommendation that the COA accept this report from MUSD but take no further action at this time as the program has been addressing the stipulations placed upon it by the COA. The program's third quarterly report and focused site visit will document additional progress made by the district to solidify program changes and processes.

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** status. Six stipulations were placed on the program and work began to address those stipulations immediately. A preconditions report and the institution's first quarterly report have previously been presented to the COA.

Contents of the Report
Appendix A contains MUSD's second quarterly report in its entirety, including evidence presented in support of the narrative provided. A synopsis of the report is as follows:

Notification Letters: All current candidates, including three late hires, have received notice of the program's probationary status. Signed notification letters are available as evidence.

Stipulation One—Compliance with Program Specific Preconditions: The program has established tracking devices and are monitoring timeline adherence to enrollment, the development of an initial ILP, and weekly support hours. Evidence of the program-level monitoring shows compliance with enrollment and development of the initial Individual Learning Plan (ILP), but weekly support hours appear short of the weekly hour commitment for some of the candidates with no explanation of how the program intends to address this shortcoming in the near future.

Stipulation Two—Evidence of a District-Level Leadership Structure: MUSD has strengthened the relationship between the program and the Superintendent's Office, Human Resources, and Educational Services through regular contact and shared projects. Additional program leadership has been provided through oversight from a former program director who is now

serving as a Teacher on Special Assignment (TOSA) in other areas of the district. Site administrators have received additional information regarding the program structure and requirements via a training session and the establishment of a quarterly newsletter. Not yet addressed is the relationship of the program with Fiscal Services and how budget planning will occur in the future.

Stipulation Three—Implementation of a Continuous, Comprehensive Program Improvement Process: The program has developed an annual cycle of activities that will provide them with stakeholder feedback from a variety of sources and has begun collecting, analyzing, and making program decisions based upon the feedback provided. While the program has begun implementation on their program improvement cycle, additional time is needed for data collection, analysis, and decision-making before a complete improvement process has been implemented.

Stipulation Four—Transition to Full Implementation of the 2015 Program Standards: The program has made a myriad of changes in order to fully implement the 2015 program standards, including a two-deep mentor design, a new program-monitoring software platform, offering optional professional development, and informed day-to-day involved program leadership. Changes have been made in every aspect of the program, with program and district leadership monitoring that the changes align with current program standards.

Stipulation Five—Evaluation of Mentors: A multiple-view evaluation system of both the full-release and classroom-based mentors is being developed and implemented. Self-assessment, candidate feedback, and observation of mentor practice are being used to assess the mentors' abilities, while at the same time the program offers professional development to boost mentors' skills. Again, the program is at the initial implementation stage and more time is needed to see a complete cycle of mentor evaluation.

Stipulation Six—Host a Focused Revisit: The program is currently preparing for a focused site visit to take place on May 29-31, 2019. The team lead and state consultant, both of whom are reading and evaluating the quarterly reports, will interview various stakeholder groups to verify the changes outlined in MUSD's reports and corroborated by their evidence, and report their findings at the June COA meeting.

Next Steps
MUSD will submit a third quarterly report on February 28th, 2019 before the revisit that is calendared for May 29-31, 2019 with its required report. Those reports will again focus upon the six stipulations placed upon the district as well as specific questions the COA members have for the program from the preconditions, first and second quarterly reports.

Appendix A
Second Quarterly Report from Montebello Unified School District
Received November 30, 2018

Stipulation	Quarterly Report #1 Response August 31, 2018	Quarterly Report #2 Response November 30, 2018
Notification of Probationary Status sent to all candidates	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. **Attachments:** Agenda with Links to documents and Evidence Samples Memo to Teacher Eligibility for Teacher Induction 8.29.2018 Induction Orientation Sign-Sheet Notification of Probationary Status Letter Orientation PPT	1. Notification is complete for current hires enrolled in program on August 29, 2018. 2. MTIP program staff continues its ongoing collaboration with certificated Human Resources personnel. Following an established process for notifying program specialist of new hires eligible to participate in the district's induction program identified in the new teacher survey. 3. Three new hires have enrolled since last report. These induction candidates were informed of the program's probationary status during Induction Program Orientation meetings held on September 10, 2018 and November 16, 2018. A copy of the notification letter of probationary status signed by the induction candidate is retained for program documentation. **Attachments:** New Teacher Survey - Sample Induction Program Orientation - Agenda
1. By October 15th, the program provides systemic evidence of compliance with the following Program Preconditions: a. candidates are matched with their assigned mentor within 30 days of enrollment; b. candidates' initial Individual Learning Plan is developed within 60 days	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 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.	Full-time release (FTR) Mentors continue to collaborate with Consulting Mentors (site Mentors) to provide just in time support and coordinate individualized mentoring support for each Induction Candidate (IC) based on their teaching credential and instructional setting. a. All ICs have been assigned a credential-alike Mentor within 30 days of program enrollment. b. ICs enrolled on August 29, 2018 have submitted their ILP within 60 days of enrollment in the program.

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of enrollment; and c. candidates receive an average of one hour of support weekly from program personnel	All induction candidates received a letter notifying them of their assigned mentor(s) on August 29, 2018. 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. 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. **Attachments:** MTIP 2018-2019 Mentor-Induction Assignment Spreadsheet Continuum of Teaching Practice	c. IC weekly support is documented in InductionSupport.com. The Program Lead reviews these entries regularly. **Attachments:** Mentor Assignment Letter – Sample Revised IC-Mentor Assignment Log Induction Candidate ILP Submission Log Mentor Weekly Log – InductionSupport.com Sample Monthly Activity Summary Reports for September - November
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)	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. 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 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. **Attachments:** 8.10.2018 Leadership Colloquium Survey Results	Our Induction Program serves within the Educational Services Division. Two additional Teachers on Special Assignment (TOSAs)/full-time release Mentors, have been added to staff since our last report. Our staff is now composed of a Program Specialist administrator and three TOSAs/full-time release Mentors. Our program has also received the support of Rosemary Garcia, TOSA, to assist us with program design and Mentor trainings. Ms. Garcia brings prior experience as a former MTIP Program Leader and understands all program aspects. Program staff continues to develop a strong working relationship with Certificated Human Resources staff, specifically with the Credential Analyst and the Administrator on Special Assignment. We are improving communication and implementation of a cohesive process for identifying eligible program new hires. At the request of our Superintendent of Schools, we have presented at the Elementary Principals meeting to share the Induction Standards, our district's Induction Program goals, and the mentoring system of support we provide to ICs. The program specialist and Full-Time Release Mentors collaborate with the Educational Services Director in the planning and delivery of professional learning at the monthly Leadership Collaborative meetings. The sessions are designed to match district instructional goals and initiatives. As a result, we have conducted professional learning sessions at

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		individual sites to support teachers with best practices and evidences based instructional strategies. Mr. Ortiz, TOSA, is a member of the district Technology Committee. He supports our ICs and Mentors with implementation of technology in the classroom. **Attachments:** Human Resources New Teacher Survey and email Educational Services Chart Elementary Principal Agenda, Sign-In Sheet, Handouts School Site PD
3. Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. (Common Standard 4)	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. **Attachment:** Advisory Board Meeting Dates 2018-19	Stakeholder feedback from Induction Candidates, Mentors, and Advisory Board members is collected at individual group meetings via google surveys, weekly collaborative meetings, and logs. At weekly meetings, the program leadership team reads, discusses, and determines any response needed to the feedback received. The leadership team meets with the Director of Educational Services regularly to share analysis and next steps. At the same time, the team has an opportunity to provide their own feedback on program activities, personnel and support for the program. ***Induction Candidates*** ICs provided feedback in September via a professional learning needs survey used to identify professional learning support and needs. In November, ICs responded to a survey for attendance at a collaborative meeting. ***Mentors*** Mentors were asked for feedback for the November training meeting. Mentors were also provided an opportunity to respond to survey regarding the quality of training and support they receive from the induction program. ***Advisory Board*** Our Advisory Board member met in November. They reviewed feedback and data collected. The group had an opportunity to make suggestions and recommendations for next steps for program improvement. *The attachments detail our program assessment process, describes collected feedback from individual groups, analysis of collected feedback, and next steps to support a consistent means of unit assessment for a continuous improvement process.* **Attachment:** MUSD Teacher Induction Program Annual Assessment Process 2018-19 Comprehensive Improvement Process (Common Standard 4)

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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)	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.

Our district has also transitioned to Google. We will be utilizing Google websites for digital portfolios.

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. | Several changes and revisions of our program components have been made to address the 2015 program standards.

We have updated the program handbook, and created and revised our documentation tools. Google drive/website is the platform used to maintain the IC's digital portfolio. We now utilize InductionSupport.com to document weekly IC support, collaborative meetings, and create a central location for documents and resources.

Consulting Mentors have added to collaborate with Full-Time Release (FTR) Mentors to provide "just in time" support and coordinate individualized mentoring for each Induction Candidate (IC) with specific needs related to content/grade level instructional setting and the development of their Individual Learning Plan (ILP).

Our program restructured the sequence of experiences to collaboratively support and guide the IC as they development of their Individual Learning Plan (ILP), teacher inquiry and professional growth goals within the first 60 days of enrollment.

This includes the following activities:
• *Site Orientation Triad Meeting* - Site administrator and mentor help IC better understand their teaching assignment, learn about school community, discuss site focus goals, and identify school site support
• CSTP Self-Assessment – IC reflects on current practice to identify strengths and areas of growth.
• *Veteran Teacher Observation* – Release time for IC to observe colleagues allows them to reflect on their own practice and identify professional learning and support.
• *Video Observation Self-Reflection* – IC uses video, which captures a more authentic classroom environment to reflect on teaching practice.
• *Revised Individual Learning Plan (ILP)* – With the guidance and support of the mentor, IC sets measurable professional goals, student outcomes, identifies the resources, professional learning needs, and action plan. The teaching continuum is used.

Professional learning workshops will be developed and offered to ICs based on their feedback from surveys. ICs will be able to select the professional development to attend based on their individual needs.

Attachments
Program Handbook
Developing your ILP Guide |

	Stipulation	Quarterly Report #1 Response August 31, 2018	Quarterly Report #2 Response November 30, 2018
			Individual Learning Plan Tool Professional Learning Flyer
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)	The Montebello Teacher Induction regularly assesses the quality of services provided through the following methods: • Induction Candidate Yr. 1/Yr. 2/ECO Mid-Year and End-of-Year Surveys • Mentor Self-Assessment/ILP • Mentor feedback on ILP document • Mentor Formative Feedback 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. **Attachments:** Mentor Continuum MTIP Mentor Meetings 2018-2019	The MTIP Program Leadership regularly assesses the quality of mentoring support and quality of services from ICs, and Mentors through google surveys, weekly interactions, logs, and collaborative meetings. **Induction Candidates** ICs will be surveyed at the mid-year and end-of-year to the assess the mentoring support, just in support, mentor match, and services coordinated and offered through our program. The program specialist meets with IC to address any concerns **Full-Time Release (FTR) Mentors** Full-time release (FTR) Mentors complete a self-assessment using the Continuum of Mentoring Practice to develop an Individual Learning Plan (ILP) focused around three selected standards to show growth. The Program Lead initially reviews the ILP with the FTR Mentors, provides feedback, and follows up mid-year and end-of-year to assess growth in the selected standards. The Program Lead meets with FTR Mentors on an individual basis weekly to discuss and mentoring practice successes and concerns. Such meetings are opportunities to discuss specific ICs, as well as reflect on progress and evidence of mentoring goals selected for the ILP. **Consulting Mentors** Mentors receive monthly trainings, and provide feedback for needed support after each training session. Program Lead supports and provides mentors feedback of mentoring skills and practices through Mentor-peer observations and collaborative meetings/discussions. **MTIP Program Leadership Weekly Meeting** At weekly meetings, program lead and staff discuss dynamics of the program. Program Lead receives feedback from the FTR Mentors, which is provides insight for the Program Lead to assess where the FTR Mentors may need additional training, support, and assistance. **Attachments:** MUSD Teacher Induction Program Annual Assessment Process 2018-19 Formative Feedback and Evaluation of Program Services Mentor/Program Lead CAL
6.	Within one year, the institution will host a focused site visit to verify required changes have been made in the program	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.	The focused site re-visit has been confirmed for May 29-31, 2019 to verify required changes. MTIP Program staff continues to communicate and share quarterly reports with the CTC Consultant and team lead. Original copies of all program documentation will be available for review at the re-visit.

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design and implementation is aligned to the Common and Program Standards.		