

## Report of the Revisit Team to Montebello Unified School District June 2019

### Overview of this Report

This item is the accreditation team report for the May 2019 revisit to the Montebello Unified School District. This item provides the report of the revisit team as well as the revisit team determinations regarding the preconditions, common standards, and program standards reviewed, and the accreditation recommendation.

### Background

A site visit was held at the Montebello Unified School District from March 5-7, 2018. The [report](#) of that visit was presented to the Committee on Accreditation at its May 2018 meeting. The COA assigned the status of **Accreditation with Probationary Stipulations** to the Montebello Unified School District and all of its credential programs, and assigned the following six stipulations to be addressed in a focused revisit:

1. By October 15, 2018, the program provides systemic evidence of compliance with the Program **Preconditions 2, 3, and 4**:
  - a) candidates are matched with their assigned mentor within 30 days of enrollment;
  - b) candidates' initial Individual Learning Plan is developed within 60 days of enrollment; and
  - c) candidates receive an average of one hour of support weekly from program personnel.
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)**
3. Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. **(Common Standard 4)**
4. Within one year, the program provides evidence that they have fully transitioned to the 2016 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)**
5. Within one year, the program creates and implements a structured plan that provides both formative feedback and evaluation of the services provided by the mentors to their candidates. **(Program Standard 6)**
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.

In addition, the Montebello Unified School District was required to

- Submit (within 10 days of the COA action) its plans and policy changes that will ensure that Preconditions 2, 3, and 4 will be implemented prior to any new candidates being enrolled in the program. The institution must provide a report on Program Preconditions 2, 3, and 4 at the June 28, 2018 COA meeting.
- Seek support from other programs from their cluster.
- Notify candidates of the institution’s current accreditation status.

Further, the COA stipulated that Montebello Unified School District is not permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations have been met.

The district took the following actions to meet the above requirements:

- The school district submitted evidence showing how it would be meeting Preconditions 2, 3, and 4 at the COA meeting following their site visit report. Subsequent quarterly reports have shown compliance with the plan they developed and full implementation of Preconditions 2, 3, and 4. Each of the quarterly reports are available [First Quarterly Report \(Nov 2018\)](#), [Second Quarterly Report \(Jan 2019\)](#), [Third Quarterly Report \(March 2019\)](#),
- Additionally, the district consulted three neighboring teacher induction programs who provided them with resources, program design ideas, and document samples that have been added as part of the induction experience at Montebello Unified School District.
- Evidence was presented to the COA in each quarterly report demonstrating the program’s continual contact with new hires and program candidates to inform them of their probationary status and obtaining candidate signatures of this notification.

### **2019 Revisit**

The Montebello School District held an accreditation site revisit on May 29-30, 2019. The team lead and state consultant returned to interview stakeholder groups after reviewing the district’s quarterly reports and submitted evidence of program implementation.

### **Revisit Team Recommendations**

Based on the evidence presented, the team concluded that of the standards reviewed at the revisit, Common Standards 1 and 4, and Teacher Induction Program Standard 3 are now **Met with Concerns**, while Teacher Induction Program Standard 6 is **Met**. The team recommends the removal of stipulations 1, 5, and 6 while stipulations 2, 3, and 4 be modified to stipulate that within one year the district submit a report demonstrating alignment to the Common Standards and the 2016 Teacher Induction Program Standards. Further, the site revisit team recommends that the accreditation status be moved from **Accreditation with Probationary Stipulations** to **Accreditation with Stipulations**.

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

**Institution:** Montebello Unified School District

**Date of Revisit:** May 30-31, 2019

**Accreditation Team**

**Recommendation:** Accreditation with Stipulations

**Rationale:** Based on the evidence presented, the team concluded that of the standards reviewed at the revisit, Common Standards 1 and 4, and Teacher Induction Program Standard 3 are now **Met with Concerns**, while Teacher Induction Program Standard 6 is **Met**. the site revisit team recommends that the accreditation status be moved from **Accreditation with Probationary Stipulations** to **Accreditation with Stipulations**.

**2019 Revisit Team Standard Findings**

Preconditions	2018 Team Findings	2019 Team Finding
2) The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment.	Not Met	Met
3) Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program.	Not Met	Met
4) Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/ mentoring coordinated and/or provided by the mentor.	Not Met	Met
Common Standards	2018 Team Findings	2019 Team Finding
1) Institutional Infrastructure to Support Educator Preparation	Not Met	Met with Concerns
4) Continuous Improvement	Not Met	Met with Concerns
Program Standards	2018 Team Findings	2019 Team Finding
3) Designing and Implementing Individual Learning Plans within the Mentoring System	Met with Concerns	Met with Concerns

6) Program Responsibilities for Assuring Quality of Program Services	Met with Concerns	Met
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**2019 Revisit Team Recommendations**

As a result of these 2019 findings, the team recommends the following recommended changes to stipulations:

<b>2018 Stipulation</b>	<b>2019 Revisit Team Recommendation</b>
<p>1. By October 15, 2018, the program provides systemic evidence of compliance with the Program <b>Preconditions 2, 3, and 4:</b></p> <ul style="list-style-type: none"> <li>a) candidates are matched with their assigned mentor within 30 days of enrollment;</li> <li>b) candidates’ initial Individual Learning Plan is developed within 60 days of enrollment; and</li> <li>c) candidates receive an average of one hour of support weekly from program personnel.</li> </ul>	<b>Removal of Stipulation</b>
<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. <b>(Common Standards 1 and Program Standard 6)</b></p>	<b>Maintain Stipulation</b>
<p>3. Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. <b>(Common Standard 4)</b></p>	<b>Maintain Stipulation</b>
<p>4. Within one year, the program provides evidence that they have fully transitioned to the 2016 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. <b>(Program Standard 3)</b></p>	<b>Maintain Stipulation</b>

<p>5. Within one year, the program creates and implements a structured plan that provides both formative feedback and evaluation of the services provided by the mentors to their candidates. <b>(Program Standard 6)</b></p>	<p><b>Removal of Stipulation</b></p>
<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.</p>	<p><b>Removal of Stipulation</b></p>

The revisit team recommends that within one year, the district submit a report demonstrating alignment to the Common Standards and the 2016 Teacher Induction Program Standards regarding

- a collaborative, cohesive, coordinated district-level leadership structure that allows for standards implementation at both the program and unit levels.
- the unit leadership creates and implements a continuous comprehensive improvement process.
- the full transition to the 2016 Induction Program Standards featuring a mentor-based system of support, individualized for each candidate, and based upon their Individual Learning Plan as sole documentation.

Further, staff recommends that:

- The prohibition on Montebello Unified School District proposing new credential programs be lifted and MUSD be permitted to propose new credential programs for approval by the Committee on Accreditation
- Montebello Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuance of the accreditation activities by the Commission on Teacher Credentialing.

**Program Numbers**

<b>Year</b>	<b>Year One</b>	<b>Year Two</b>
<b>2018-19</b>	<b>11</b>	<b>10</b>

**Accreditation Revisit Team**

**Team Lead:** **Dr. Carry Tillery**  
Corona-Norco Unified School District

**Staff to the Accreditation Team:** **Gay Roby**  
Commission on Teacher Credentialing

<b>Interviews Conducted</b>	
Program Specialist (Coordinator)	1
Program Leadership Team	4
District Administration	6
Site Administrators	14
Advisory Board	18
Credential Analyst	1
Professional Development Facilitators	4
Mentors (Full-time Release and Classroom-based)	10
Candidates	19
<b>Total</b>	<b>77</b>

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

**2019 Revisit Team Findings on Standards**

On May 30th the team lead of the original site visit team, along with the state consultant, returned to the Montebello Unified School District for a revisit. The team arrived at 7:30 am for a meeting with program leadership and interviewed constituencies through 5:00 pm. The report of findings was shared with district and program administration at the end of that day. The following table documents the team’s findings relative to each of the standards less than fully met in the 2018 Accreditation Report.

2018 Site Visit Decision	2019 Revisit Decision	Action Taken to Align Implementation to Standards
<b>Precondition 2 (Assign a Mentor within 30 days of a Candidate's enrollment)</b>		
Not Met	Met	<p>Both evidence and interviews with stakeholder groups confirm that the Montebello Teacher Induction Program (MTIP) has established an ongoing relationship with the district's Human Resources department to identify and channel new hires eligible for the induction program to the Program Specialist so that the program is able to match candidates with their mentor within 30 days of their enrollment date. They have developed a process to identify potential candidates, established personnel to implement the process, and designed a tracking sheet to monitor the progress of each new hire. Candidates confirmed that they were informed of their eligibility upon hiring and contacted by the MTIP personnel from "almost immediately" to "several days" after enrollment for notification of the assignment of their mentor. According to the Administrator on Special Assignment, who currently oversees Human Resources, the new process has greatly improved identification of candidates, their enrollment, and their participation levels. The credential analyst confirmed that she and the Program Specialist are in constant communication regarding new hires, especially since the district continued to hire eligible induction candidates through February this year.</p>
<b>Precondition 3 (one hour per week of individualized support/mentoring)</b>		
Not Met	Met	<p>Mentors and candidates are informed of the expectation of weekly meetings, lasting an average of one hour, at their training and orientation meetings, respectively. Mentor logs, corroborated by the candidate, are electronically submitted to the Program Specialist monthly with the hours then tallied and monitored. MTIP has initiated a two-layer mentoring system with most candidates assigned a full-time release mentor and an on-site, classroom-based mentor. Candidates commented that this double-layered support has been extremely helpful as the full-time release mentors meet with them for "program needs" while the content-based mentors support them in content and context issues. As one candidate expressed, it is a system that provides for their needs in multiple ways. Support logs and the tallied meeting totals indicate that time provided to candidates varies widely over the course of the year. The program is working toward implementing a more evenly regulated meeting system with ways to log "check-in" phone calls, text messaging, and electronic meetings lasting less than 15 minutes (e.g. FaceTime, Zoom).</p>

2018 Site Visit Decision	2019 Revisit Decision	Action Taken to Align Implementation to Standards
<b>Precondition 4 (Individual Learning Plan within the first 60 days of enrollment)</b>		
Not Met	Met	<p>MTIP has contracted with <i>inductionsupport.com</i> for support in the monitoring of deadlines and the meeting of program components for each induction candidate. The master tracking sheet developed by <i>inductionsupport.com</i> now allows MTIP leaders to monitor the progress of each candidate, from entry into the program through exit interviews, including the development of their initial ILP. The program leadership team reported that this tracking document has been helpful in keeping everyone on track, from candidate, to mentor, to program administration. Collaborative logs between mentors and candidates document the steps each pair takes in the development of the ILP, from an initial self-assessment, a mentor observation, a triad meeting with a site administrator, and guidance from both the mentor and the employer. The Program Specialist is responsible for monitoring initial ILP submission, ensuring it is filed within 60 days of enrollment. She reported that despite the hiring of induction teachers through February, all candidates have been successfully shepherded through the process within the 60-day requirement.</p>
<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>		
Not Met	Met with Concerns	<p>Multiple changes have occurred in the program, based on the stipulations from the previous year’s site visit. The leadership structure of the district now includes a new Program Specialist to oversee the Teacher Induction Program. Her “passion” in supporting new teachers was expressed across all interviews as a reason for the growth in the program during the past year. Three full time TOSA now serve the program, and form a Leadership Team that provides hands-on direction for the program. The Leadership team participated in meetings with the Superintendent, Human Resources, Special Education, and the LCAP Committee to provide information and to illicit feedback and support. Triad meetings were held, (site administrator, mentor and candidate), to establish CSTP goals for each candidate. Meetings with the Advisory Board occurred to review data and provide feedback to the Induction Program.</p> <p>Based on evidence reviewed and interview statements, the collaboration within the unit has allowed the district to build a more coordinated structure to support the MTIP. However, the program director from Educational Services who was providing oversight for MTIP this year was recently promoted, leaving the program without a director, and a new Assistant Superintendent of Educational Services</p>



2018 Site Visit Decision	2019 Revisit Decision	Action Taken to Align Implementation to Standards
		<p>who began work two months ago, after his predecessor retired. The district is in the process of hiring five key district personnel (Assistant Superintendent and a Director of Human Resources, Director of Education Services, Director of Student Services and a SELPA Director). Three of the five vacant positions directly impact the MTIP. The district continues to have substantial movement in leadership, impacting the unit and program.</p>
<b>Common Standard 4: Continuous Improvement</b>		
Not Met	Met with Concerns	<p>The MTIP program has an established history of collecting program feedback from a variety of stakeholder groups (candidates, mentors, advisory board, and site administrators) at meetings, trainings, and at “milestone” times throughout the year. A review of the evidence highlighted a preponderance of feedback regarding the candidates’ implementation of workshop content and mentor suggestions with a lack of feedback regarding how well the program was addressing candidate needs and providing services. Candidates, mentors, and advisory board members confirmed that they had been asked questions regarding presentations but not about the quality of program services. Analysis of the data occurs at the Leadership Team’s weekly meetings, with data reports presented at Advisory Board meetings. Each stakeholder group interviewed confirmed that the program valued their feedback as they had witnessed changes based upon their comments, however, when site administrators were asked to provide feedback via a mid-year survey, only three of 15 principals actually completed the survey (all of whom served on the Advisory Board). Finally, with an additional year to implement their assessment system, the district will be able to provide evidence of the inclusion of program data from the CTC’s Annual Data System in their assessment system.</p>
<b>Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System</b>		
Met with Concerns	Met with Concerns	<p>The MTIP has implemented a newly designed mentoring-based system of support that provides weekly collaborative meetings and individualized “just in time” support with a program-based mentor. Content-based mentors are provided if the candidate and mentor do not have a matching credential. Together they provide a coordinated system of support.</p> <p>As documented by Individualized Learning Plan (ILP) and confirmed through interviews, the program has a comprehensive process for</p>

2018 Site Visit Decision	2019 Revisit Decision	Action Taken to Align Implementation to Standards
		<p>creating each candidate’s ILP, including an observation by the mentor, input from the site administrator, and analysis and reflection of the candidate’s teaching practice using video-taping. The California Standards for the Teaching Profession are utilized by the candidate to self-assess and identify areas of growth. From these assessments, and with the mentor’s input, the candidate develops their ILP and chooses aligning professional learning events.</p> <p>During document review and interviews, it was found that, in addition to a mentor-based system of support, the program requires a lengthy formative assessment curriculum. This curriculum includes a lock-step inquiry process that requires all candidates to complete many of the former Formative Assessment for California Teachers (FACT) forms. Interviews with the program specialist, mentors, and induction candidates indicate that the inquiry process (a 13-page template) is paper-driven and redundant. Multiple electronic platforms are used to record the required forms, with candidates reporting the need to upload the same form to multiple places. Lastly, candidates reported they are currently required to write multiple reflections, sometimes after holding the same reflective conversation with their mentor.</p>
<b>Program Standard 6: Program Responsibilities for Assuring Quality of Program Services</b>		
Met with Concerns	Met	<p>The MTIP has established a two-tiered system of formative and summative feedback for the mentors. Candidate feedback is provided to the mentors from mid-year and end-of-year surveys, with candidates who were interviewed expressing satisfaction with their opportunities to provide feedback. The majority of candidates reported that their relationship with their mentors was the best aspect of the program, declaring that the knowledge and skills of their mentors had proven invaluable to their own classroom practice. The second tier of feedback is provided by the Program Specialist who offers written feedback during the year, through periodic review of the full-time release mentors’ own Individual Learning Plans and also through group conversations at weekly Leadership Team meetings. Content-based mentors reported they receive emails from the Program Specialist regarding their work as well as comments during monthly program meetings. All mentors reported how easy it was to bring their concerns and observations forward to program leaders as they always received quality feedback and guidance, in a supportive atmosphere.</p>