

**Report of the Accreditation Revisit to Newark Unified School District**  
**June 2019**

### **Overview of this Report**

This agenda item presents the accreditation team report for the May 7-8, 2019 revisit to Newark Unified School District (NUSD). The report includes the revisit team recommendations with respect to stipulations and accreditation status as well as revisit findings on Program Standards and Common Standards found to be less than fully met at the initial site visit in April 2018.

### **Background**

The NUSD accreditation site visit was held on April 16 through April 18, 2018. The [report](#) of that visit was presented to the Committee on Accreditation (COA) at its May 2018 meeting. The COA assigned the status of **Accreditation with Probationary Stipulations** to NUSD and all of its credential programs. The stipulations were as follows:

- 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) NUSD 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.

Based on these stipulations it was recommended that:

- 1) NUSD must submit quarterly reports including a report to the COA
- 2) That within one year Newark Unified School District will host a revisit.

### **Revisit Team Recommendations**

NUSD submitted each of the quarterly reports on time. The reports have been consistent in providing evidence and information to address all stipulations. Based on the evidence provided in each of the quarterly reports, document review and interviews conducted during the revisit, the team recommends the removal of all stipulations assigned by the COA at the May 2018 meeting. The team reviewed all program standards and common standards less than fully met and determined all to be **met**. Therefore, the team recommends that accreditation status be changed from **Accreditation with Probationary Stipulations** to **Accreditation**.

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

**Institution:** Newark Unified School District

**Date of Revisit:** May 7-8, 2019

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:** Based on interviews and documentation reviewed at the revisit, the team concludes that of the program standards and Common Standards reviewed at the revisit, all are **met**. The team recommends that the accreditation status be changed from **Accreditation with Probationary Stipulations** to **Accreditation**.

**2019 Revisit Team Standards Findings**

Program Standards (6)		
Program Standards	2018 Visit Findings	2019 Revisit Findings
Standard 1: Program Purpose	Met with Concerns	Met
Standard 4: Qualifications, Selection and Training of Mentors	Met with Concerns	Met
Standard 6: Program Responsibilities for Assuring Quality of Program Services	Not Met	Met

Common Standards (5)		
Common Standards	2018 Visit Findings	2019 Revisit Findings
Standard 2: Candidate Recruitment and Support	Met with Concerns	Met
Standard 3: Course of Study, Fieldwork and Clinical practice	Met with Concerns	Met
Standard 4: Continuous Improvement	Met with Concerns	Met
Standard 5: Program Impact	Met with Concerns	Met

Further, staff recommends that:

- NUSD be permitted to propose new credential programs for approval by the Committee on Accreditation

- NUSD 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

### **Accreditation Revisit Team**

**Team Lead:** **Julie McNealy**  
Orange Unified School District-Retired

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

#### **Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	24
District Administration	3
Program Coordinators	1
Site Administrators	8
Site Support Providers	20
Advisory Board Members	6
<b>Total</b>	<b>62</b>

## Newark Unified School District

Program Name	Candidates Enrolled or Admitted (2018-19)
Induction Year 1 Candidates	15
Induction Year 2 Candidates	17

### **2019 Revisit Findings on Stipulations and Standards**

On May 7-8, 2019 one BIR member and one state consultant returned to NUSD for a focused revisit. The BIR member and state consultant also participated in the initial accreditation site visit in April 2018. The team conducted interviews and document review, conferring periodically with each other and providing status updates to unit leadership. On Wednesday morning, May 8th, the team shared its findings with the unit head. The report of the team's findings relative to each of the stipulations as well as each standard less than fully met in the 2018 accreditation report are provided below.

<b>2018 Stipulation</b>	<b>2019 Rationale</b>	<b>2019 Recommendation</b>
<p>NUSD must fully transition to the new Teacher Induction standards. In doing so they must provide evidence that</p> <ul style="list-style-type: none"> <li>● the program is grounded in individualization and growth for each candidate rather than the completion of documents and assignments.</li> <li>● a consistent and robust mentoring system is in place and provides “just-in time” support for candidates</li> <li>● the knowledge/experiences from a candidate’s preliminary program is being considered during the development of the candidate’s ILP</li> </ul>	<p>Based on interviews, documentation and evidence provided, NUSD teacher induction program has fully transitioned to the 2016 induction program standards. Candidates, mentors and program leadership all confirmed that the program is now focused on individualization and candidate growth. The program is based on a consistently implemented robust mentoring system.</p> <p>Documentation provided by the NUSD program confirms that candidates receive weekly support from their mentor as well as just in time support to meet candidate needs. The ILP goal setting process is guided by mentors, program leadership, and site administrators, is individualized based on the needs of candidates and also honors the expertise that candidates bring from their preliminary programs.</p> <p>As stated by one of the candidate interviewees, “I wanted to create a goal so I could bring my passion together with my needs.”</p>	Removal of Stipulation
<p>NUSD must provide evidence that any Common Standard and Program Standard less than fully met has been addressed. See findings for each program standard and common standards less than met below:</p>	<p>Through interviews, document reviews and evidence the following program and common standards have been deemed to now be met as follows:</p>	Removal of Stipulation
<p><u>Program Standards</u></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Program Standard 1 is met: NUSD’s induction program is now mentor-based and focused on the individual growth of each candidate utilizing an Individual Learning Plan (ILP), just-in-time support, reflection and mentoring.</li> </ul>	

<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Program Standard 4 is met: To strengthen the mentor structure and support, NUSD has revised its mentoring system to include two lead mentors. The lead mentors will act as an intermediary layer of support between the induction program director and the mentors. Support for mentors now includes mentor foundation workshops as well as monthly mentor workshops.</li> </ul>	
<ul style="list-style-type: none"> <li>Program Standard 6: 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</li> </ul>	<ul style="list-style-type: none"> <li>Program Standard 6 is met: The effectiveness of the mentors and the support they provide candidates is now regularly and systematically assessed through surveys, mentor self-assessments and candidate and mentor logs. Should it be necessary, a mentor reassignment process has been developed and implemented.</li> </ul>	
<p><u>Common Standards</u></p> <ul style="list-style-type: none"> <li>Common Standard 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.</li> </ul>	<ul style="list-style-type: none"> <li>Common Standard 2 is met: NUSD has adopted a clear process of communication that has remedied any inconsistencies in the frequency and clarity of program advisement provided to candidates, mentors and stakeholders including recruitment and support.</li> </ul>	

<ul style="list-style-type: none"> <li>Common Standard 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</li> </ul>	<ul style="list-style-type: none"> <li>Common Standard 3 is met: NUSD’s induction program no longer relies on a preponderance of documentation and assignments that were a part of the prior FACT system. The program is now a mentor-based system and is focused on the individualization and growth of its candidates using the ILP. The general education and education specialist programs are now identical in requirements and any inconsistencies between the two have been eliminated. A process for identifying and assigning mentors to candidates is in place and mentors are assessed throughout the year.</li> </ul>	
<ul style="list-style-type: none"> <li>Common Standard 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.</li> </ul>	<ul style="list-style-type: none"> <li>Common Standard 4 is met: NUSD has provided evidence of a clear and consistent method of collecting data for continuous program improvement. Data is collected regularly during the year, is analyzed and recommendations for any program improvements is shared with the NUSD Advisory Council for consideration.</li> </ul>	
<ul style="list-style-type: none"> <li>Common Standard 5: Although an ILP is being implemented by the program, there is little support that</li> </ul>	<ul style="list-style-type: none"> <li>Common Standard 5 is met: Now that the NUSD teacher induction program has fully transitioned to the new</li> </ul>	

<p>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>induction standards and has provided evidence of the collection of program effectiveness and candidate competency data, it has begun to assess the positive impact its program is having on teaching and learning in the schools.</p>	
<p>NUSD must provide evidence of a cohesive mentoring structure across all institutions served.</p>	<p>The revisit team found that NUSD has fully implemented a mentor driven structure which is now the foundation of its teacher induction program. As stated by one of the induction candidates, "Our mentor is the biggest part of the program. She helps in streamlining our goals." The importance of the support provided by mentors was echoed throughout the candidate interviews, site administrator interviews and interviews with program leadership.</p>	<p>Removal of Stipulation</p>
<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. This must include:</p> <ul style="list-style-type: none"> <li>a. Feedback from all relevant stakeholders, including K-12 and higher education partners, candidates, mentors, and completers</li> <li>b. A means for mentors and candidates of sharing feedback that protects their anonymity</li> <li>c. Feedback about the quality of the candidate/mentor matches to</li> </ul>	<p>NUSD has implemented a system of anonymous feedback loops that allow for all program stakeholders to provide input to the program and receive input on their engagement with the program. The site revisit team was provided with multiple sources of evidence that demonstrated that data is being collected, analyzed and shared with stakeholder groups including the advisory council, executive cabinet and site administrators. This data collection and analysis process is now used to determine program improvements. Through multiple sources of feedback mentor/candidate matches are consistently and continuously reviewed for quality as</p>	<p>Removal of Stipulation</p>

ensure they are productive and positive	well as effectiveness. Candidate interviews demonstrate the importance of mentor support and the high quality of the mentorship provided by the program. As one candidate stated, "My mentor was a huge support with assignments and that helped me. My mentor just listened to me all the time and she helped me to reflect and not give up."	
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.	Candidates consistently reported that the mentoring and reflection which is documented on their ILPs has had an impact on their teaching practice. They reported that they could see what was working and what was not working. Multiple examples were provided during interviews	Removal of Stipulation
NUSD must submit quarterly reports including a report to the COA	NUSD submitted each of the quarterly reports on time. The reports have been consistent in providing evidence and information to address all stipulations. ( <a href="#">1<sup>st</sup> Quarterly Report, November 7, 2018 Agenda Item 9</a> ; <a href="#">2<sup>nd</sup> Quarterly Report January 31, 2019 Agenda Item 18</a> , <a href="#">3<sup>rd</sup> Quarterly Report, March 14, 2019 Agenda Item 19</a> )	Removal of Stipulation
That within one year Newark Unified School District will host a revisit.	The revisit was held on May 7-8, 2019 in which a thorough review of program documentation and comprehensive stakeholder interviews was completed.	Removal of Stipulation