

Report of Actions Taken by Lodi Unified School District To Address Stipulations May 2020

Overview of this Report

This agenda item includes a report from the Lodi Unified School District (Lodi USD) regarding how the unit and teacher induction program have addressed the stipulations in the year following the COA's accreditation decision.

Recommendation

On the basis of this report, staff recommends that the stipulations be removed and the district's accreditation status be changed from **Accreditation with Stipulations** to **Accreditation**.

Review of Previous Accreditation Decisions and Actions

An accreditation visit was held at Lodi Unified School District in April 2019. At their [May 2019 meeting](#), the Committee on Accreditation (COA) set an Accreditation Status of **Accreditation with Stipulations**. The 2019 accreditation team report can be accessed at: [Lodi USD 2019 Accreditation Report](#).

The following stipulations were placed on Lodi Unified School District:

1. That within one year, Lodi USD provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
2. That within one year, Lodi USD provide evidence that the education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation.
3. That within one year, Lodi USD provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completion data as well as data reflecting the effectiveness of unit operations.
4. That within one year, Lodi USD provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the program.

The Lodi USD site visit team found Common Standard 1 (Institutional Infrastructure to Support Educator Preparation) Met with Concerns and Common Standard 4 (Continuous Improvement) Not Met. Common Standard 1 was found to be Met with Concerns due to the team finding no

evidence that “the institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision-making for the induction program” and finding “no evidence regarding how the education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university, and members of the broader educational community to improve educator preparation.” Common Standard 4 was found to be Not Met due to the team finding “no evidence of data being collected, analyzed, and used to make program modifications. Furthermore, the team found no evidence that this data includes regular feedback from key stakeholders — such as employers or community partners — on the quality of the preparation within the induction program or the extent to which induction candidates are prepared to enter professional practice.” Additionally, the team found that there was district-wide support for new teacher hires and professional development rather than induction-specific requirements and that “current processes do not allow for feedback that is specific to the induction program.”

Report to Address Stipulations

A year after the COA action, Lodi USD submitted a [report addressing the following stipulations](#) that were recommended by the site visit team and approved by the COA.

The information below summarizes the actions taken by Lodi Unified to address the stipulations.

Stipulation 1

That within one year, Lodi USD provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.

Summary of Response to Stipulation 1

Lodi USD has convened a Teacher Induction Program (TIP) leadership team which meets quarterly to review qualitative and quantitative program data and is comprised of induction staff, instructional coaches, classroom teachers, induction mentors, special education staff, site administrators, and an induction participating teacher.

Lodi USD induction staff has also developed a Site Administrator’s Guide that was reviewed by candidates, staff, and district administration in order to better inform administrators of the goals of the induction program and the roles and responsibilities of participating teachers, mentors, and administrators in it. Additionally, induction staff has developed and conducted surveys of participating teachers, mentors, and site administrators regarding program improvement. Furthermore, candidate, mentor, and administrator surveys have been created and implemented. These surveys seek information regarding program effectiveness and participants needs. Lodi USD notes that results of these surveys have informed program modifications and have been meeting topics.

Induction staff have increased communication with the Personnel Department, become involved in district recruitment efforts, and have taken steps, in conjunction with the Personnel Department, to improve the hiring process and enrollment in the induction program. Additionally, a quarterly TIP newsletter has been developed in order to provide clear and timely information for program participants and site and district staff.

Stipulation 2

That within one year, Lodi USD provide evidence that the education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation.

Summary of Response to Stipulation 2

The Lodi USD induction staff has initiated participation in regular meetings of induction program personnel in collaborative P-12 and broader educational community groups, including the following: Cluster 1 Network of Induction and Teacher Preparation Program Coordinators; Capital Region Induction and Institute of Higher Education Network; and attendance at the annual California Induction Conference. This participation allows induction staff to share, exchange, and seek information for new methods, strategies, and procedures while also helping to refine and improve the Lodi USD induction program.

Additionally, the Lodi USD induction program coordinator has initiated meetings with local institutions of higher education to develop stronger connections between the preliminary and induction programs. Some of the higher education contacts that Lodi USD has initiated contact with are the University of the Pacific (UOP), the Teachers College of San Joaquin, and California State University, Stanislaus. The induction coordinator had been working in conjunction with the district's personnel director and Assistant Superintendent of Educational Services to develop a memorandum of understanding with UOP to provide student teacher placements in Lodi USD schools; however, in early March, the induction coordinator was informed that the Assistant Dean of Education for Educator Preparation at UOP, who was going to lead this collaboration, took a new position and that the Program Lead of the Multiple Subject and Degree Programs would continue work on this project, but due to the COVID-19 pandemic, these collaborative efforts have been delayed and there is uncertainty moving forward. The induction coordinator notes, however, that there is strong interest on both sides to continue these collaborative efforts in the future, but there is currently an indefinite timeline.

Stipulation 3

That within one year, Lodi USD provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completion data as well as data reflecting the effectiveness of unit operations.

Summary of Response to Stipulation 3

Lodi USD induction staff have developed multiple feedback surveys to gauge the effectiveness of program and program participant (participating teacher, mentor, and site administrator) needs. Survey data is collected and reviewed by induction and research department staff to make program modifications, if necessary. Additionally, at the end of each training session, feedback surveys are provided and results are reviewed in order for the program to continually improve.

Completer survey data is also reviewed and modifications to the program are made as needed. Completer data is shared with mentors at the beginning of the school year to assist them in self-reflection regarding how best to support their candidates. Furthermore, induction staff and the leadership team review the completer data to refine the ways in which support is provided to both candidates and mentors.

Lodi USD's induction candidates and mentors are given a survey that is completed anonymously in the first and final quarters to determine the areas of program strength and the areas where improvements may be made to the program.

The Lodi USD induction program also intends to collect program improvement data each May at the program completer exit interviews. In addition to gathering essential data regarding a candidate's individualized experience and growth, the induction program also intends to collect candidate data regarding their suggestions or ideas for program improvement.

Based off of data received during the 2019-20 school year, Lodi USD's induction program plans to make the following modifications to the program:

- Increase the focus on mentor and candidate collaboration, including a differentiated process for mentor training with generalized support training for newer mentors and more targeted 1:1 support for veteran mentors
- Increase the focus on the Individualized Learning Plan as a living and reflective document to improve pedagogy and overall effectiveness, which should lead to strong teacher retention

Stipulation 4

That within one year, Lodi USD provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the program.

Response to Stipulation 4

The Lodi USD induction program has developed a site administrator (i.e., employer) survey to gather information evaluating program effectiveness and program participant needs. Additionally, the induction program coordinator meets with site administrators in order to gather feedback on candidate and mentor efforts and to receive input regarding program quality improvements. Furthermore, there are site administrators who serve on the TIP

leadership team that have provided feedback to the program, and the program intends to make modifications based on this feedback in the next school year. Some of the current modifications and improvements made to the to the program based off of feedback and improved communication with site administrators are listed below:

- New mentor and candidate application forms
- Increased awareness of the site administrator's role in supporting mentors and candidates
- Increased communication between site administrators and teacher induction participants
- Greater awareness of ILP goals and purpose
- Inclusion of a representative of the Personnel Department on the teacher induction leadership team, beginning in the 2020-21 school year