

**Discussion of the 1st Quarterly Report Submitted by  
Milpitas Unified School District  
August 2020**

**Overview**

This report provides information on the 1st Quarterly Report for Milpitas Unified School District.

**Recommendation**

This is an Information/Action item. Staff recommends that the COA accept the First Quarterly Report from Milpitas USD.

**Background**

Milpitas Unified School District hosted an accreditation visit on February 3-5, 2020. The COA granted a status of **Accreditation with Major Stipulations** to the institution. The full team report is available here: [Milpitas USD, 2020, Site Visit Report](#). As a part of the accreditation decision, the COA also required that the institution provide quarterly reports.

The stipulations were as follows:

Within one year, the institution must submit written documentation to the Commission addressing the following stipulations:

- 1) The institution demonstrate that it actively involves faculty, instructional personal, and relevant stakeholders in the organization, coordination, and decision making for the Teacher Induction program.
- 2) The education unit demonstrate that it monitors and communicates a defensible credential recommendation process that ensures that candidates recommended for a credential have met all requirements including commission-adopted expectation of documenting evidence of growth toward mastery of the California Standards for the Teaching Profession.
- 3) The program provide evidence that progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts, with a clearly defined process to identify and support candidates who need assistance to meet competencies.
- 4) The program provides evidence of the implementation of a comprehensive, continuous improvement process in which both the unit and its program regularly assess their effectiveness and make appropriate modifications based on findings.
- 5) The program provides evidence documenting the process through which it ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential, and that the unit and induction program demonstrate that they have a positive impact on teaching and learning in California's schools.

In addition:

- The institution is to submit quarterly written reports to the COA documenting all progress made towards meeting the goals set forth in the stipulations noted above.
- Milpitas Unified School District not be permitted to propose new credential programs for approval by the Committee on Accreditation until the stipulations are removed.

The Milpitas USD First Quarterly Report follows. A representative of the district will be present at the COA meeting to answer any questions that the COA may have about this report or any actions taken .

**1st Quarterly Report - Milpitas Unified School District (MUSD)**  
**New Teacher Induction Program**  
**2020-2021**

***Stipulation: The institution demonstrates that it actively involves faculty, instructional personal, and relevant stakeholders in the organization, coordination, and decision making for the Teacher Induction Program***

**ACTION items that took place since Site Visit (Feb 2020)**

The MUSD New Teacher program has maintained meetings with the Induction Advisory Board. Members on the Advisory board consist of: Year 2 teachers, program completers, admins (primary and secondary), Human Resource, an instructional coach, Advisor from SCU, a retired teacher and district leaders. The induction TOSA led an Advisory Board meeting in April 2020. A few new members joined the committee: an IHE member, a union president representative, and two Year 1 teachers. A Member agreement was introduced at the beginning of the meeting to clearly state what the role and responsibilities of an advisory board member are. At the meeting, the feedback was shared from the mentors, and teacher candidates and members were asked to share their thoughts, feedback, suggestions, and recommendations for the future of the program. The stakeholders/members were included in discussions in decision-making for the program.

At this specific meeting, there were more opportunities to provide feedback to guide the program.

Details are in the notes linked below:

- [Advisory Board Meeting Notes](#)
- [Roles & Responsibilities of an Advisory Board Member Agreement](#)
- [Feedback from the Advisory Board Meeting from Stakeholders](#)

Advisory board meetings are set for the 2020-2021 year. Meetings will be held three times a year (Oct, Jan, and April).

Summary of the meeting: The induction TOSA and Director reviewed the recommendations of the Advisory board. Here are the recommendations the induction team will follow through for next year (2020-2021)

- Meet all site administrators at the beginning of the year at the principal meetings to share the changes in the program, Share all expectations, upcoming events and deadlines (specifically the due date of triad meeting for ILP) and share the new exit interview process for Year 2/ECO candidates to admins
- Create a focus/leadership group (members that consist of: mentors, teachers, program completers) to review the current ILP and make changes to improve for next year.
  - Committee created: Members consist of 1 current program completer (ECO) and 2 mentors. We met for the first time on April 26, 2020. We discussed the current

positives and challenges of the new ILP format by reviewing mentor and teachers feedback from surveys. The group then shared suggestions on new changes to the ILP. They also provided feedback on a new ILP rubric that will be introduced to teacher candidates in the following school year.

- [ILP Focus Group Meeting Notes](#)

### **PLAN for 2020-2021**

- Maintain Advisory Board meetings 3x a year
- Meetings are set for ILP Focus Group in Nov and April to continue work
- Induction TOSA will review the wording and format of the mid-year survey for admins.
- Create an Induction Interview Team

***Stipulation: The education unit monitors and communicates a defensible credential recommendation process that ensures that candidates recommended for a credential have met all requirements including a commission-adopted expectation of documenting evidence of growth toward mastery of the California Standards for the Teaching Profession***

### **ACTION Item that took place since Site Visit (Feb 2020)**

In the midst of school closure due to COVID-19, the MUSD New teacher Induction program still held an Exit Interview Orientation for Year 2/ECO teacher candidates and mentors via Google Meet. In the orientation, the new exit interview process was explained and a new rubric was introduced. The rubric contained the interview questions for teacher candidates to prepare for. The purpose of the new exit interview process is to share about their 2-year journey in the induction and demonstrate their growth across the CSTPs.

This meeting was held on March 24, 2019.

- [Exit Interview Process and Expectations Orientation](#)
- [Exit Interview Rubric](#)

An interview Panel was created to conduct the interview. Members consist of the induction director, induction TOSA, a retired teacher, and an IHE member. The team met to calibrate the rubric on April 3, 2020.

Exit Interviews were conducted on April 21-23, 2020 scheduled via Google Meet with all Year 2/ECO Teacher candidates.

- [Example of Exit Interview for a Year 2 Teacher Candidate](#)
- [Example of Exit Interview for an ECO Teacher Candidate.](#)

All of these efforts were working towards collaboration, communication, and coordination in regards to candidate competency in relation to growth as measured by the CSTP.

### **PLAN for 2020-2021.**

- The MUSD New Teacher Induction Program plans to share the Exit Interview process and rubric to all teacher candidates next year. It will be introduced at the New Teacher Orientation as well as a separate presentation for Year 2/ECO teacher candidates in March 2021. This information will be placed in the induction handbook as well as the induction

website.

- Exit Interview Rubrics will be used for Exit interviews set on April 27-29, 2021.
- **New implementation:** Teachers will select a CSTP element 2x a year (once a semester) and do a video recording. They will share this to their mentor for feedback.
- Induction TOSA will attend Principal Meetings at the beginning of the year to inform admins about the newly added rubrics and explain the process

***Stipulation: The program provide evidence that progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts, with a clearly defined process to identify and support candidates who need assistance to meet competencies***

### **ACTION Item that took place since Site Visit (Feb 2020)**

In meeting competence and performance expectations in the MUSD New Teacher Induction Program, all teacher candidates will have a variety of tools to support their efforts. Each year all teacher candidates will use the continuum of teaching practice to reflect on all elements of the 6 CSTPs. Year 1 teachers will use their IDP as a guide to help transition their progress from their teacher preparation program into the induction program. The reflection of the continuum of teaching practice and IDP will help teachers identify their self-selected focus for developing their ILP. In their ILP teacher candidates will create and implement an action plan, collect evidence, reflect and decide the next steps in focusing on growing towards mastery in their CSTPs.

A few new additions to the MUSD New Teacher Program:

- Adding an [ILP rubric](#) This will be introduced to all teacher candidates next year 2020-2021. Year 1 teachers will be introduced to the rubric during Orientation to Induction and all teacher candidates will be introduced to the rubric at the ILP Workshop in September 2020.. It will also be placed in the Induction Handbook for teacher candidates to have access too.
- 2 video recordings of self-selected CSTPs to receive feedback from their mentors.

The new ILP rubric and Exit Interview Rubric are used to assess candidate competency in relation to growth in the CSTP to support the recommendation for the clear credential.

And lastly, the newest addition to the program:, MUSD New Teacher induction program has created a team called Induction Intervention Team (IIT) in response to providing additional support for struggling candidates. This purpose of this team helps support teacher candidates who need assistance to meet competencies. This support process will be added to the Induction Handbook.

The [Roles and Responsibilities of this team](#) were outlined by the Induction team.

### **Plan for 2020-2021**

- Share the ILP rubric at the Induction Orientation in August of 2020 and to all teachers at the ILP workshop in September 2020.

- Place rubric in the induction handbook.
- Place Induction Intervention Team process in Induction Handbook
- Mentor Training will also include instructions on the program's exit criteria to support teacher candidate's competence
- Both rubrics (ILP and Exit Interview) will be shared to site admins

***Stipulation: The program provides evidence of the implementation of a comprehensive, continuous improvement process in which both the unit and its program regularly assess their effectiveness and make appropriate modifications based on findings.***

**ACTION Item that took place since Site Visit (Feb 2020)**

MUSD New Teacher Induction program has identified and invited stakeholders such as district leaders, school site administrators, Human Resources, IHE members, teachers, mentors, and program completers to participate in the program's advisory board. Meeting dates have been scheduled for the 2020- 2021. The last meeting on April 30, 2020, the unit and program discussed and assessed the suggested changes from the previous meeting dated in March of 2019 and collaborated together to make suggestions and modifications for the program for next year (2020-2021). These suggestions and modifications were based on teacher, mentor, and admin feedback. (feedback can found linked in the Advisory Board meeting notes below)

- [Advisory Board Meeting Notes \(4.30.20\)](#)

The ILP Focus group will also continue to meet regularly (2x) a year to modify the ILP as needed.

- [ILP Focus Group Meeting Notes](#)
- Meeting dates are set for next year (2020-2021)

**Plan for 2020-2021**

Set dates for next year for Advisory Board Meetings:

Oct 2020, Jan 2021, and April 2021.

- October meeting will discuss suggestions and feedback on how to identify policies and procedures for mentors in selection, retention, and evaluation

ILP Focus Group Meetings set for the year:

November 2020 and April 2021

***Stipulation: The program provides evidence documenting the process through which it ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential and that the unit and induction program demonstrate that they have a positive impact on teaching and learning in California's schools.***

The MUSD New Teacher Induction Program has worked on ensuring all candidates demonstrate the knowledge and skills required by the standards prior to recommendation for a credential. This is done through the successful completion of their Individual Learning Plan, self-reflections on their continuum of teaching practice and Year 2/ECO teacher candidates in their exit interview. All of these demonstrate progress towards mastery of the CSTP. The program now

has to implement rubrics for the ILP and Exit interviews to demonstrate growth and towards mastery in the CSTPs.

### [Impact Statement](#)

These surveys also demonstrate the impact of the program for teacher candidates and mentors:

[End of the Year Survey \(Mentors\)](#)

[End of Year Survey \(Y1 Teacher Candidates\)](#)

[End of Year Survey \(Y2/ECO Teacher Candidates\)](#)