Discussion of the 1ˢᵗ Quarterly Report for Aspire Berkley Maynard
October 2020

Overview of this Report
This agenda item provides information on the first quarterly report submitted by Aspire
Berkley Maynard (Aspire) addressing stipulations resulting from their April 2020 site visit.
Following its decision, the Committee on Accreditation (COA) directed Aspire to provide
updates to staff at quarterly intervals culminating in a revisit documenting the progress made
toward addressing the stipulations in the June 2020 Accreditation Report. Information is
included in this report related to how the institution is addressing the requirements of each
stipulation.

Staff Recommendation
The Committee on Accreditation (COA) requested that all quarterly report updates be
presented as action items should further action be warranted by the COA. However, no action
is recommended at this time. Staff will continue to work with the institution to provide
technical assistance and review the remainder of the quarterly reports from the institution for
the 2020-21 year. A revisit focused on the stipulations has been scheduled for April 2021.

Background
A site visit was held virtually for Aspire Berkley Maynard on April 20-22, 2020 and the report
of that visit was presented to the COA at its June 2020 meeting. Following discussion and
deliberation of the report and its recommendations, the COA determined that the institution
be granted **Accreditation with Major Stipulations**. The stipulations are listed below.

1. Provide evidence that the unit actively involves faculty, instructional personnel, and
   relevant stakeholders in the organization, coordination, and decision making for all
   educator preparation programs.
2. Provide evidence that the institution retains only qualified persons to teach courses,
   provide professional development, and supervise field-based and clinical experiences.
3. Provide evidence 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.
4. Provide evidence that the education unit implements a credential recommendation
   process that ensures only candidates who have met all credential requirements are
   recommended for a credential. Include evidence:
   a. Of procedures that, prior to recommending a candidate for a Clear credential,
      the Induction program sponsor verifies that the candidate has satisfactorily
      completed all program activities and requirements, and that the program has
      documented the basis on which the recommendation for the clear credential is
      made.
   b. That the unit monitors the credential recommendation process.
5. Provide evidence of the implementation of a comprehensive continuous improvement
   process inclusive of

a. The unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings.
b. The systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.
c. The collection of feedback from all key stakeholders about the quality of the program.
d. How the program regularly assesses the quality of services provided by mentors to candidates.
e. How the program provides formative feedback to mentors on their work, including establishment of collaborative relationships

6. Provide evidence documenting the process through which the program ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.
7. Provide evidence that the unit and its Commission-approved programs demonstrate that they have a positive impact on teaching and learning in California's schools.
8. Provide evidence that the mentor assists candidates to connect with and become part of the larger professional learning community within the profession.
9. Provide quarterly written documentation to the team lead and Commission consultant documenting all actions to remove the stipulations noted above.
10. Host a revisit with the team lead and Commission consultant to collect evidence of actions to address the stipulations noted above.

In addition:
- Aspire Berkley Maynard may not be permitted to propose new educator preparation programs for approve by the Committee on Accreditation.

First Quarterly Report Contents
Following the April site visit, Aspire program staff and administration met to discuss the stipulations; the report contains the actions to be taken in addressing each of the stipulations. The first quarterly report from Aspire Berkley Maynard was received on October 15, 2020 and is provided after Next Steps.

Next Steps
The second quarterly report is scheduled to be presented to the COA at its February 2021 COA meeting. Staff will continue to monitor Aspire's progress which will culminate in a revisit scheduled to occur in April 2021.

Steps Taken by Aspire Berkley Maynard to Address Stipulations

Stipulation	Plans for Addressing Stipulations and Evidence
Provide evidence that the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Plans to Address Stipulations** • Assemble Advisory Board Committee ○ Members include: The Director of New Teacher Development, Home Office/Regional Leader, Induction Mentor (site based), Institution of Higher Education (IHE) Representative, Principal, Credential Services Rep ○ Induction Advisory Board Committee meets three times per year (8/28/2020, 12/3/2020, 6/4/2020) **Evidence** Advisory Board Committee Overview Meeting 1 Agenda (August 28, 2020) Meeting 1 Slides (August 28, 2020)
Provide evidence that the institution retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.	**Plans to Address Stipulations** • Institute a Mentor Development and Evaluation Plan • Retention Plan ○ Mentors attend regular Professional Development with their school sites, regional teams, and on an organizational level ○ Mentors are encouraged to attend external professional development ○ Mentors attend induction seminars 4-6 times per week in-person (virtually, if necessary) ○ Aspire conducts Town Halls to gather feedback from staff member ○ Staff surveys are utilized to gather feedback on things that matter ○ HR conducts ongoing compensation benefits to maintain competitiveness **Evidence** Mentor Development and Evaluation Plan

Stipulation	Plans for Addressing Stipulations and Evidence
Provide evidence 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.	**Plans to Address Stipulations** • Collaborate with Roots LA (in Partnership with The New Teacher Project) to support teacher and mentor development • Collaborate with other induction programs in Cluster 2. o Attend cluster 2 meetings in an effort to collaborate with other induction leaders in the local area. • Attend relevant meetings and office hours hosted by the Commission. **Evidence** The Aspire Teacher Induction Program has partnered with Roots LA + The New Teacher Project (TNTP) to support teacher and mentor development. This partnership started in July 2020 and will continue through June 2020. Attended Induction Cluster 2 Fall Collaborative (September 28, 2020) • Agenda HERE Attended CalTPA 2nd Annual Implementation Conference: An Online Gathering (July 22, 2020) • Flyer HERE

Stipulation	Plans for Addressing Stipulations and Evidence
Provide evidence that the education unit implements a credential recommendation process that ensures only candidates who have met all credential requirements are recommended for a credential. Include evidence: a. Of procedures that, prior to recommending a candidate for a Clear credential, the Induction program sponsor verifies that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. b. That the unit monitors the credential recommendation process.	**Plans to Address Stipulations** • Construct a credential recommendation process that includes mentors, induction manager, and credential services. **Evidence** Credential Recommendation Process Note: This is the same process that was used to recommend credentials Spring 2020

Stipulation	Plans for Addressing Stipulations and Evidence
Provide evidence of the implementation of a comprehensive continuous improvement process inclusive of a. The unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. b. How the program regularly assesses the quality of services provided by mentors to candidates. c. How the program provides formative feedback to mentors on their work, including establishment of collaborative relationships	**Plans to Address Stipulations** • Implement a continuous improvement plan that assess the effectiveness of the program regularly. **Evidence** The Aspire Induction Program Continuous Improvement Plan outlines Aspires plan to regularly assess program effectiveness. Point-persons will collect and analyze data regularly and make modifications when necessary.

Stipulation	Plans for Addressing Stipulations and Evidence
Provide evidence documenting the process through which the program ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.	**Plans to Address Stipulations** • Induction participating teachers document their evidence of California Standards for the Teaching Profession (CSTP) through a series of ILP assignments. These assignments include: CSTP Pre-Assessment, Growth Goal development, Inquiry Action Cycles, and artifact sharing that demonstrate growth toward California Standards for the Teaching Profession. **Evidence** The Individual Learning Plan (ILP) Guidelines outline the necessary requirements to ensure candidates are able to demonstrate the knowledge and skill required by the standards before clear credential recommendation. Participating Teachers must demonstrate knowledge of standards by completing and passing all ILP assignments and by receiving a passing grade on the CSTP Artifact/Evidence Rubric
Provide evidence that the unit and its Commission-approved programs demonstrate that they have a positive impact on teaching and learning in California's schools.	**Plans to Address Stipulations** • Continue to conduct Participating Teacher Satisfaction and Impact Survey Data (mid-year and end of year) • Summer New Teacher Training- o All Aspire New Teachers attend a week long summer training. The training includes seminars that focus on: content specific pd, Equity based training, Social Emotional Learning, Aspire specific processes, etc. • Mentor Feedback Data Collection two times a year. **Evidence** New Teacher Training (NTT Survey Data)- overall the data from New Teacher Training was overwhelmingly positive. NTT Survey data HERE

Stipulation	Plans for Addressing Stipulations and Evidence
Provide evidence that the mentor assists candidates to connect with and become part of the larger professional learning community within the profession.	**Plans to Address Stipulations** • Coordinate internal and external and Professional Development (PD) opportunities for participating teachers and mentors **Evidence** All mentors and induction Participating Teachers are encouraged to attend external PD. PD opportunities are shared regularly through email memos and Google Classroom announcements. PD offerings here. This summer many induction mentors led and facilitated workshops during our New Teacher Training New Teacher Training Agenda and PD Offerings here