

Discussion of the Second Quarterly Report Submitted by Aspire Berkley Maynard January 2021

Overview

This report provides information on the second quarterly report for Aspire Berkley Maynard.

Recommendation

This is an information/action item. Staff recommends that the COA accept the second quarterly report form Aspire Berkley Maynard.

Background

Aspire Berkley Maynard (Aspire) hosted an accreditation site visit on April 19-21, 2020. The COA granted the status of Accreditation with Major Stipulations to the institution. The full team report is available here: [Aspire Berkley Maynard, April 2020, Accreditation Report](#). As part of the accreditation decision, the COA also required that the institution provide quarterly reports to provide updates on the progress of their work to address the stipulations. The stipulations are as follows:

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.

Second Quarterly Report Contents

Stipulation 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.

Plan for 2020-2021

- Assemble [Induction Advisory Board](#) (meet 3x per year)
- Coordinate with the Aspire Instructional Leadership Team (ILT) to create alignment, get input, and make decisions that best support teachers in the Aspire Teacher Induction program (meet 1x per month)
 - Aspire ILT members include: Chief Academic Officer (CAO), Content Directors, Regional Associate Superintendents, Special Education Director, Director of Family Support, and the Assessment Manager
- The Induction Program Director meets with Content Directors and the Chief Academic Officer during weekly tactical meetings to plan coherent and aligned professional learning for new teachers.
- Present data and elicit feedback from the Aspire-Wide Leadership Team (AWLT) during the Aspire Data Step Back meetings

Quarter 1 Action Taken:

- After the site visit in April 2020, the Induction Advisory Board assembled on August 28, 2020. The Advisory Board looked over spring data, examined and presented solutions to address stipulations, and discussed modifications to the induction program that would best support induction in the remote learning setting.
 - [Advisory Board Committee Overview](#)
 - [Meeting 1 Agenda \(August 28, 2020\)](#)
 - [Meeting 1 Slides \(August 28, 2020\)](#)

Quarter 2 Action Taken:

- Induction Program Manager and Content Directors have been meeting weekly since August 2020 to examine and respond to teacher Aspire Pulse Check Survey data.

- The Induction Program Manager, Content Directors, and Regional Instructional Leads are currently working together to construct and launch a [menu of professional development offerings](#) that support teacher needs during distance learning based on teacher survey data. The professional development offerings will launch in the beginning of February 2021 and are intended to support new teacher needs.
- The Aspire Teacher Induction program maintains meetings with the [Induction Advisory Board](#). The mid-year meeting was postponed from December 3, 2020 to February 2021. The meeting date was postponed to ensure that mid-year data from induction candidates and mentors was available to analyze. Data will be available January 29, 2021.

Continuous Plan

- Induction data will be presented during the Aspire Data Step Back meeting on February 8, 2021. Meeting attendees include: Chief Executive Officer (CEO), CAO, the Directors Team, Regional Associate Superintendents (3), Superintendents (3), and the Research and Development team.
 - Data presented will address Induction successes and areas of improvement. The attendees will have an opportunity to evaluate data and discuss program needs.
- The Induction Advisory Board will continue to convene.
- Summer Induction Orientation and Summer New Teacher Training (project planning beginning in February 2021).

Stipulation 2: Provide evidence that the institution retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.

Plan for 2020-2021

- Aspire Credential Services conducts regular audits to ensure teaching staff has the appropriate credential to teach courses.
- Aspire Human Resources team ensures that all employees have completed and submitted all necessary documentation needed to teach (using the Aspire internal onboarding tracker).
 - All new Aspire teachers are required to attend a week long Summer New Teacher Training.
- All Aspire employees (including professional development providers) are evaluated throughout the year using the [Professional Learning Plan \(PLP\) Guidelines](#). The PLP process includes opportunities for: reflection, goal setting, observation, and feedback.
- The Chief Academic Officer provides support and development to the Ed Team regularly during tactical meetings (weekly), the Instructional Leadership Team (monthly), and individual members of the Ed Team (1-2 per month).
 - The Ed Team consists of: Chief Academic Officer, Content Directors (4), and the Director of New Teacher development
 - Ed Team analyzes and addresses professional learning needs of the organization.

Quarter 1 Action Taken:

- The Credentialing Service Team met with all Aspire principals to ensure that all teachers possess appropriate teaching credentials.

- All new to Aspire teammates attended the [Summer New Teammate Training](#) (July 21-24, 2020)
- Launched the [Beginning of Year Professional Learning Plan](#) (September 28- November 20, 2020)

Quarter 2 Action Taken:

- Launched the [Mid-Year Professional Learning Plan](#) (November 30, 2020- February 19, 2021)
 - The mid-year PLP is an opportunity to support, develop, and evaluate Aspire employees. The mid-year PLP includes a process that includes: reflection, observation, and feedback loops.
 - Supervisors use the [Aspire Student Learning Framework \(ASLF\)](#) as a tool to support student learning and educator development during the PLP process. ASLF Training is offered to all Aspire employees (*see Stipulation #3 Q2 Action Taken section*).

Continuous Plan

- Credentialing Services and HR Team continue to audit teaching staff credentials to ensure teacher qualifications are accurate and in compliance.
- End of the Year PLP
- Continue to support, develop, and evaluate teaching staff and professional development providers through continuous observation and feedback cycles (outlined in the PLP).

Stipulation 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.

Plan for 2020-2021

- Collaborate with the broader educational community to strengthen educator preparation, support and development
 - Partnership with [The New Teacher Program \(TNTP\)](#)
 - Collaborate with the [California Teacher Induction Program: Cluster 2](#) members and attend office hours
 - Attend the 4th Annual California Induction Program Conference 2020 (December 7, 2020)
 -

Quarter 1 Action Taken:

- Director of New Teacher Support regularly collaborates with Induction Cluster 2 members.
 - Participated in [Cluster 2 Fall Collaborative](#) (September 28, 2020)

Quarter 2 Action Taken:

- The Induction Program Director solidified a partnership with The New Teacher Project (TNTP) in the fall 2020. In November and December 2020 TNTP facilitated 8 training sessions that focused on the Aspire Student Learning Framework (ASLF). The ASLF is a tool used to support student learning and educator development at Aspire Public Schools. Attendees included new teachers (and induction candidates) and leaders (including induction mentors).

- [TNTP/ASLF Training Purpose and Overview](#) (November - December 2020)
- The Ed Team at Aspire Public Schools is collaborating with TNTP to conduct a [Good to Great](#) learning experience (training) for teachers in grades 3-8 focused on math instruction for English Language Learners spring 2021.
- Continuous communication and collaboration with members of the broader induction community during Cluster 2 Meetings and Office Hours.
 - Utilizes the [Cluster 2 website](#) for resources, materials, announcements, etc.
- Induction faculty attended the 4th Annual California Induction Program Conference 2020 (December 7, 2020).

Continuous Plan

- Continue current partnership with the broader induction community and The New Teacher Project to strengthen educator preparation and development.
- Continue to seek partnerships that allow collaboration and teacher development.

Stipulation 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.

Plan for 2020-2021

- Construct a credential recommendation process that includes mentors, induction manager, and credential services (immediately implemented after site visit).

Quarter 1 & 2 Action Taken:

- Immediately after the site visit in April 2020 the induction program manager and credentialing services worked together to implement a credential recommendation process that was used to recommend candidates in June 2020.
 - [Credential Recommendation Process](#)

Continuous Plan

- The education unit will continue to use the [Credential Recommendation Process](#) to ensure only candidates who have met all credential requirements are recommended for a credential.

Stipulation 5: Provide evidence of the implementation of a comprehensive continuous improvement process.

Plan for 2020-2021

- Meet with leaders of Aspire to construct a plan for continuous improvement that incorporates various departments to ensure a comprehensive plan for continuous improvement.

Quarter 1 Action Taken:

- The Induction Director met with the Chief Academic Officer, Chief Executive Officer, and the Chief of People to create an Aspire Continuous Improvement Plan, which regularly assesses program effectiveness.
 - [Continuous Improvement Plan](#)
- The Aspire-Wide Leadership Team convened for the [Fall Data Step Back](#) on October 13, 2020. The meeting agenda included time to engage with Aspire School Data

Dashboards, organization-wide metrics, and address and problem solve dilemmas through consultancies.

Quarter 2 Action Taken

- The Participating Teacher Survey and Mentor survey launches on Friday, January 15, 2021. All survey data will be collected by January 29, 2021. The survey focuses on program effectiveness, mentor satisfaction, and addresses overall successes and areas for improvement.
- The Advisory Induction Board will analyze program survey data the first week of February. Induction data will then be presented to the Aspire Wide Leadership Team (AWLT) on February 8, 2021 during the Winter Data Step Back.

Continuous Plan

- The unit will continue to strengthen the continuous improvement plan, collect and analyze data, and seek feedback from program stakeholders; thus, ensuring continuous improvement.

Stipulation 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.

Plan for 2020-2021

- Implement an Induction Individual Learning Plan Guidelines and progress monitoring process that ensures candidates know and can demonstrate the knowledge and skills required by the California Standards for the Teaching Profession.
 - [Individual Learning Plan 20-21](#)

Quarter 1 Action Taken:

- During the first Induction Advisory Board meeting members designed the [Individual Learning Plan Guidelines](#). The guidelines outline a process for Induction candidates to document their evidence of CSTP knowledge ILP assignments. These assignments include: CSTP Pre-Assessment, Growth Goal development, Inquiry Action Cycles, and artifact sharing that demonstrate growth toward the California Standards for the Teaching Profession.

Quarter 2 Action Taken

- Candidates' ILP assignments will be graded using the [Evidence Grading Rubric](#). The grading rubric is used to calibrate on candidates' demonstration of knowledge of the standards. Teachers must demonstrate understanding and receive a passing rating on the rubric prior to recommendation for a credential.
 - Inquiry Action Cycle #1 ends January 11, 2021
 - Cycle #1 Gradings Sessions will occur on January 21, 28, and 29, 2021

Stipulation 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.

Plan for 2020-2021

- Create opportunities to solicit feedback from program candidates and stakeholders to demonstrate positive impact through surveys.

- Faculty will regularly observe participant teaching through regional instructional rounds and Ed Team School Site Observations. Observers will utilize the Aspire Student Learning Framework to assess positive impact on teaching and learning.
 - [2020-21 Instructional Rounds Overview](#)
 - [Spring 2021 Ed Team Observation Plan](#)

Quarter 1 Action Taken:

- Year 1 induction candidates attended a week long training. Both synchronous and asynchronous professional development sessions were offered - sessions focused on new teacher development and support.
 - [New Teacher Training PD Agenda](#)
 - Impact data [here](#) (average ratings ranged between 4.6-4.9 out of 5)

Quarter 2 Action Taken

- The Aspire Teacher Induction Program monitors positive impact using survey data and classroom observation:
 - Mid-year survey data will become available January 29, 2021.

Continuous Plan

- In the spring 2021, Content Directors will conduct weekly classroom observations- focusing on induction classroom teachers. Directors will assess the positive impact of the Aspire Teacher Induction Program during classroom observations and provide evidence demonstrating impact.

Stipulation 8: Provide evidence that the mentor assists candidates to connect with and become part of the larger professional learning community within the profession.

Plan for 2020-2021

- Coordinate internal and external professional development (PD) opportunities for candidates and mentors.
- Work with the Aspire Ed Team and Academic Program Managers to create professional learning opportunities that support induction teachers.

Quarter 1 & 2 Action Taken:

- Many induction mentors led and facilitated workshops during New Teacher Training.
- All mentors and induction candidates are encouraged to attend external PD. PD opportunities are shared regularly through email memos and Google Classroom announcements. PD offerings can be found [here](#).
- Mentors supporting candidates with the Executive Order (EO) waivers are utilizing the Cluster 2 website and the CTC CalTPA and RICA Resources.

Continuous Plan

- Continue to share PD opportunities with mentors that can support the development of induction educators.
- Connect mentors with personnel, organizations, resources that are part of the larger professional learning community.

Next Steps

A third quarterly report will be submitted by April 9, which will provide an update on the actions taken to address stipulations between January and April. Aspire Berkley Maynard will host an accreditation revisit on April 20-21, 2021.