

**Discussion of the 3rd Quarterly Report
Submitted by Milpitas Unified School District
January 2021**

Overview

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

Recommendation

This is an Information/Action item. Staff recommends that the COA accept the Third 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 personnel, 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 Third 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.

Milpitas Unified School District Quarterly Report

Stipulation #1:

The institution demonstrate that it actively involves faculty, instructional personnel, 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 November 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

ACTION item that took place since First Quarterly Report Submission (Aug 3, 2020)

The ILP Focus Group revised the ILP document. The new revisions will be shared to all teachers and mentors at our ILP workshop. This will be held on September 23rd.

Continuous Plan for 2020-2021

Advisory Board Meetings are set in the district calendar as well as the Calendar of Events for Induction teachers and mentors. These calendar dates were shared to all members. The Advisory Board Meeting dates are on October 22nd, January 28th, and April 22nd.

ILP Focus Group will meet on November 3rd to discuss feedback from teachers and mentors about the new revisions to the ILP document.

The Induction TOSA will attend a principal meeting to meet with all Elementary and Secondary principals to share reviews and updates about the program. This includes the new Exit Interview process, clarity on the mentor selection process, and the new ILP rubric.

ACTION Item that took place since Second Quarterly Report Submission (September 1, 2020)

- Advisory Board meeting took place on October 22, 2020.
 - [Advisory Board Meeting Notes](#)
- ILP Focus Group met on November 4th, 2020
 - [ILP Focus Group Notes](#)
- Induction TOSA attending Principal and Assistant Principal Meetings to share updates about the induction program as well as topics on Exit Interview Process, Mentor Selection Process, Triad Meeting and introducing the ILP rubric.
 - [Admin Presentation](#)
 - [Admins Feedback about Presentation](#)
- IIT created
 - Our IIT (now renamed to IST – Induction Support Team) consist members of:
 - Site Admin (Elementary)
 - Induction TOSA
 - Special Ed Coordinator
 - Mentor
 - 1 teacher was placed on IST at the beginning of the year and has successfully met their specific goals.
 - A Year 1 teacher has been considered to received additional support from the IST. Plans will take place for this year in the Spring Semester.

Continuous Plan for 2020-2021

- Advisory board meetings will continue to take place in 2021 (In January and April)
- ILP Focus Group will continue to take place in 2021 (April). The agenda items will be to reflect on the additional emotional support we will offer in January for new teachers and selecting exemplary examples of completed ILPs from previous teachers.
 - Starting January 2021, we will have monthly invitational “Colleague Connections” for Year 1 and Year 2 to connect with one another to share their challenges and success as new year teachers. This will be offered once a month January-April of 2021. This event will be facilitated by our Mentors.

Stipulation #2:

The education unit 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.

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 these efforts were working towards collaboration, communication, and coordination regarding 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

ACTION item that took place since last Quarterly Report (Aug 3, 2020)

- The Induction TOSA set up an HR and Induction Collaboration Meeting on September 15, 2020 to collaborate on a process for the recommendation process.
- The Induction TOSA updated the Induction [Checklist with TPA and RICA](#) renewal requirements
- At the New Teacher Induction Orientation, the Exit Interview requirement was shared to Year 1 Teachers. They were informed that there will be more specific information in their Year 2.
- Exit Interview was placed in the [Induction Handbook 2020-2021](#) (p.17 and Appendix N)
- The Exit Interview Orientation date has been shared to Year 2 teachers and mentors.
- The Induction TOSA shared the new implementation to all teachers and mentors that Teacher candidates 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. This was shared at mentor meetings, New teacher orientation and email.

Continuous Plan for 2020-2021

- The Induction TOSA will attend a Principals (Elementary/Secondary) Meeting in late September to share the Exit Interview Process.
- Exit Interviews will take place on April 26-29, 2021.

ACTION Item that took place since Second Quarterly Report Submission (September 1, 2020)

- Induction TOSA attending Principal and Assistant Principal Meetings to share updates about the induction program as well as topics on Exit Interview Process
 - [Admin Presentation](#)
- The Induction Team set up collaboration monthly meetings with HR. The first meeting took place on October 1, 2020. The purpose of these meetings to align our processes and create an efficient pathway for both departments. We plan to also collaborate on a clear process for the recommendation process.
 - [HR/Induction Collaboration Meeting Notes](#)
- The new implementation of selecting 2 CSTP elements and doing a video recording has been modified. There is an error in the previous stated plan. Initially it stated 2 CSTP for the year. The correct statement is 2 CTSP elements per semester; with a total of 4 CSTP elements. We set flexibilities around the requirements. Teacher candidates can either do a video recording around the selected CSTP element or have an intentional conversation with their mentor on their selected CSTP element. These will be recorded in their ILP form.

Continuous Plan for 2020-2021

- Continue to maintain communication with Administrative along the year about updates and reminders through email and department newsletters.
- Continue monthly collaborating meeting with HR department
- Continue the same requirement for the Spring semester for teacher candidates with selecting 2 CSTP elements. The induction TOSA plans to get feedback from mentor and teacher candidates on the effectiveness of this new implementation.

Stipulation #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

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

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

ACTION item that took place since last Quarterly Report (Aug 3, 2020)

The Induction TOSA and the Director of Learning & Development meets weekly to discuss Induction items as well as reflect on what is working well and looking at ways to improve the program. We review feedbacks shared after meetings from mentors and teacher candidates. We have conversations on possible ideas such as a book study. Currently we conversations around some processes such as mentor selection and the recommendation process. We talked through the mentor selection process and realized we need to implement a new mentor application as well as take site admin recommendations. The new mentor application was used for our new mentors this year

Evidence Links:

[Weekly Meeting Notes](#)

[New Mentor Application](#)

Continuous Plan for 2020-2021

We will continue to have our advisory board meetings this year to assess our program and make modifications to continue to improve our program.

The ILP focus group will plan to meet on November 3 and April 20 to review the changes of the ILP and make modifications if needed.

The induction TOSA and Director will continue to have weekly meetings to reflect on the program and make plans to improve the program.

ACTION Item that took place since Second Quarterly Report Submission (September 1, 2020)

- We held our Advisory Board meeting on October 22nd

- [Advisory Board Meeting Notes](#)
- In summary at this meeting the Advisory board offered suggestions on professional development ideas for new teachers as well as additional supports they may need at the beginning of the year. We also reviewed the End of the Year surveys from 2019-2020 and started conversations around how the Induction program can embed Culturally Responsive Teaching into the program. The Advisory board members also shared suggestions on how to meet stipulation #5 (impact of our program).
- We held our ILP Focus Group Meeting on November 3rd
 - [ILP Focus Group Meeting Notes](#)
 - In summary, at this meeting the ILP focus group reflected on the new changes on the ILP form. We also had a conversation on the needs of our new teachers and how some are feeling disconnected and overwhelmed with the new challenges of virtual teaching. We came up with an idea of creating a monthly gathering and invite our teachers to come if they want to connect with one another and share their struggles, challenges, and successes as a new teacher. This would be open to all Year 1 and Year 2 teachers to have an opportunity to connect with one another in such an isolated time. The idea is to start in January through April once a month. Each meeting/gathering will be facilitated by one of our mentors or pasted mentors.
- We continue to hold our weekly meetings every Monday to share updates about Induction and reflect on our program.
 - [Updated Weekly Meeting Notes](#)
 - In the months of September-November we reflect these conversations: what information site administrations may need to support their new teachers, what our teachers are focusing on this year in their ILPs, starting conversations around equity and culturally responsive teaching into the program, and updates on our IIT, advisory board and ILP focus group meetings.

Continuous Plan for 2020-2021

We will continue to have our advisor board meetings for 2021. We have 2 more scheduled meetings on January 28th and April 22nd. These meetings will review our mid-year surveys that are set to go out in January of 2021 and also

The ILP focus group will plan to meet one last time in April 2021 to reflect on how the new form is doing and make any modifications if needed. We will also be picking exemplar examples to share with teachers to use in the future.

Stipulation #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.

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 \(Y2/ECO Teacher Candidates\)](#)

ACTION item that took place since last Quarterly Report (Aug 3, 2020)

Continuous Plan for 2020-2021

With the data that was shared in the first quarterly report, we would like to highlight specific growth mentioned in the End of the Year Survey by some of our teachers (Question #12). These are quotes by some of our teachers:

"I think the most positive impact induction had was that it made me think critically of the areas of my teaching practice that I wanted to improve upon. It also helped me become very data driven and helped me learn how to be flexible in trying to achieve my goals based on student performance.

"(Year 1 Teacher Candidate)

"The ILP process helped me set goals, plan, act, reflect and start the cycle again in a way that was relevant to my teaching and to my students' needs. The structure of the ILP and the support from my mentor helped me identify needs, strategies, and next steps all year. (Year 1 Teacher Candidate)

"I have learned the effectiveness of employing classroom routines and procedures so students are consistently engaged and maximizing their learning. Students respond well when I explicitly communicate and develop high standards with them! I have learned the importance of interrelating ideas and information across subject matters (such as taking math strategies/lessons around geometrical shapes and reinforcing it through a read-aloud, which is set in a more positive effective environment). I have learned the importance of using formative assessment data (formal or informal) DAILY to establish learning goals and to be flexible and adaptable in my teaching in order to meet the needs of my students." (Year 2 Teacher Candidate)

One next step is to create a new survey will be shared this year. The induction TOSA will create a survey to ask program completers in the past 5 years who have taken on leadership positions or have taken on leadership roles since completing the program. This data will help demonstrate the impact of our program in growing strong leaders in our district.

ACTION Item that took place since Second Quarterly Report Submission (September 1, 2020)

Monthly Collaboration Meetings with HR Department

- Collaboration to solidify processes such as New Hire Orientation Days and Induction Enrollment Process
 - [Meeting Notes \(Oct 1, 2020\)](#)
- [Created Induction and HR Cleared Credential Recommendation Checklist](#) (*work in progress*)

Continuous Plan for 2020-2021

We plan to continue to meet monthly with the HR Department to collaborate together to create an effective process between the Induction Program and HR Department.

The survey that was set to ask program completers in the past 5 years will be sent out in January 2021.