

Report of the Revisit to Conejo Valley Unified School District March 2021

Overview

This agenda item presents the accreditation report on the revisit to Conejo Valley Unified School District (CVUSD) that was conducted on February 1-2, 2021. This item includes the 2020 stipulations and the revisit team findings that led to the recommendation.

Background

Conejo Valley Unified School District hosted an accreditation site visit on [January 27-29, 2020](#). The report of that visit was presented to the Committee on Accreditation (COA) at its March 2020 meeting. The COA accepted the team recommendation of **Accreditation with Stipulations**. The stipulations were as follows:

1. Beginning in the fall of 2020-2021 the program provide evidence of the following for all candidates:
 - a. That the program eliminates all required professional development.
 - b. That the program eliminates extraneous documentation that does not directly reflect the individual needs of the candidate and the candidate's growth throughout the ILP process.
 - c. That the program ensures that candidates' ILP goals and tasks are driven by the candidates' individual needs and professional interests.
2. That within one year of this action, the institution hosts a revisit with the team lead and Commission consultant to interview candidates to ensure the modifications have been made.

The Accreditation Revisit Team Recommendation

The 2021 accreditation revisit focused on the stipulations from the January 2020 site visit. Based on the evidence provided through the document review and interviews conducted leading up to and during the revisit, the team recommends the removal of stipulations assigned by the COA at the March 2020 meeting. The team recommends that the accreditation status be changed from **Accreditation with Stipulations** to **Accreditation**.

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Conejo Valley Unified School District

Dates of Revisit: February 1-2, 2021

Accreditation Revisit Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: January 2020 Conejo Valley Unified School District Accreditation Report	Accreditation with Stipulations

Rationale:

The unanimous recommendation to remove all stipulations and to change the accreditation status from **Accreditation with Stipulations** to **Accreditation** was based on a thorough review of all programmatic information and materials available prior to and during the accreditation revisit including interviews with district leadership, mentors, and candidates. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall programmatic judgments about the professional education unit's operation.

Overall Recommendation

After review of the documentation and interviews with candidates, mentors, and district leadership, the team recommends an accreditation status of **Accreditation**.

The team recommendation is based on the evidence that the following stipulations have been addressed:

That the institution demonstrate:

1. That the program eliminates all required professional development.
2. That the program eliminates extraneous documentation that does not directly reflect the individual needs of the candidate and the candidate's growth throughout the ILP process.
3. That the program ensures that candidates' ILP goals and tasks are driven by the candidates' individual needs and professional interests.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

Accreditation Team

Team Lead:

Denise Duewell
Turlock Unified School District

Staff to the Site Visit:

Miranda Gutierrez
Commission on Teacher Credentialing

Documents Reviewed

Program Summary
Program Goals
Mentor Goals
Candidate Handbook
Orientation Materials
Orientation Survey
Individual Learning Plan (ILP)
Initial Self Assessment
ILP Assessment Rubric
Mentor Log

Interviews Conducted

Stakeholders	TOTAL
Candidates	40
Mentors	3
District Administration	2
TOTAL	45

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Findings of the Revisit Team

The revisit team analyzed action taken by the program to address the stipulations. Below is a summary of the findings of the revisit team.

2020 Stipulation #1. *That CVUSD eliminate all required professional development.*

At the January 2020 site visit, the team found that the CVUSD Teacher Induction program required candidates to attend professional development seminars.

2021 Revisit Finding on Stipulation 1.

Per review and interviews with program leads, mentors, and candidates, the team finds that the CVUSD Induction program no longer offers or requires any direct or specific professional development to candidates through seminars, workshops, or mandatory meetings. Induction mentors do not organize professional development (PD); instead, all PD offered in CVUSD is provided by the professional learning department under the direction of the director of professional learning. All district teachers participate in professional development. Induction candidates may choose to attend district PD for their growth areas through the candidates' selection of California Standards for the Teaching Profession (CSTP) for the Individual Learning Plan (ILP) cycle of inquiry. Candidates may attend PD of their choice best suited to enhance their professional pedagogical practice. Candidates attend a year one or year two orientation, and all other meetings are one-on-one with their mentor. To support candidates in their district PD hours, mentors outline suggestions that meet specific, individual candidate needs. Candidates mentioned that their mentors know them well enough to pass along PD opportunities in which an individual might be interested; however, they are not pressured or required to attend the PD.

Revisit Team Recommendation: The team recommends stipulation 1 be removed.

2020 Stipulation #2. *That CVUSD eliminates extraneous documentation that does not directly reflect the individual needs of the candidate and the candidate's growth throughout the ILP process.*

At the January 2020 site visit, the team found that in addition to the required seminars, candidates believed that if they did not attend the seminars, they were required to submit make-up work in lieu of attending the seminar. Candidates were required to use standardized documentation, such as student profiles and English learner conversation logs.

2021 Revisit Team Finding on the Stipulation 2

Interviews and document review, including the handbook, the ILP template, and the website, confirmed that all extraneous documentation has been removed from the CVUSD induction program requirements. Only documentation that reflects the candidates' individual needs and their self-selected goals are included in the ILP. All ILP documentation and/or evidence linked to the ILP is specific to the evidence of the candidate's growth and development in the application of CSTP, which they selected for their current cycle.

Candidates do not complete or submit any required forms or documentation that do not specifically align with their ILP. Templates are available and serve as a resource for the candidate and are modified based on the candidate's individual ILP and professional goals. Candidates unanimously agreed that this year's ILP is "ours." Candidates mentioned that they were able to determine their ILP focus.

Additionally, the 2020-21 school year has brought about other program flexibilities, such as choosing to work on their EdTPA, CalTPA, RICA, and/or CTEL requirements toward their clear credential. Teachers may choose to document evidence of these on their ILPs to align with their self-selected goals. Candidates can find additional support resources on an induction shared drive to which all candidates and their mentors have access.

2021 Revisit Team Recommendation: The team recommends stipulation 2 be removed.

2020 Stipulation #3. *CVUSD ensures that candidates' ILP goals and tasks are driven by the candidates' individual needs and professional interests.*

At the January 2020 site visit, the team found that the ILP was not driven by each candidates' individual needs and professional interests. Candidates indicated that a mandatory component of the ILP was a unit plan and that all CSTP must be addressed by the end of their time in induction.

2021 Revisit Team Finding on Stipulation 3.

Current document review and interviews with candidates and mentors confirm that the candidates determine their own area(s) of focus through a reflective self-assessment on the continuum of teaching practice in their application of the CSTPs and engage in a conversation with a mentor to reflect on their own interests and goals for the semester cycle of inquiry. Once

the candidates determine their cycle of inquiry professional growth goals, the mentors offer individualized support to each candidate based on their self-selected goals. Over a two-year period, the program encompasses four cycles of inquiry. The ILP goals are established each cycle by the candidate choosing which CSTP to focus on and guided by their CSTP self-assessment and professional growth goals.

Year one candidates begin the first-semester cycle of inquiry with their initial self-assessment. The IDP from their preliminary preparation program is reviewed as well, and using those for consideration, the candidate selects the CSTP for focus during the semester. From this point, the mentor begins to assist the candidate with the growth process. Mentors see their role as asking guiding questions, providing processing time and feedback, and being there for 'just in time' support.

Year two candidates begin their third-semester cycle of inquiry in much the same way: using their self-assessment to determine their CSTP focus area. The mentor then begins to assist the participating teacher with the growth process. According to one mentor, it has become more "organic" because it is candidate-driven. Candidates agree. They reported appreciating that it is what they want their focus to be. Mentors provide resources, a shoulder, and guiding questions to aid in reflection, but everything in the ILP is "ours, right out of our classroom."

2021 Revisit Team Recommendation: The team recommends stipulation 3. be removed.