

Report of the Actions Taken by Milpitas Unified School District to Address Stipulations March 2021

Overview

On February 3-5, 2020, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation with Major Stipulations** to Milpitas Unified School District (MUSD) and its New Teacher Induction Program. This 2021 report provides information on the actions taken by MUSD to address the following areas of concern:

- Common Standard 1: Institutional infrastructure to Support Educator Preparation
- Common Standard 2: Candidate Recruitment and Support
- Common Standard 3: Course of Study, Fieldwork and Clinical Practice
- Common Standard 4: Continuous Improvement
- Common Standard 5: Program Impact
- Program Standard 5: Determining Candidate Competence for the Clear Credential

Recommendation

The COA remove the stipulations for MUSD and change its accreditation status from **Accreditation with Major Stipulations** to **Accreditation**.

Background

Milpitas Unified School District hosted an accreditation site 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 within one year to address 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.

MUSD Quarterly Reports Submitted

In keeping with the COA action, MUSD submitted quarterly reports to the COA at its August 2020, October 2020, and January 2021 COA meetings. The links to these reports are provided here:

- [1st Quarterly Report](#) (August 2020 COA Meeting)
- [2nd Quarterly Report](#) (October 2020 COA Meeting)
- [3rd Quarterly Report](#) (January 2021 COA Meeting)

MUSD submitted its final quarterly report in February 2021. Staff has summarized the actions taken by MUSD to address stipulations.

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.

Actions Taken by MUSD

Some of the evidence submitted to address this stipulation and reviewed by staff includes the following:

- **Advisory Board Meetings (3x a year)**
 - [Advisory Board Meeting Notes \(April 2020\)](#)
 - Page 1 includes names and positions of new stakeholders and IHE representatives now on the Advisory Board.
 - [Roles & Responsibilities of an Advisory Board Member Agreement](#)
 - [Feedback from the Advisory Board Meeting from Stakeholders](#)
 - [Advisory Board Meeting Notes \(Oct 2020\)](#)
 - [Advisory Board Meeting Agenda/Notes \(Jan 2021\)](#)
- **Individual Learning Plan (ILP) Focus Group Meetings (2x a year)**
 - [ILP Focus Group Meeting Notes \(April 2020\)](#)
 - [ILP Focus Group Notes \(November 2020\)](#)
 - Scheduled ILP Focus Group Meeting in April 2021
- **Administrator Presentation**
 - [Admin Presentation \(Oct 2020\)](#)
 - [Admins Feedback about Presentation](#)

Staff Summary and Recommendation

At the time of the site visit, faculty, instructional personnel, and stakeholders had limited opportunities to actively be involved in decision making for the Teacher Induction Program. Since the site visit, MUSD has held multiple Advisory Board meetings with the intention of having more time to collaborate to share ideas and offer suggestions to better the program. The suggestions and feedbacks were based on looking at mid-year's surveys by administrators, teachers, and mentors.

There were also opportunities for decision making on how to improve the program such as creating an ILP focus group and ideas on how to support teachers in the upcoming year of distant learning. The ILP focus group had opportunities to collaborate on how to improve the ILP process and ILP document based on teachers and mentors' feedback.

Additionally, the Induction Teacher on Special Assignment (TOSA) now attends a principals and assistant principals meeting to share updates about the program. Feedback from this meeting helped inform the Induction program on what administrators understood from the program and what support they still may need.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

Stipulation 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

Actions Taken by MUSD

Some of the evidence submitted to address this stipulation and reviewed by staff includes the following:

- [Exit Interview Process and Expectations Orientation \(March 24, 2020\)](#)
- [Exit Interview Rubric](#)
- Exit Interview Panel Members: Induction Director, Induction TOSA, retired mentor, IHE Member.
- The Induction TOSA updated the Induction [Checklist with TPA and RICA](#) renewal requirements based on flexibilities due to COVID.
- HR and Induction Team Collaboration
 - [HR/Induction Collaboration Meeting Notes](#)
- [Created a HR/Induction checklist](#)
- [ILP rubric](#)

Staff Summary and Recommendation

At the time of the site visit, the induction program did not have evidence to demonstrate candidate competencies and growth towards mastery of the California Standards for the Teaching Profession (CSTP) and needed a clear way to monitor and communicate the credential recommendation process.

Since the site visit, MUSD immediately started the work to revamp the exit interview process and implement a new exit interview rubric. The process and expectations were presented and explained to all expected program completers in the Spring of 2020. An exit interview panel was created to collaborate on the rubric and conduct the individual interviews in Spring 2020. This new process was added into the *Induction Handbook* for the following school year (2020-2021).

In addition, teacher candidates also document their growth towards mastery of the CSTPs by selecting 2 additional CSTPs a semester to discuss with their mentors to deepen their understanding or make a video recording that demonstrates that CSTP. On the ILP document, teacher candidates also have an opportunity at the end of year to reflect across all the CSTPs in reflective questions. Lastly, the Induction Team and Human Resources started collaborating to ensure the process of recommending a clear credential was in sync. Together the teams created a credential recommendation checklist that included the addition TPA and RICA renewal codes from the new flexibilities.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

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.

Actions Taken by MUSD

Some of the evidence submitted to address this stipulation and reviewed by staff includes the following:

- [ILP rubric](#)
 - [ILP Workshop Slides \(Slide 9 about ILP Rubric\) \(Fall Semester\)](#)
 - [ILP Workshop Slides \(Slide 4 about ILP Rubric\) \(Spring Semester\)](#)
- [Exit Interview Rubric](#)
 - [Exit Interview Process and Expectation Presentation to Mentors and Expected Program Completers \(Year 2 and Eco Candidates\)](#)
- IST (Induction Support Team – Intervention Team)
 - [Roles and Responsibilities of this team](#)
 - Examples of meeting notes from an IST Meeting

- [meeting notes.](#)

Staff Summary and Recommendation

At the time of the site visit, the induction program did not clearly define competencies for the candidates nor did it clearly define a process to identify additional support for candidates who need assistance to meet the competencies. Since the site visit, the Advisory Board suggested the creation of an Induction Support and Intervention Team (IST) was created to support candidates. In addition, the ILP rubric was introduced to all teacher candidates in the program at the ILP Workshop in the Fall and again was revisited in the spring semester. Both the ILP rubric and exit interview rubric were added to the induction program that provides evidence that teachers are making progress in meeting competency and performance expectations of the Induction Program.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

Stipulation 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.

Actions Taken by MUSD

Some of the evidence submitted to address this stipulation and reviewed by staff includes the following:

- [Advisory Board Meeting Notes \(April 2020\)](#)
- [Advisory Board Meeting Notes \(Oct 2020\)](#)
- [Advisory Board Meeting Agenda/Notes \(Jan 2021\)](#)
- Mid-Year Survey Results (Jan 2021)
 - [Mentors](#)
 - [Teacher Candidates](#)
 - [Administrators](#)

Staff Summary and Recommendation

At the time of the site visit, the program had limited opportunities to involve stakeholders in analyzing data. Since the site visit, the Advisory Board has had two opportunities to view survey data from teachers, mentors, and administrators. After the site visit, the Advisory Board now views end of the year surveys and offers suggestions and advisement for the program. For example, the April 2020 advisory board meeting recommended an ILP Focus group with feedback shared with administrators.

As another example, the Advisory Board meeting in October of 2020 provided ideas and suggestions on how to incorporate culturally responsive teaching into the induction program. They review mid-year and end of year surveys both with the advisory board and staff to identify

areas for program growth and modification. All of the implementations have provided continuous improvements for the induction program.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

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.

Actions Taken by MUSD

Some of the evidence submitted to address this stipulation and reviewed by staff includes the following:

- [ILP rubric](#)
- [Exit Interview Rubric](#)
- Mid-Year Survey Results (Jan 2021)
 - [Mentors](#)
 - [Teacher Candidates](#)
 - [Admins](#)
- Program Completer Survey sent out to all staff members in January 2021 to demonstrate how many of our teachers who complete the program tend to take on leadership roles as one method of demonstrating the positive impact of the program.
 - [Program Complete Survey Data](#)
- [Impact Statement](#)

Staff Summary and Recommendation

At the time of the site visit, the program did not employ a metric to calibrate candidate competency. Since the site visit, MUSD has implemented two metrics: ILP Rubric and Exit Interview rubric to calibrate candidate competency. The MUSD Teacher Induction program now ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential. This information is presented in many ways for teacher candidates. Teacher candidates learn about expectations and requirements for the program in introductory workshops. ILP workshops are also held as well as Exit Interview workshops to ensure teacher candidates know how they can demonstrate their knowledge and skills required by the standards.

MUSD and the Induction program demonstrates that they have had a positive impact on teaching and learning in California’s schools in many ways. As mentioned in their [Impact Statement](#), multiple examples of compelling program feedback from mentors and teachers on the impact the program had on them and their practice were shared with the State Consultant.

Two of those examples are provided below.

Direct quote from a Mentor:

Being a mentor has helped me in reflecting on my own teaching. I have enjoyed the opportunity of working alongside new teachers in coming with solutions together. As well as seeing what has worked and how we can always improve. This experience has made me a better teacher in all aspects. I see myself telling my mentees how important self-care is, which makes me remind myself to take my own advice.

Direct quote from a Teacher Candidate:

Induction really made me focus on all aspects of teaching for the subject area that I chose. It made me try new instructional strategies, engagement strategies, and assessment tools that I probably would not have thought to use otherwise. My ILP goal made me extremely motivated to do everything I could as a teacher to help my students grow and make progress on the goal. In a way, without my students really knowing, I felt like I was working with my students as a team to meet this goal. All of us had to put in the work and the effort to get better together. I also know that reflection is 100% necessary in teaching, so Induction encouraged me to reflect daily on my teaching practices and how I could teach an aspect of my goal better or in a different way.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.