

Report of the Revisit to Aspire Berkley Maynard Academy May 2021

Overview

This agenda item presents the accreditation report on the revisit to Aspire Berkley Maynard Academy (Aspire) that was conducted on April 20-21, 2021. This item includes the 2020 stipulations and the 2021 revisit team findings that led to the recommendation.

Background

Aspire Berkley Maynard Academy hosted an accreditation site visit on [April 20-22, 2020](#). The report of that visit was presented to the Committee on Accreditation (COA) at its June 2020 meeting. The COA accepted the team recommendation of **Accreditation with Major Stipulations**. The stipulations were as follows:

Within one year of the June 2020 report, Aspire Berkley Maynard Academy must

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 completion 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 was not permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Quarterly Reports

As part of the June 2020 accreditation decision, Aspire was required to submit quarterly reports documenting the action taken to address each stipulation. The third quarterly report was received on April 12, 2021 and is provided in [Appendix A](#).

The Accreditation Revisit Team Recommendation

The 2021 accreditation revisit focused on the stipulations from the April 2020 site visit. Based on the evidence provided through the document review and interviews conducted during the revisit, the team recommends that Aspire's accreditation status be changed from **Accreditation with Major Stipulations** to **Accreditation with Stipulations**.

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

Institution: Aspire Berkley Maynard Academy

Dates of Revisit: April 20-21, 2021

Accreditation Revisit Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: April 2020 Aspire Berkley Maynard Academy Accreditation Report	Accreditation with Major Stipulations

Rationale:

The unanimous recommendation to remove all stipulations with the exception of one and to change the accreditation status from **Accreditation with Major Stipulations** to **Accreditation with Stipulations** was based on a thorough review of all programmatic information and materials available prior to and during the accreditation revisit including interviews with leadership, program and credentialing staff, advisory board members, 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 leadership, program and credentialing staff, advisory board members, mentors, and candidates, the team recommends an accreditation status of **Accreditation with Stipulations**.

In addition, the team recommends that at the August 16, 2021 Committee on Accreditation meeting, Aspire Berkley Maynard Academy provide evidence that the institution retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences for the Teacher Induction program.

The team recommendation is based on the evidence on the following stipulations:

Stipulation	2021 Revisit Team Finding
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.	Met, remove stipulation

Stipulation	2021 Revisit Team Finding
2. Provide evidence that the institution retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.	Not Met, retain 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.	Met, remove 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. Include evidence: <ul style="list-style-type: none"> 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. 	Met, remove stipulation
5. Provide evidence of the implementation of a comprehensive continuous improvement process inclusive of <ul style="list-style-type: none"> 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 	Met, remove 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.	Met, remove 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.	Met, remove stipulation

Stipulation	2021 Revisit Team Finding
8. Provide evidence that the mentor assists candidates to connect with and become part of the larger professional learning community within the profession.	Met, remove stipulation

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

In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.
- Aspire Berkley Maynard Academy be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Aspire Berkley Maynard Academy continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Melissa Meetze-Hall
Riverside and San Bernardino County
Offices of Education

Staff to the Site Visit:

Miranda Gutierrez
Commission on Teacher Credentialing

Documents Reviewed

Quarterly Reports
Advisory Board meeting agendas
Professional Development offerings
Professional Learning Plan Guidelines
Aspire Student Learning Framework
Training Resources
Collaboration meeting agendas
Credential Recommendation Process
Continuous Improvement Plan
ILP Guidelines
Induction Evidence Grading Rubric
ILP Goals
Inquiry Action Plan

Candidate ILP with reflections
Survey data

Interviews Conducted

Stakeholders	TOTAL
Candidates	6
Site Administration	6
Institution Administration	4
Program Director	1
Mentors	7
Professional Development Providers	4
Credential Staff	2
Advisory Board Members	3
Other Staff	1
TOTAL	34

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 Aspire Berkley Maynard Academy to address the stipulations. Below is a summary of the findings of the revisit team.

2020 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.

At the April 2020 site visit, the team found that the institution’s collaboration was limited to their residency partner. Beyond that, there was no evidence that the institution involved faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making.

2021 Revisit Finding on Stipulation 1

Aspire has consistently provided evidence throughout the quarterly reports, including program artifacts such as meeting presentations and schedules of events that demonstrated progress on this stipulation. During the revisit, interviews with program and unit leadership, in addition to the advisory board, confirmed that stakeholders meet and have been actively involved in decision making for the educator preparation program. Artifacts for past meetings were evidenced as were schedules for future meetings. The induction advisory board is scheduled to

meet three times each year. At the time of the revisit, the board had met twice and is scheduled to meet again in June 2021. The review team found these collaborations include data discussions and data-driven decisions. Stakeholder team members were able to describe the purpose of the team, the roles they play, and how data-decisions are made within the group. Additionally, stakeholders shared several examples of the increased communication that occurred between meetings and instances where team members were able to discuss program impact and continuous improvement.

2021 Revisit Team Recommendation: Remove stipulation 1.

2020 Stipulation #2

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

At the April 2020 site visit, the team found no evidence that the retention of mentors was based on qualifications, given that mentors were not assessed once assigned.

2021 Revisit Team Finding on Stipulation 2

Organization-wide, Aspire maintains a culture of professional growth. All employees create Professional Learning Plans (PLP) each year. Furthermore, the organization employs consultancy protocols where data points, including candidate Individual Learning Plans (ILP) and mentor feedback, are utilized. Interviews with program and unit leadership outlined the use of such plans (PLP) for employment retention. However, during interviews with multiple constituent groups the respondents could not articulate their understanding of the PLP process as it relates to retention of induction mentors.

Mentor interviews presented a mixed understanding of how they were evaluated for continuation in the role of mentor. While the mentors confirmed an opportunity to discuss impact data and the use of survey feedback quarterly, they did not connect these activities to retention in their role. Some mentors cited that they knew they had to apply each year, while others did not recall the process. Similarly, site administrator interviews also provided evidence of their mixed understanding of how the program retains only qualified persons to provide professional development and supervise field-based and clinical experience. The team then looked for written documentation or directions on how retention decisions are made; none were found.

The Director of New Teacher Development (DNTD) provided perspective on the role that principals and site administrators play in the hiring and retention of qualified persons to mentor and support teacher candidates (participating teachers). The DNTD explained a process whereby the PLP is used as part of this process. Given that the PLP is used for all employees it is unclear how this PLP is connected to retention of induction mentors; there is no evidence that the PLP includes goals specific to the mentor role. Additionally, there is no evidence that the administrators receive training in how to evaluate mentor induction activities, and the PLP directions are silent on how to use the form for this purpose.

After multiple interviews and document review, the team remains unable to verify that the program retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences for the Teacher Induction program.

2021 Revisit Team Recommendation: Retain stipulation 2.

2020 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.

At the April 2020 site visit, the team found no evidence that faculty and instructional personnel systematically collaborate with the broader educational community.

2021 Revisit Team Finding on Stipulation 3

Evidence of collaboration with the broader educator preparation community includes increased induction advisory attendance; new relationships with other entities, such as The New Teacher Project (TNTP) and the California Teacher Induction Cluster 2 program leaders. The result of these collaborations also included attendance at the 4th Annual California Induction Conference. During the conference, the program staff collaborated with institutions of higher education (IHE) to discuss opportunities to strengthen partnerships and Individual Development Plan (IDP) transfers from the university to the induction program. Other collaborations include Chapman University and Orange County Department of Education for Universal Design Learning (UDL) and Restorative Practices training.

Separate interviews with the induction advisory board, content directors, and chief academic officer confirmed the significant progress and expansion of all collaborations. Each group was further able to articulate the ways that the collaborations had expanded their understanding of the work and the impact that they saw for the candidates and mentors. One specific example, especially important to induction candidates during COVID-impacted licensure, included the greater understanding and examples of the IDP which newly credentialed teachers brought with them from teacher preparation. Mentor interviews also provided confirmation of new training elements in both the fall and winter of 2020-21 which aided their understanding and use of tools to support educator development.

2021 Revisit Team Recommendation: Remove stipulation 3.

2020 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. 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.*

At the April 2020 site visit, the team found no evidence that unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

2021 Revisit Team Finding on Stipulation 4

Interviews and document review confirmed that the credentialing services team has implemented a credential recommendation process to ensure only candidates who have met all credential requirements are recommended for a credential. The process continues to include the data system which had been in place, Helios; however, the recommendation process now includes multiple checks and monitoring touch points. Parts of this process are supported by the changes that were implemented to address Stipulation #6, below.

The credential recommendation process is inclusive of ILP grading (which includes program mentors), 1:1 meetings between candidates and the DNTD, credential services team reviews, and then back to the DNTD for final approval before a credential services team member makes the final recommendation. In addition to the process of recommendation, the director of credentials/retirement monitors for recommendation accuracy. The process was enacted in spring of last year (2020), and recommendation monitoring found no anomalies or errors to date.

2021 Revisit Team Recommendation: Remove stipulation 4.

2020 Stipulation #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 completion 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.*

At the April 2020 site visit, the team found a comprehensive continuous improvement cycle at both unit and program levels was not evidenced. No evidence was present around how data is systematically analyzed and used to make modifications.

2021 Revisit Team Finding on Stipulation 5

Program data is collected, analyzed, and responded to regularly each year. Aspire continually assesses the program and teacher effectiveness through a series of surveys, data collection and analysis, program completion data, and professional development onboarding, and satisfaction surveys. After data is collected, Aspire leaders convene to assess, analyze, and provide feedback, and plan next steps. The leadership team includes induction data into broader organization data meetings, such as the Step Back meetings which is a time to engage with Aspire school and organizational data, organization metrics, survey data, and address and problem solve dilemmas through consultancies.

The program and unit created, and use, a table to outline each assessment activity, the responsible party, and frequency of data collection. In addition to multiple group interviews conducted during the revisit, documentation such as agendas and meeting artifacts support the confirmation that a continuous improvement plan is in place and used by the unit. The unit and program leadership also outlined the next step for expanded data collections over the next school year. These can be found outlined in the third quarter report included in this report in [Appendix A](#).

2021 Revisit Team Recommendation: Remove stipulation 5.

2020 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.

At the April 2020 site visit, the team found no evidence that the credential recommendation process ensures only candidates who have met all credential requirements are recommended for a credential.

2021 Revisit Team Finding on Stipulation 6

The Individual Learning Plan (ILP), including candidate self-assessment of the California Standards for the Teaching Profession (CSTP), and the criteria-based grading rubric ensures that candidates know and can demonstrate the knowledge and skills required by the CSTP. In addition to creating the ILP rubric, the program created a set of guidelines for the ILP. Mentors and candidates confirmed that they were oriented to the documents and had access to the requisite documents. Mentors and candidates also discussed how they had used the ILP guidelines and rubric throughout the 2020-21 school year. In addition, during their interviews, mentors discussed how they were not only trained on the use of the rubric but were also engaged in calibration activities throughout the school year. The results of the calibrated use of the rubric are now part of the credential recommendation process as more fully described in the findings for Stipulation #4. Based on the addition of instrumentation of the rubric, training, and review by the DNTD and credential services team, there is confirmation from

multiple sources that the credential recommendation process is based on demonstrated knowledge and skills.

2021 Revisit Team Recommendation: Remove stipulation 6.

2020 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.

At the April 2020 site visit, the team found that the program did not collect assessment or impact data to evaluate and demonstrate they are having a positive impact on candidate learning, competence, and teaching and learning for California's students.

2021 Revisit Team Finding on Stipulation 7

Throughout all interviews, constituent groups were able to identify and discuss the types of impact data and ensuing conversation and decisions in which the program and unit have engaged. The unit has examined teacher retention data, student impact data, and more recently, data on the candidates who need support completing the Teaching Performance Assessment (TPA) or Reading Instruction Competence Assessment (RICA). Specific candidate impact data has been included with mentor, candidate, and administrator meetings where student outcomes are reviewed.

Outcomes from the collection of impact data include new training content at the beginning of the 2020-21 school year. Topics included Social Emotional Learning (SEL), growth mindset, and implicit bias. Surveys for candidates, mentors, and principals will launch in April and May 2021. In addition to these surveys, directors will conduct classroom observations- focusing on induction classroom teachers. Directors will assess the positive impact of the program during classroom observations and provide evidence demonstrating impact.

2021 Revisit Team Recommendation: Remove stipulation 7.

2020 Stipulation #8

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

At the April 2020 site visit, the team found little evidence that the mentor assists candidates in connecting with and becoming part of the larger professional learning community within the profession.

2021 Revisit Team Finding on Stipulation 8

To support candidates and assist them with connections to the larger professional community, Aspire administrators, mentors, and leadership have expanded their connections beyond those of their own organization. These expanded collaborations include expanded professional development offerings. These professional development sessions are not mandatory for

induction candidates but were offered in support of attainment of ILP goals. The connections with the larger professional learning community added to and enriched the support for induction candidates. These connections involved not only professional development offerings, but support for candidates who were credentialed under the Executive Order (EO) and therefore were working to pass either the RICA or TPA. Program leadership engaged and collaborated with Cluster 2 program leaders, visited the CTC website, and attended office hours to offer support for CalTPA and RICA completion. When examining the compendium of offerings there were opportunities to engage and collaborate with multiple other agencies and organizations.

2021 Revisit Team Recommendation: Remove stipulation 8.

Appendix A

Overview of this Report

The following is the third quarter report from Aspire Berkley Maynard Academy (Aspire). This report includes action steps and evidence from Aspire Berkley Maynard Academy regarding the unit and the Teacher Induction program which address the stipulations from the 2020 accreditation site visit.

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.

Action Steps: The induction program worked collaboratively with a number of different stakeholders to ensure faculty input and decision making for the program. Specifically, the following have and continue to occur: The Induction Advisory Board has been assembled (meets 3 times a year), weekly meetings with Aspire Content Directors and the Chief Academic Officer have allowed coordination with teacher professional development, and data sharing for input from the Aspire-Wide Leadership Team (AWLT) during the Aspire Data Step Back meetings.

1. [Induction Advisory Board-](#)
 - a. This year, the Induction Advisory Board assembled on August 28, 2020 and February 22, 2021. The third and final advisory meeting for the 2020-2021 school year will occur in June 2021.
 - i. Meeting Overview (8/28/2020): The Induction Advisory Board reviewed 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.
 1. [Meeting 1 Agenda \(August 28, 2020\)](#)
 2. [Meeting 1 Slides \(August 28, 2020\)](#)
 3. [Advisory Team Feedback and Next Steps](#)
 - ii. Meeting Overview (2/22/2021): The Induction Advisory Board met and analyzed mid-year candidate survey data and provided input and next steps based on the data.
 1. [Meeting 2 Slides \(February 22, 2021\)](#)
 2. [Advisory Team Feedback and Next Steps](#)
2. [Instructional Content Directors and Chief Academic Officer Weekly Meetings](#) (agendas linked)
 - a. The director of new teacher development meets with content directors and the chief academic officer during weekly tactical meetings to plan coherent and aligned professional learning for teachers based on Aspire-wide data and teacher needs surveys.
 - i. The director of new teacher development, content directors, and regional instructional leads constructed and launched a [menu of professional](#)

[development offerings](#) that supports teacher needs during distance learning. The professional development options were created based on the fall teacher survey data. The [professional development offerings](#) launched in the beginning of February 2021 to support the ongoing development of teachers in the remote learning setting.

3. Aspire Data Step Back Meeting

- a. The Aspire Data Step Back meetings occur quarterly. These meetings allow organizational data to be presented to Aspire leaders. Meeting attendees include: chief executive officer (CEO), chief academic officer (CAO), chief of operations (COO), chief of staff, the directors team, regional associate superintendents (3), Superintendents (3), human resources members, and the research and development team. This meeting allows Aspire leaders to view and give feedback on the induction program, as well as other Aspire-wide data.
 - i. Induction data was presented during the [Aspire Data Step Back meeting on February 8, 2021](#). Data presented addressed induction successes and areas of improvement. Attendees had an opportunity to evaluate data and discuss program needs.

Continuous Plan

- The Induction Advisory Board will convene for the last 2020-2021 school year meeting in June 2021.
- Summer Induction Orientation and Summer New Teacher Training project planning began in February 2021. Summer training is scheduled for the week of July 13-16, 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.

Action Steps: To ensure that the institution only retains qualified persons to teach *courses, provide professional development, and supervise field-based and clinical experiences* the following occur:

1. Aspire Credentialing Services conducts regular audits to ensure teaching staff have the appropriate credential to teach courses. The Aspire credentialing team meets with principals to make sure that all staff members possess the proper teaching credentials.
2. *Accountability System:* All Aspire employees (including professional development providers) are evaluated three times a year using the [Aspire Professional Learning Plan \(PLP\) Guidelines](#). The PLP process allows supervisors to track staff progress and intervene when necessary. The PLP includes opportunities for: goal setting, reflection, observation, and feedback. Supervisors use the data from the PLP process to ensure only qualified persons are retained in the organization. Thus far, faculty and instructional personnel have had a beginning of the year and a mid-year PLP observations (outlined in the [Aspire Professional Learning Plan Guidelines](#)).
 - a. Learners and observers collect, tag, and share PLP evidence using the EdReflect platform to foster more meaningful conversations about teacher learning and growth.

- b. Director and the PLPs are stored and tracked on a system, Quantum.
- c. 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 Action Steps*).
- 3. Talent Team- superintendent classifies team members based on experience and qualifications, thus, making sure qualified.
- 4. Talent Team hiring trackers ensure that qualified teachers are retained.

Continuous Plan

- Aspire Credentialing Services and the HR team continue to audit teaching staff credentials to ensure teacher qualifications are accurate and in compliance.
- Continue to support, develop, and evaluate teaching staff and professional development providers through continuous observation and feedback cycles (outlined in the PLP).
 - End of the year PLP window is April 19- June 25, 2021.

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.

Action Steps: The induction program participated and collaborated with many educational communities to strengthen educator preparation, support and development (bulleted below):

1. Partnership with [The New Teacher Project \(TNTP\)](#)
 - a. The director of new teacher development partnered with TNTP in fall 2020. In November and December 2020, TNTP led a facilitated eight training sessions (four new teacher trainings and four new administrator trainings) that focused on the ASLF. The ASLF is a tool used to support student learning and educator development at Aspire. Attendees included new teachers (including induction candidates) and leaders (including induction mentors)
 - i. [TNTP/ASLF Training Purpose and Overview](#) (November - December 2020)
 - ii. [Training resources and recordings \(linked\)](#)
2. The director of new teacher development collaborates with the [California Teacher Induction Program: Cluster 2](#) members during Cluster 2 meetings and office hours.
 - a. Participated in the [Cluster 2 Fall Collaborative](#) (September 28, 2020)
 - b. Participated in the [Cluster 2 Spring Collaborative](#) (March 22, 2021)
3. The director of new teacher development attended the [4th Annual California Induction Program Conference 2020](#) (December 7, 2020)
4. Participation in institutions of higher education (IHE) and induction collaborative
 - a. Attended the February 24, 2021 IHE & induction session. During this session the program collaborated with IHE's to discuss opportunities to strengthen partnerships and individual development plan (IDP) transfers from university to the induction program.

5. Alder Graduate School of Education (Alder) partnership- the program continues to leverage the partnership with Alder. Over 40% of teachers in the induction program are graduates of the Alder residency program.
 - a. Meeting with (3) Alder managing clinical directors on 4/15/2021 to discuss needs for the 2021-22 school year.
 - i. [Meeting Agenda, April 15, 2021](#)
 - b. Alder managing clinical director, Natalie June, is a member of the Induction Advisory Board.

Continuous Plan

- Continue current collaboration with the broader induction community.
- 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.

Action Steps: 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. This recommendation process will be used again this June to ensure only candidates who have met all credential requirements are recommended for a credential.

1. [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.

Action Steps: In the summer of 2020, the director of new teacher development met with the CAO, CEO, and the chief of people to create a [Continuous Improvement Plan](#), which regularly assess program effectiveness. Aspire continually assesses programs and teacher effectiveness through a series of surveys, data collection and analysis, program completion data, and professional development onboarding and satisfaction surveys. After data is collected Aspire leaders convene to assess, analyze, and provide feedback and next steps. Below are some of the platforms that Aspire uses to continually analyze data and improve:

1. **New Teammate Training:** To begin the year, all new Aspire teammates attend a mandatory week long training to ensure proper onboarding is given to all new team members. After each day, participants complete a [survey to give feedback](#) on each

training session. Data is then analyzed by the team (associate superintendents and the director of new teacher development through an [After Action Review](#). During the After Action Review, the team reviews data, discusses success, as well as next steps to ensure future success. Any items that can be immediately improved are changed for the following day.

2. **Aspie-wide Data Step Back meetings:** The Aspire-wide leadership team convenes quarterly for Data Step Back meetings. The meetings typically included time to engage with Aspire school and organizational data, organization metrics, survey data, and addresses and problem solves dilemmas through consultancies.
 - a. [Fall Data Step Back](#) (held on October 13, 2020)
 - b. [Winter Data Step Back](#) (held on February 8, 2021)
 - i. Induction data was presented during the [Winter Data Step Back](#) (slides 7-8)
3. **Teacher Induction Participating Teacher Survey:** The induction program conducts bi-yearly surveys to stakeholders to gather feedback. The survey focuses on program effectiveness, mentor satisfaction and addresses overall successes and areas for improvement. Survey data is analyzed and responded to during Induction Advisory Board meetings.
 - a. [Mid-Year Participating Teacher Data](#) (2020-2021)

Continuous Plan

- End of the year induction mentor and principal surveys will launch April 26, 2021.
- End of the year candidate surveys will launch May 7, 2021.
- 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.

Action Steps: The [Aspire Induction Individual Learning Plan \(ILP\) Guidelines](#) and progress monitoring process ensures candidates know and can demonstrate the knowledge and skills required by the California Standards for the Teaching Profession (CSTP). The ILP allows teachers to:

1. Reflect on their current understanding and level of proficiency during the CSTP pre-assessment.
2. Discuss support and needs based on teacher CSTP reflection, IDP documentation, and supervisor evaluation (when applicable).
3. Mentors and candidates collaborate to set SMART goals using the California Standards for the Teaching Profession.

4. Candidates demonstrate knowledge of CSTPs by submitting an inquiry action plan that includes evidence pieces (along with reflections) that demonstrate understanding of the standards.
 - a. Evidence pieces are then graded by mentors using the [Induction Evidence Grading Rubric](#). Candidates must receive passing scores on all evidence pieces to be recommended for a credential.

Candidate Quarter 1 ILP Example:

- [The ILP Goals and the connection to the CSTP](#)
- [CSTP Pre-Assessment](#) (given at the beginning of the inquiry cycle).
- [Inquiry Action Plan](#) (details how teacher is working on their goal and reflection). This is a working document that the teacher and mentor work on during the course of the inquiry cycle.

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.

Action Plans: The program creates opportunities to solicit feedback from program candidates and stakeholders to demonstrate positive impact through surveys and observation. Positive impact data can be found below:

1. Year one induction teachers attended a week long training. Both synchronous and asynchronous professional development sessions were offered - sessions focused on new teacher development and support.
 - a. [New Teacher Training PD Agenda](#)
 - b. Impact data [here](#) (average ratings ranged between 4.6-4.9 out of 5)
2. Candidates complete a program and mentor satisfaction surveys twice a year. The [Mid-Year Survey Data](#) shows over a 95% satisfaction rate.
3. Candidate, mentor, and principals end of the year surveys will launch in April and May.
4. Alder partnership- many teachers that come out of the Alder residency program continue teaching at Aspire as induction participating teachers and many eventually become mentors to teachers both in the Aspire network and beyond.

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 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.

Action Plans: The director of new teacher development, along with the ED Team (Aspire Education Team) and academic program managers coordinate internal and external professional development (PD) opportunities that support induction teachers. This year,

1. The induction program shares external PD offerings monthly. All mentors and induction candidates are encouraged to attend external PD. PD opportunities are shared regularly through e-mail memos and Google Classroom announcements. PD offerings can be found [here](#).
2. Many induction mentors led and facilitated training sessions during New Teacher Training.
3. Mentors supporting candidates who earned their credential under the Governor's Executive Order utilize the Cluster 2, CTC website, and office hours to support CalTPA and RICA completion.

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.