

Discussion of the 1st Quarterly Report from Palos Verdes Peninsula Unified School District March 2022

Overview of this Report

This agenda item provides the first quarterly report submitted by Palos Verdes Peninsula Unified School District (PVPUSD) addressing stipulations resulting from their December 2021 site visit. Following its decision at the February 2022 meeting, the Committee on Accreditation (COA) directed PVPUSD to provide updates to staff at quarterly intervals culminating in a December 2022 revisit documenting the progress made toward addressing stipulations in the February 2022 accreditation report. Information is included in this report related to how the institution is addressing the requirements of each stipulation.

Staff Recommendation

It is staff's recommendation that the Committee on Accreditation accept this report from Palos Verdes Peninsula Unified School District but take no further action at this time as the program continues to address stipulations placed upon it by the COA. Staff will continue to work with the institution to provide assistance and review each quarterly report from the institution until the revisit scheduled for December 2022.

Background

Palos Verdes Peninsula Unified School District offers two educator preparation programs, a Clear Administrative Services Credential (CASC) which the district identifies as PVLEAD and a Teacher Induction program (TIP) for which PVPUSD is the lead for the South Bay Consortium (SBTIP). A virtual accreditation site visit for PVPUSD took place on December 6 - 8, 2021. Following discussion and deliberation of the report and its recommendations at their February 2022 meeting, the COA determined that the institution be granted *Accreditation with Major Stipulations*. Seven Common Standards stipulations and seven program standards stipulations were placed on the institution. Those stipulations are listed below.

Palos Verdes Peninsula Unified School District Stipulations:

1. That within one year the institution provides evidence:
 - a. that unit leadership consideration, including decision making processes, are equally inclusive of all programs within the institution.
 - b. that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel and site-based supervisors as appropriate to the program.
 - c. that the education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. Furthermore, that recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.
 - d. that the education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that

- identifies program and unit effectiveness and makes appropriate modifications per the language (and inclusive of all elements) of Common Standard 1.
- e. that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.
 - f. that candidates are aware of and have access to a clearly defined process that is in place to identify and support candidates who need additional assistance to meet competencies.
 - g. that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.
2. That within one year, for the Teacher Induction program, the institution provides evidence
 - a. That the program builds on the knowledge and skills gained during the preliminary preparation program
 - b. that mentors are trained in best practices of adult learning and that mentors are provided opportunities to reflect on their mentoring practice based on evidence from candidate experience.
 - c. that the program has a documented process for the recommendation of the clear credential, including a review of credential renewal requirements.
 3. That within one year, for the Clear Administrative Services credential program, the institution provides evidence
 - a. that the program formally collaborates with education organizations through partnership agreements and provides feedback to professional learning providers on their work.
 - b. that the program has clear procedures in place for reassignment of coaches if the candidate/coach pairing is not effective, and that candidates and coaches are informed of the procedure.
 - c. that the program regularly assesses the quality of service provided by the coaches to candidates using criteria including participant feedback, direct observation of coaching, growth of candidates on established criteria, and compliance with program requirements as well as provides formative feedback to the coaches on their work.
 - d. that the program's summative review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions as needed and that candidates and coaches are informed of the process

First Quarterly Report Contents

Following the December 2021 site visit, Palos Verdes Peninsula Unified School District's program staff and administration met to discuss the stipulations; this report contains both the actions which have already been taken and those which are planned for the future in order to address each of the stipulations. The first quarterly report from PVPUSD was received on February 16, 2022, and revised on March 8, 2022, to include efforts and activities which had been completed up to that date. The table provided below is a summary of the final submission; the full report can be found on the [PVPUSD website](#).

Next Steps

The second quarterly report is scheduled to be presented to the COA at its June 2022 COA meeting. Staff will continue to monitor Palos Verdes Peninsula Unified School District's progress in addressing its stipulations.

Steps Taken by Palos Verdes Peninsula Unified School District to Address Stipulations

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that unit leadership consideration, including decision making processes, are equally inclusive of all programs within the institution.</p>	<p>Plans to Address Stipulations The Program Leader is</p> <ul style="list-style-type: none"> • moderating a series of collaborative meetings of the Advisory Committee (which includes representatives from partner programs), the first of which occurred on 3/4/2022. The general purpose of these meetings is to address unit level concerns identified in the Site Visit report. One purpose of the 3/4/2022 meeting was to begin exploring the possibility of bringing the CASC program into the consortium to expand access to resources and provide equitable internal administrative processes and oversight. Future meetings will be included in upcoming quarterly reports. • attempting to present findings of site visit to LEA Board of Education. Item was removed from the 2/23/2022 meeting agenda due to time constraints. • meeting individually with Superintendents of each program partner to allow them to make district-based decisions regarding both programs. These meetings the status of both the TIP and CASC programs including Site Visit Report findings and subsequent progress on report stipulations. <p>Evidence Advisory Committee Meeting Summary Notes 3/4/22 Summary notes with Supt of MBUSD (partner district) re: status of TIP &CASC 3/7/22</p>
<p>Provide evidence that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel and site-based supervisors as appropriate to the program.</p>	<p>Plans to Address Stipulations The Program Leader moderated the first in a series of collaborative meetings of the Advisory Committee (which includes representatives from partner programs) on 3/4/2022. One purpose of this meeting was to begin creating an initial process for developing a “bench” of mentors and coaches in a way that the criteria and selection of clinical personnel and site-based supervisors is appropriate and consistent across both programs.</p> <p>Evidence Advisory Committee Meeting Notes 3/4/22</p>

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. Furthermore, that recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>	<p>Plans to Address Stipulations</p> <ul style="list-style-type: none"> • The Program Leader moderated the first in a series of collaborative meeting of the Advisory Committee (which includes representatives from partner programs) on 3/4/2022 which examined PVPUSD’s and partner districts’ demographic data to compare recruits’ data to existing candidate population data. One purpose of this meeting was to begin aligning partner programs in hiring and support policies to retain candidates and faculty who represent diversity and excellence. This included the results of a partner-wide diversity, equity, and inclusion survey completed by all Human Resources Assistant Superintendents. • As a district, PVPUSD worked through an Office of Civil Rights (OCR) review on 12/22/2021 and based on OCR recommendations, amended hiring practices to ensure equity in hiring practices and to provide opportunity to diversify staff positions at all levels. Next steps will be to use those OCR recommendations in collaborative work with program partners to improve recruitment and faculty development efforts to support the hiring and retention of faculty who represent and support diversity and excellence. Those meetings will be reported out in future reports <p>Evidence</p> <p>Advisory Committee Meeting Notes 3/4/22 Advisory Committee DEI Survey Results Link to OCR document</p>

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications per the language (and inclusive of all elements) of Common Standard 1.</p>	<p>Plans to Address Stipulations The program leader is</p> <ul style="list-style-type: none"> • reviewing the district LCAP for data and information relevant for developing a comprehensive continuous improvement process, at both the unit and program levels. • presenting CCTC completer data and program specific data at on-going relevant program-specific meetings (CASC coaches meeting on March 7, 2022, and Induction Winter Forum on February 8 – 10, 2022) with the purpose of discussing and determining how to use data results to improve coaching and mentoring practices. <p>Evidence PVPUSD LCAP CASC Coaches Meeting MidYear CASC Candidate Survey MidYear CASC Coach Survey PVLEAD Meeting Slides 3-7-22 Induction Winter Forum Slides from Winter Mentor Forum Jamboards from Winter Forum showing mentors’ thoughts and questions</p>

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p>	<p>Plans to Address Stipulations The program leader is presenting CCTC completer data and program specific data at on-going relevant program-specific meetings (CASC coaches meeting on March 7, 2022, and Induction Winter Forum on February 8 – 10, 2022) with the purpose of discussing and determining how to use data results to improve coaching and mentoring practices.</p> <p>Evidence CASC Coaches Meeting MidYear CASC Candidate Survey MidYear CASC Coach Survey PVLEAD Meeting Slides 3-7-22 Induction Winter Forum Slides from Winter Mentor Forum Jamboards from Winter Forum showing mentors' thoughts and questions</p>

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.</p>	<p>Plans to Address Stipulations</p> <p>The program leader is developing an ongoing training process for TIP mentors and CASC coaches which focuses on the individual needs of each group. This ongoing training includes systematic, evaluative processes that are specific to each group. As a result of initial sessions, participants of both groups developed individual goals against which they will be evaluated.</p> <ul style="list-style-type: none"> • CASC Coaches were trained and oriented in the supervisory role using the Evocative Coaching model. This was completed in January 2022 through an Association of California School Administrator training. • TIP mentors reviewed CCTC Completer and New Teacher Center Program Quality Survey data at the Winter 2022 Mentor Forum (February 8 -10, 2022). <p>Evidence</p> <p>CASC Evidence</p> <p>Leadership Learning Goal</p> <p>LEAD folder from Evocative Coach Training</p> <p>TIP Evidence</p> <p>Mentor Created Goals</p> <p>Mentor Training: Exploring Coaching Indicators to Focus Observation</p>
<p>Teacher Induction Stipulations</p>	
<p>Provide evidence that the program builds on the knowledge and skills gained during the preliminary preparation program</p>	<p>Information to be provided in future quarterly reports.</p>

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that mentors are trained in best practices of adult learning and that mentors are provided opportunities to reflect on their mentoring practice based on evidence from candidate experience.</p>	<p>Plans to Address Stipulations</p> <ul style="list-style-type: none"> • For the February and March 2022 Induction Mentor Forums, the induction program included training on Adult Learning Theory and provided opportunities for mentors to reflect on their mentoring practices in the context of Adult Learning Theory. Upcoming mentor trainings which will also incorporate Adult Learning Theory will be reported in future quarterly reports. • Mentors’ Individual Learning Plans now include systematized opportunities for mentors to reflect on their own mentoring practices based on both self-assessment and evidence from candidates’ experiences. <p>1.</p> <p>Evidence</p> <p>Adult Learning Theory Slide Presenter’s notes on Adult Learning Theory Jamboards from Winter Forum Slides 3 & 6 show mentors’ thoughts and questions Evidence from candidates’ experience</p>
<p>Provide evidence that the program has a documented process for the recommendation of the clear credential, including a review of credential renewal requirements.</p>	<p>Plans to Address Stipulations</p> <p>State credential renewal requirements have been incorporated into existing program requirements checklists.</p> <p>Evidence</p> <p>Requirement checklists</p>
<p>Clear Administrative Services Stipulations</p>	
<p>Provide evidence that the program formally collaborates with education organizations through partnership agreements and provides feedback to professional learning providers on their work.</p>	<p>Information to be provided in future quarterly reports.</p>

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the program has clear procedures in place for reassignment of coaches if the candidate/coach pairing is not effective, and that candidates and coaches are informed of the procedure.</p>	<ul style="list-style-type: none"> • Grievance, appeal, and coach reassignment policies were reviewed with candidates and coaches at the January 10, 2022, PVLEAD meeting. • Candidates and coaches complete midyear (March 2022) and end-of-year surveys focusing on questions about the effectiveness of their coach pairings, as well as overall program communication and quality. <p>Evidence PVLEAD Meeting 1-10-22 slide 4 Grievance and Appeal Policy Coach/Mentor Re-Assignment Policy MidYear CASC Candidate Survey MidYear CASC Coach Survey</p>
<p>Provide evidence that the program regularly assesses the quality of service provided by the coaches to candidates using criteria including participant feedback, direct observation of coaching, growth of candidates on established criteria, and compliance with program requirements as well as provides formative feedback to the coaches on their work.</p>	<p>Information to be provided in future quarterly reports.</p>

Common Standards Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the program’s summative review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions as needed and that candidates and coaches are informed of the process.</p>	<p>Information to be provided in future quarterly reports.</p>