

Discussion of the 3rd Quarterly Report from Las Virgenes Unified School District May 2022

Overview of this Report

This agenda item provides information on the third quarterly report submitted by Las Virgenes Unified School District addressing stipulations resulting from their May 2021 site visit. Following its decision at the June 2021 meeting, the Committee on Accreditation directed LVUSD to provide updates to staff at quarterly intervals. Information is included in this report related to how the institution is addressing the requirements of each stipulation.

Staff Recommendation

Staff recommends that the Committee on Accreditation (COA) vote to accept Las Virgenes Unified School District's third quarterly report. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution.

Background

A provisional accreditation site visit for Las Virgenes Unified School District (LVUSD) was held virtually and took place on May 10-12, 2021. Following discussion and deliberation of the report and its recommendations at their June 2021 meeting, the COA determined that the institution be granted Accreditation with Stipulations. Twelve stipulations were placed on the program as provided below and work began to address those stipulations immediately.

Las Virgenes Unified School District Stipulations:

1. That within one year the institution provides evidence.
 - a. that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites as appropriate to the program.
 - b. that the unit and programs implement coursework and clinical experiences for candidates to effectively support all students in meeting state-adopted academic standards.
2. That within one year, for the Teacher Induction program, the institution provides evidence
 - a. that the candidates' Individual Learning Plan (ILP) will include professional growth goals and how the candidate will meet those goals with defined and measurable outcomes.
 - b. that the ILP will identify support and learning opportunities for each candidate to refine effective teaching practices through focused cycles of inquiry.
 - c. that the mentoring process will support each candidate's analysis of student and other outcomes data to further inform the repeated cycle of planning and instruction.
 - d. that the program ensures candidates have dedicated time for observations of colleagues and peers.
 - e. that program leaders provide formative feedback to mentors on their work.

- f. that the program collaborates with affiliated school and district administrators and all members of the induction system to provide a coherent overall system of support.
 - g. that candidates are provided with significant opportunities to experience issues of diversity, including experience in schools reflecting the diversity of California’s student population.
3. That within one year, for the Preliminary Administrative Services Credential (PASC) program, the institution provides evidence
- a. that the design of the program is aligned with principles of adult learning theory.
 - b. that the program establish productive working relationships with affiliated partners (school districts which facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups) in order to share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.
4. That within one year, for the Clear Administrative Services Credential (CASC) program, the institution provides evidence
- a. that demonstrates the clear, consistent, well-defined criteria used in the selection process of coaches.
5. that quarterly progress reports be provided to the Committee on Accreditation to ensure that appropriate action is being taken in a timely manner.

Third Quarterly Report Contents

Following the May 2021 site visit, LVUSD’s program staff and administration met to discuss the stipulations; this report contains the actions which have been taken in addressing each of the stipulations. The third quarterly report from LVUSD was received on April 7th, 2022, reviewed extensively by staff, and a brief summary is provided after Next Steps.

Next Steps

The final quarterly report is scheduled to be presented to the COA at its June 2022 meeting. Staff will continue to monitor LVUSD’s progress in addressing its stipulations.

Steps Taken by Las Virgenes Unified School District to Address Stipulations

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites as appropriate to the program.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Develop job descriptions for clinical supervisors and coaches. • Advertise and recruit for these positions through Edjoin. • Develop a formal interview process for field supervisors and coaches. • Collaborate with all partners on the selection, training, and evaluation of clinical personnel at the beginning and end of each program year to identify their needs and goals for the candidates. <p>Evidence Edjoin Job Descriptions</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • LVUSD will participate in IHE Collaborative meetings facilitated by CSU San Bernardino and attend upcoming meetings to collaborate on best practices for the criteria and selection of clinical personnel • LVUSD will distribute this survey to all partner districts to determine how to best support them regarding the criteria and selection of clinical personnel, supervisors, and school sites <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • In addition to the district partner survey, program leadership is doing outreach interviews with district personnel. • A district partner newsletter will be created and distributed to highlight LVUSD’s programs, and the process for recruitment and selection of site-based supervisors.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the unit and programs implement coursework and clinical experiences for candidates to effectively support all students in meeting state-adopted academic standards.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> Teacher Induction candidates participate in two teaching and learning cycles to support students in meeting academic content standards. <p>Evidence Individual Learning Plan (ILP) Teaching & Learning Cycle</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> On the revised ILP, Teacher Induction candidates complete focused cycles of inquiry which require specific and measurable student outcomes related to state-adopted academic standards. PASC candidates complete course ED 852: Leadership in Curriculum, Instruction & Assessment and related assignments to ensure students are meeting the academic standards. CASC candidates focus on growth in supporting all students in meeting academic standards through the CPSEL Self-Reflection, specifically Standard 2 – Instructional Leadership. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> Teacher Induction candidates develop and use student learning objectives as part of their plan for each teaching and learning cycle to assist students in meeting state-adopted academic standards. Candidate’s ILP includes sections on analyzing student outcome data to assess whether they are effectively supporting students in meeting state standards.
<p>Teacher Induction Program Stipulations</p>	<p>Plans for Addressing Stipulations and Evidence</p>

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the candidates' Individual Learning Plan (ILP) will include professional growth goals and how the candidate will meet those goals with defined and measurable outcomes.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Candidates complete a CSTP self-assessment three times per year including hyperlinks to each substandard so candidates can assess their level of practice with rubrics. • Mentors facilitate reflections on CSTP sub-standards. • Coaching conversations help identify a problem area of practice that will inform instructional rounds. • Candidates choose a professional growth goal that is specific, measurable, actionable, relevant, and timely with specific actions to support the goal. <p>Evidence CSTP Self-Assessment CSTP Self-Assessment Rubrics CSTP Reflection Individual Learning Plan (ILP)</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • After completing all of the items listed above, candidates will develop a professional growth goal collaboratively with their coach using the SMART goals approach. • Goals have defined and measurable outcomes that can be tracked with provided data. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • Candidates complete focused cycles of inquiry. Throughout each inquiry, the candidates develop a professional growth goal as well as steps to develop their area of growth. Their detailed plan is embedded in their ILP. • Once the professional growth goal has been determined, the coach and candidate reflect to project possible student and teacher outcomes. After each focused cycle of inquiry is completed, data is reviewed and actual student and teacher outcomes are analyzed.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the ILP will identify support and learning opportunities for each candidate to refine effective teaching practices through focused cycles of inquiry.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Within the ILP, candidates complete two teaching and learning cycles following the plan, teach, reflect, and apply structure, which include data-driven professional growth goals, action steps, and analysis of progress. • Candidates implement the plan, and the mentor collects observation data via a collaboratively established protocol designed around the seven principles of the instructional core. <p>Evidence Individual Learning Plan (ILP) Instructional Rounds Observation Protocol</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • Candidates have the option to participate in various learning series to support their professional growth goal. Sessions include Connections over Corrections, Collaborative Classrooms, ILP Roundtable, and Mastery Based Grading. • Throughout the program, candidates reflect on what support may be needed to meet their professional growth goal as outlined on the ILP. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • To identify candidates’ learning opportunities, they participate in a multitiered process beginning with reflection on the CSTP Self-Assessment. The reflection includes CSTP sub-standards the candidate would like to explore. • Candidates and coaches work together to determine an individualized action plan based on the learning opportunity identified to address their professional growth goal.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the mentoring process will support each candidate's analysis of student and other outcomes data to further inform the repeated cycle of planning and instruction.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Within the “plan” section of the ILP, candidates collect and analyze data to inform the needs of their specific growth area goal and use this information to differentiate instruction to reach all learners. • In the “apply” section of the ILP, data analysis drives planning and instructional considerations for the next cycle of planning and instruction. <p>Evidence Individual Learning Plan (ILP)</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • Induction candidates have dedicated time in the ILP where they observe teaching practices to analyze student learning outcomes in a formative context. During each observation of practice, candidates answer the following questions: <ol style="list-style-type: none"> 1. What tasks are students engaged in throughout the lesson? 2. What do you observe the students doing? 3. What are the students saying? 4. What are teachers doing and saying? • Each candidate compares their class demographic data to the class being observed and collect their observations via a shared protocol. This data is collaboratively analyzed by the mentor and candidate to inform growth. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • The observation data collected by the coach via the protocol as well as student work samples, will drive the reflect part of the focused cycles of inquiry. Based on coaching conversations and an analysis of data, the candidate will make key takeaways in terms of their instruction and/or student achievement. • The apply part of each cycle of inquiry will inform the candidate's next steps and any possible revisions to their inquiry question and/or professional growth goal. The candidates' work in the first cycle of inquiry will further inform the repeated cycle of planning and instruction to help them in reaching their professional growth goal.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the program ensures candidates have dedicated time for observations of colleagues and peers.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Within the ILP, candidates conduct instructional rounds to see examples of high-quality learning and teaching and analyze learning tasks to foster student improvement. This is a new addition to the ILP. • Coaching conversations help identify a problem area of practice that will inform instructional rounds. <p>Evidence Individual Learning Plan (ILP) CSTP Self-Assessment CSTP Reflection Instructional Rounds Observation Protocol</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • Handbook revisions outline the responsibilities for participating teachers including dedicated time to observe colleagues and peers. This is also addressed in the ILP in the observation of practice sections. • Observations are completed collaboratively with each candidate’s coach and data is collected via a shared protocol. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • A revision was made to the Instructional Rounds Protocol to include the goal behind the class profile comparison as well as questions to guide the reflection between candidate and coach. • An explanation of instructional rounds was added to guide this dedicated time for observations of colleagues and peers. The problem of practice that guides these observations is written in the candidate’s ILP. Additionally, new reflection questions were added to debrief these observations between candidate and coach.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that program leaders provide formative feedback to mentors on their work.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Mentors participate in a Coaching Development Plan. • Conversations with program leadership help identify professional growth goals, action steps, support needed from leadership, and analysis of progress. <p>Evidence Coaching Development Plan</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • All mentors, including those in partner districts, receive formative feedback on their work during monthly meetings which are based on the NTC Coaching Standards. • Agendas are created for each meeting to guide collaboration. Meeting minutes are kept and include action items to provide next steps to mentors who serve program partners. • Through the coaching development plan facilitated by the program director, mentors can self-reflect on their progress and growth in their practices. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • Feedback continues to be given to all coaches in partner districts through monthly meetings. Agendas are created for each meeting to guide collaboration. Meeting minutes are kept and include action items to provide next steps to coaches who serve program partners. An in- person visit has been scheduled with regional partners in May 2022.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the program collaborates with affiliated school and district administrators and all members of the induction system to provide a coherent overall system of support.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Candidates and mentors meet with the candidate’s site administrator at the beginning of the placement to align needs and expectations. • Mentors and district administration meet weekly to address program support and progress. • Mentors attend quarterly teacher Induction Regional Collaborative meetings. <p>Evidence</p> <p>Individual Learning Plan (ILP)</p> <p>Weekly Meetings Agenda</p> <p>Quarterly Regional Induction Meetings Agenda</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • Mentors continue to meet with the program director weekly with focused agendas. • Candidates, mentors, and district administrators have a professional development opportunity to discuss a variety of topics impacting education including educator turnover, the induction journey, and a candidate spotlight. <p>Quarter 3 Updates</p> <p>The program collaborates with all affiliated schools in the following ways:</p> <ul style="list-style-type: none"> • In the beginning of the ILP process, the candidate, coach, and affiliated school administrators participate in a TRIAD meeting to discuss alignment of the candidate's growth area with the district’s LCAP and the school’s mission, vision, initiatives, and resources. • The coach and affiliated school administrator meet monthly to discuss ways to best support the candidate. • At the end of the year, a formal evaluation survey is sent to all candidates to get feedback on the coaching they received throughout the academic school year. • Lastly, coaches meet with regional members of the induction system to share ideas, best practices, accreditation support, etc. Agendas and meeting minutes are kept for these meetings. Four calendar dates are set for each academic school year.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that candidates are provided with significant opportunities to experience issues of diversity, including experience in schools reflecting the diversity of California’s student population.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Candidates differentiate lesson plans and activities to reach all learners including English learners and students with disabilities • Program is exploring additional ways to ensure that candidates have experience with a diverse population. <p>Evidence Instructional Rounds Observation Protocol</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • Through observations of colleagues, mentors pair candidates with classrooms reflecting greater diversity as part of the shared observation protocol. • Mentors review the candidate’s learning context as it relates to diversity as part of the data that may inform the need for a specific lesson/activity. • The program is developing a lesson plan template to drive each focused cycle of inquiry to reflect the candidates’ experiences with diverse student populations. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • A revision was made to the Instructional Rounds Protocol to include the goal behind the class profile comparison as well as questions to guide the reflection between candidate and coach. The classrooms observed during instructional rounds are intentionally chosen to provide opportunities for our candidates to experience issues of diversity not seen in their own classroom. If LVUSD is not able to provide this experience, the partnership with regional members of the induction system allows candidates to visit classrooms in other districts. • Additionally, as part of the candidates focused cycles of inquiry, they reflect on how they will tailor their lesson to support the diversity of California’s student population on this lesson plan template.
<p>Preliminary Administrative Services Credential Stipulations</p>	<p>Plans for Addressing Stipulations and Evidence</p>

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the design of the program is aligned with principles of adult learning theory.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • A selection of graphic organizers is available for faculty to use in collaborative activities with candidates to help frame constructivist conversations around the course texts. • Candidates participate in an online course that is a refresher to the original Adaptive Schools Foundation Training in addition to an online course taken earlier which addresses the program’s theoretical foundations. The training focuses on the use of data to inform leadership practice. <p>Evidence Available Graphic Organizers</p> <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • Participation in the online course and integrating the graphic organizers help frame constructivist conversations around the course texts to ensure a flipped learning model involving choice and voice in the candidates’ learning. These strategies are rooted in the research base that informs the program’s approach. Informing this research, Elmore shares that “...the knowledge we need to solve problems [in schools] often doesn’t reside close at hand; it has to be found through active inquiry and analysis.” <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • The program continues to incorporate constructivist learning opportunities aligned with adult learning theory referenced in Q1 and Q2. Sample evidence of these opportunities is linked below: • Assignments that require students to bring key ideas, passages, and reflections to class to construct meaning. This affords rigor, choice, autonomy, and personalization. • Assignments that require a construction of meaning that builds upon prior learning as evidenced by the Capstone Research Project.

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the program establish productive working relationships with affiliated partners (school districts which facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups) in order to share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> The program continues to strengthen its partnerships and collaboration with the administration at all affiliated school districts. The program will expand its IHE partnerships and other program partners in during the 2021-22 academic year. <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> LVUSD will participate in IHE Collaborative meetings facilitated by CSU San Bernardino and attend upcoming meetings to collaborate on best practices for the criteria and selection of clinical personnel. LVUSD will distribute this survey to all partner districts to determine how to best support them regarding the criteria and selection of clinical personnel, supervisors, and school sites. Additional efforts related to shared responsibility for candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; and assessment and verification of candidate competence will be available at the next quarterly update. <p>Quarter 3</p> <ul style="list-style-type: none"> The PASC program continues to look for additional ways to engage with affiliated partners related to the language of the standards. More information will be provided in Quarter 4.
<p>Clear Administrative Services Credential Stipulation</p>	<p>Plans for Addressing Stipulations and Evidence</p>

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that demonstrates the clear, consistent, well-defined criteria used in the selection process of coaches.</p>	<p>Plans to Address Stipulations – Quarter 1</p> <ul style="list-style-type: none"> • Job descriptions have been uploaded to Edjoin. • Develop a formal interview process for field supervisors and coaches. Applicants provide a video response to a set of questions (see below) for review by program staff and the program coordinator. <p>Evidence Edjoin Job Descriptions Interview Questions:</p> <ol style="list-style-type: none"> 1. In what ways have you continued to grow and learn as an educator? What growth goals do you have as an educational leader? 2. What leadership books and articles have really influenced who you are as a leader? 3. In what ways will the Center EdX PASC program be a priority in your busy life as a leader? How will you make sure you have time to support the growth of future leaders? 4. What do you know about Center EdX? How does your leadership philosophy align with the vision and mission? <p>Quarter 2 Updates</p> <ul style="list-style-type: none"> • The CASC coach specialist conducts interviews of qualified candidates to join the program as coaches. • A second coach specialist is now working for the program to help with this work. <p>Quarter 3 Updates</p> <ul style="list-style-type: none"> • The Job Description for CASC Coaches highlights the well-defined criteria used in the selection process of coaches.