

# Discussion of the 2nd Quarterly Report from Palos Verdes Peninsula Unified School District June 2022

## Overview of this Report

This agenda item provides the 2nd 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. 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**. The 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

### **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 and the first quarterly report was presented at the [March 2022](#) COA meeting. This quarterly 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 table provided below is a summary of both the first and second quarterly submissions; the full report can be found on the [PVPUSD website](#).

### **Next Steps**

The third quarterly report is scheduled to be presented to the COA at its October 2022 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	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations
<p>Provide evidence that unit leadership consideration, including decision making processes, are equally inclusive of all programs within the institution.</p>	<p><b>Plans to Address Stipulations</b>                      The Program Leader is</p> <ol style="list-style-type: none"> <li>1. 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 upcoming quarterly reports.</li> <li>2. 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.</li> <li>3. 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.</li> </ol> <p><b>Evidence</b>  <a href="#">Advisory Committee Meeting Summary Notes 3/4/22</a>  <a href="#">Summary notes with Supt of MBUSD (partner district) re: status of TIP &amp;CASC 3/7/22</a></p>	<p><b>Plans to Address Stipulations</b>                      The Program Leader continues to</p> <ol style="list-style-type: none"> <li>1. facilitate collaborative meetings with the <a href="#">Advisory Committee</a>. As a result of these conversations, the Program Leader position was <a href="#">reclassified</a> to Coordinator beginning July 1, 2022</li> <li>2. present and update consortium school boards on the progress of stipulations. Meetings have been held with <a href="#">Wiseburn USD</a> and <a href="#">PVPUSD</a> School Boards.</li> </ol>

Common Standards Stipulation	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations
<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><b>Plans to Address Stipulations</b>  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><b>Evidence</b>  <a href="#">Advisory Committee Meeting Notes 3/4/22</a></p>	<p><b>Plans to Address Stipulations</b>  At the 3/4/2022 Advisory Committee Meeting, members agreed to communicate with site principals to help develop the “bench” of mentors and coaches. Consequently, the Program Leader has:</p> <ol style="list-style-type: none"> <li>1. Solicited <a href="#">input</a> from <a href="#">Redondo Beach USD</a> site Principals regarding their criteria and selection of clinical personnel and site-based supervisors</li> <li>2. Scheduled a meeting with the Wiseburn USD Principals for <a href="#">June 7, 2022</a>, that was postponed with a pending new date.</li> <li>3. Received <a href="#">communication</a> from the Hermosa Beach City School District regarding a proposed August 2022 Principals’ meeting.</li> </ol>

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<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><b>Plans to Address Stipulations</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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</li> </ol> <p><b>Evidence</b>  <a href="#">Advisory Committee Meeting Notes 3/4/22</a>  <a href="#">Advisory Committee DEI Survey Results</a>  <a href="#">Link to OCR document</a></p>	<p><b>Plans to Address Stipulations</b></p> <p>The Program Leader has</p> <ol style="list-style-type: none"> <li>1. established a permanent <a href="#">Diversity, Equity, and Inclusion (DEI) item</a> in Advisory Committee agendas to ensure this area of concern is continually reviewed.</li> <li>2. begun a series of meetings with program partners and institutions in the broader educational community regarding their efforts to recruit candidates to diversity the educator pool in California. The first meeting was with the South Bay Adult School (SBAS) Director about the <a href="#">Career Pathways</a> they are establishing to recruit, promote successful entry into the profession.</li> </ol>

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<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><b>Plans to Address Stipulations</b>  The program leader is</p> <ol style="list-style-type: none"> <li>1. reviewing the district LCAP for data and information relevant for developing a comprehensive continuous improvement process, at both the unit and program levels.</li> <li>2. 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.</li> </ol> <p><b>Evidence</b>  <a href="#">PVPUSD LCAP</a>  <b>CASC Coaches Meeting</b>  <a href="#">MidYear CASC Candidate Survey</a>  <a href="#">MidYear CASC Coach Survey</a>  <a href="#">PVLEAD Meeting Slides 3-7-22</a>  <b>Induction Winter Forum</b>  <a href="#">Slides from Winter Mentor Forum</a>  <a href="#">Jamboards from Winter Forum</a> showing mentors’ thoughts and questions</p>	<p><b>Plans to Address Stipulations</b>  The Program Leader</p> <ol style="list-style-type: none"> <li>1. continues to collect and share data from sources identified in the Quarter 1 report. Program improvements based on this process include: <ul style="list-style-type: none"> <li>• <a href="#">A new professional development plan</a> to the professional development plan for TIP mentors</li> <li>• working with <a href="#">retired administrators</a> from outside of the district to improve CASC program alignment to standards.</li> </ul> </li> </ol>

Common Standards Stipulation	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations
<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><b>Plans to Address Stipulations</b>  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><b>Evidence</b>  <b>CASC Coaches Meeting</b>  <a href="#">MidYear CASC Candidate Survey</a>  <a href="#">MidYear CASC Coach Survey</a>  <a href="#">PVLEAD Meeting Slides 3-7-22</a>  <b>Induction Winter Forum</b>  <a href="#">Slides from Winter Mentor Forum</a>  <a href="#">Jamboards from Winter Forum</a> showing mentors’ thoughts and questions</p>	<p><b>Plans to Address Stipulations</b>  The Program Leader</p> <ol style="list-style-type: none"> <li>continues to collect, analyze, and use data from sources identified in the Quarter 1 report. Program improvements resulting from this process include: <ul style="list-style-type: none"> <li>based on feedback from the Induction Winter Forum, the program integrated specific and measurable goals into the <a href="#">ILP</a> and revised <a href="#">timeline</a> for expectations and activities.</li> <li>based on feedback from the CASC surveys, the program refined the <a href="#">CASC Problem of Practice rubric</a>.</li> </ul> </li> </ol>

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<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><b>Plans to Address Stipulations</b>  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"> <li>• 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.</li> <li>• TIP mentors reviewed CCTC Completer and New Teacher Center Program Quality Survey data at the Winter 2022 Mentor Forum (February 8 -10, 2022).</li> </ul> <p><b>Evidence</b>  <b>CASC Evidence</b>  <a href="#">Leadership Learning Goal</a>  <a href="#">LEAD folder from Evocative Coach Training</a>  <b>TIP Evidence</b>  <a href="#">Mentor Created Goals</a>  <a href="#">Mentor Training: Exploring Coaching Indicators</a></p>	<p><b>Plans to Address Stipulations</b>  The Program Leader is building an evaluation tool and process for TIP Mentors and CASC coaches based on the training each group received as identified in the Quarter 1 report.</p> <ul style="list-style-type: none"> <li>• a <a href="#">Collaborative Assessment Log (CAL)</a> has been developed for the CASC coaches.</li> <li>• the TIP mentor tool will be presented in quarter three.</li> </ul>



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<b>Teacher Induction Stipulations</b>		
Provide evidence that the program builds on the knowledge and skills gained during the preliminary preparation program	Information to be provided in future quarterly reports.	<p><b>Plans to Address Stipulations</b></p> <p>The Program Leader has</p> <ol style="list-style-type: none"> <li>1. added the preliminary preparation program's IDP or equivalent to the list of required <a href="#">program participation documents</a>.</li> <li>2. incorporated a review of the IDP/or equivalent document at the first mentor/mentee meeting using the <a href="#">Knowing Students tool</a>.</li> <li>3. incorporated the information from the IDP or equivalent document into the <a href="#">transition</a> plan (bottom of pg.1) to develop candidate goals. These goals are then incorporated into the <a href="#">ILP</a>.</li> </ol>

Common Standards Stipulation	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations
<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><b>Plans to Address Stipulations</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> </ol> <p>1.</p> <p><b>Evidence</b></p> <p><a href="#">Adult Learning Theory Slide</a>  <a href="#">Presenter's notes on Adult Learning Theory</a>  <a href="#">Jamboards from Winter Forum</a> Slides 3 &amp; 6 show mentors' thoughts and questions  <a href="#">Evidence from candidates' experience</a></p>	<p><b>Plans to Address Stipulations</b></p> <p>The Program Leader incorporated adult learning theory as a focus for the <a href="#">Spring Mentor Forum</a>. This included</p> <ul style="list-style-type: none"> <li>• a review of adult learning theory and how mentor could apply it to own learning and their work with candidates.</li> <li>• reflect on their mentoring practices based on <a href="#">evidence from candidates' experience</a></li> <li>• identify, reflect on, and brainstorm mentor identified <a href="#">challenges and solutions</a>.</li> </ul>

Common Standards Stipulation	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations
<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><b>Plans to Address Stipulations</b>            State credential renewal requirements have been incorporated into existing program requirements checklists.</p> <p><b>Evidence</b>  <a href="#">Requirement checklists</a></p>	<p><b>Plans to Address Stipulations</b>            The Program Leader has refined the recommendation process for the clear credential. These changes include developing</p> <ol style="list-style-type: none"> <li>1. the <a href="#">Winter</a> and <a href="#">Spring</a> requirements checklists to document candidates' completed credential renewal requirements.</li> <li>2. the <a href="#">Completion Documents</a> which invites candidates to schedule an exit interviews once all requirement have been completed. If the ILP Team determines candidates still have remaining requirements to fulfill, candidates receive feedback via an <a href="#">Incomplete Document</a>.</li> <li>3. the <a href="#">Year at a Glance</a> and <a href="#">Spring at a Glance</a> documents to clearly communicate requirements and timelines to both mentors and candidates.</li> </ol>
<p><b>Clear Administrative Services Stipulations</b></p>		

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<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>	<p><b>Plans to Address Stipulations</b>  The Program Leader has</p> <ol style="list-style-type: none"> <li>1. begun collaborative relationships with <ul style="list-style-type: none"> <li>• <a href="#">Induction Directors</a> who are part of the greater Los Angeles area (aka Cluster 4) and provides support for area induction programs.</li> <li>• <a href="#">retired administrators</a> from outside of the district to improve CASC program alignment to standards.</li> <li>• a local <a href="#">IHE collaborative</a> to extend the program circle of collaborative relationships.</li> <li>• approached <a href="#">National University</a> to explore options offered for possible, future cohorts.</li> </ul> </li> <li>2. developed <a href="#">a list of IHEs</a> for potential partnership, based on candidate application data.</li> </ol> <p>Information regarding a process for providing feedback to professional learning providers on their work will be included in quarter 3.</p>

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<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>	<ol style="list-style-type: none"> <li>1. Grievance, appeal, and coach reassignment policies were reviewed with candidates and coaches at the January 10, 2022, PVLEAD meeting.</li> <li>2. 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.</li> </ol> <p><b>Evidence</b>  <a href="#">PVLEAD Meeting 1-10-22</a>, slide 4  <a href="#">Grievance and Appeal Policy</a>  <a href="#">Coach/Mentor Re-Assignment Policy</a>  <a href="#">MidYear CASC Candidate Survey</a>  <a href="#">MidYear CASC Coach Survey</a></p>	<p><b>Plans to Address Stipulations</b>  Based on the information gathered in Quarter 1, the Program Leader</p> <ol style="list-style-type: none"> <li>1. refined the <a href="#">Coach Reassignment Policy</a></li> <li>2. incorporated <a href="#">monthly candidate surveys</a> about coaching effectiveness to determine the effectiveness of candidate/coach pairings.</li> <li>3. posted the Coach Reassignment Policy on the <a href="#">program website</a>.</li> <li>4. intends to present the policy at the 2022/2023 CASC Coach Orientation. Evidence will be provided in quarter three.</li> </ol>

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<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>	<p><b>Plans to Address Stipulations</b>  The Program Leader has</p> <ol style="list-style-type: none"> <li>1. incorporated <a href="#">monthly candidate surveys</a> about coaching effectiveness to determine the effectiveness of candidate/coach pairings. These are in addition to the mid- and end-of-year surveys which also provide candidate feedback.</li> <li>2. instituted the use of the <a href="#">Coach Formative Feedback Form</a> to provide an assessment of how the coach is implementing broader requirements.</li> </ol> <p>Other components of the stipulation will be addressed in quarter three.</p>

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<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>	<p><b>Plans to Address Stipulations</b>  The Program Lead has</p> <ol style="list-style-type: none"> <li>1. refined the <a href="#">grievance and appeal process</a> and posted it on the program website</li> <li>2. shared the refined process at the program wide <a href="#">PVLEAD meeting</a> (slide 4) and intends to include it in the 2022-2023 academic year Candidate and Coach Orientation.</li> <li>3. begun the process of developing a procedure for candidates to repeat portions of the program as needed. Evidence will be presented in quarter</li> </ol>