

Discussion of the 3rd Quarterly Report from Palos Verdes Peninsula Unified School District October 2022

Overview of this Report

This agenda item provides the 3rd 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 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) program which the district identifies as PVLEAD and a Teacher Induction program (TIP) for which PVPUSD is the lead for the South Bay Consortium (SBTIP). An 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

Quarterly Report Contents

Following the site visit, Palos Verdes Peninsula Unified School District's program staff and administration discussed the stipulations. The first quarterly report was presented at the [March 2022](#) COA meeting. The second was presented at the [June 2022](#) COA meeting. This third report contains actions which have been taken and those planned for the future to address each stipulation. and moves the program toward the December revisit. The table below is a summary of each quarterly submission; the full report can be found on the [PVPUSD website](#).

Next Steps

A revisit is scheduled for December 6 – 7, 2022.

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	Q3 Plans for Addressing Stipulations
<p>1. 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> <ol style="list-style-type: none"> 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. 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. 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. <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>Plans to Address Stipulations The Program Leader continues to</p> <ol style="list-style-type: none"> 1. facilitate collaborative meetings with the Advisory Committee. As a result of these conversations, the Program Leader position was reclassified to Coordinator beginning July 1, 2022 2. present and update consortium school boards on the progress of stipulations. Meetings have been held with Wiseburn USD and PVPUSD School Boards. 	<p>This finding was largely based on the fact there was little inclusion of the Preliminary Administrative Services credential program in the unit level decision making. The decision making was largely focused on the teacher induction program. At the July 20, 2022, Advisory Committee meeting, the Committee decided to close the Clear Administrative Services Credential (CASC) program and is petitioning the Committee on Accreditation. As a result of the decision to only offer the teacher induction program in the future, this standard finding would be resolved. Moving forward, leadership considerations, including decision making will include the teacher induction program only.</p> <p>The Teach Out Plan was enacted for all CASC candidates.</p>

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<p>2. 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>	<p>Plans to Address Stipulations 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"> 1. Solicited input from Redondo Beach USD site Principals regarding their criteria and selection of clinical personnel and site-based supervisors 2. Scheduled a meeting with the Wiseburn USD Principals for June 7, 2022, that was postponed with a pending new date. Received communication from the Hermosa Beach City School District regarding a proposed August 2022 Principals’ meeting. 	<p>Plans to Address Stipulations As a result of ongoing meetings with consortium partners, collaboration responsibilities relevant to this stipulation have been added to the job description for the RBUSD HS AP position. Teachers on Special Assignment (TOSA) from each induction partner district work with candidates as mentors. Feedback from SBCTIP Year End Candidate Surveys is used to refine selection criteria for fieldwork and clinical supervisors. The Program Coordinator collaborates with other programs through regular Cluster Induction Director meetings. At these meetings, induction personnel discuss and collaborate on a variety of topics, including the criteria and selection of fieldwork and clinical supervisors.</p> <p>South Bay Teacher Induction Program will collaborate with the SW SELPA to align Special Education related practices as they pertain the selection of Special Education fieldwork and clinical supervisors in the SW SELPA. 9-14-22 Meeting with SW SELPA SPED Directors</p>

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<p>3. 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> <ol 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>	<p>Plans to Address Stipulations</p> <p>The Program Leader has</p> <ol style="list-style-type: none"> established a permanent Diversity, Equity, and Inclusion (DEI) item in Advisory Committee agendas to ensure this area of concern is continually reviewed. <p>begun a series of meetings with program partners and institutions in the broader educational community regarding their efforts to recruit candidates to diversify the educator pool in California. The first meeting was with the South Bay Adult School (SBAS) Director about the Career Pathways they are establishing to recruit, promote successful entry into the profession.</p>	<p>Plans to Address Stipulations</p> <p>As a result of continued efforts to diversify the educator pool:</p> <ol style="list-style-type: none"> The Consortium as a whole has experienced a 10% increase in the number of new non-white participating teachers in this year’s induction program. Ethnicity Comparison of Year 1 Candidates. The Collaborative Advisory Committee continues to address educator diversity by maintaining a DEI item on its ongoing agenda. Principals have been coached on hiring protocols designed to reflect student demographics ratios in staff hiring. An ongoing relationship with Dr. Stephen Glass, Distinguished Faculty in Residence, CSULB, was established to explore best practices that purposefully recruit, admit, support, and promote successful entry and retention of candidates who represent diversity and excellence. 8/2/22 Dr. Stephen Glass conversation <p>As a result of the 2021 Office of Civil Rights review, all non-discrimination protocols and statements have been reworked at both site and district levels, and can be found on all websites, communications, and emails for all personnel.</p>

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<p>4. 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> <ol style="list-style-type: none"> 1. reviewing the district LCAP for data and information relevant for developing a comprehensive continuous improvement process, at both the unit and program levels. 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. <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>	<p>Plans to Address Stipulations The Program Leader</p> <ol style="list-style-type: none"> 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"> • A new professional development plan to the professional development plan for TIP mentors • working with retired administrators from outside of the district to improve CASC program alignment to standards. 	<p>Plans to Address Stipulations The continuous improvement plan has been solidified and is represented Comprehensive Continuous Improvement Plan.</p> <p>In the analysis component of this plan, several sources of data were reviewed, and the following modifications were made:</p> <ol style="list-style-type: none"> 1. Additional opportunities have been created for candidates to show progress towards mastery of CSTP. ILP Review Team Meeting 8 -16-2022 2. Reflection questions, and exemplars of reflections are provided earlier in the course of the semester. ILP Review Team Meeting 8 -16-2022 3. Supports for new SPED teachers were improved by collaborating with Consortium SPED Directors. (SPED Pathway) 4. The purpose of TRIAD meetings was emphasized at a Consortium meeting. (Sept 8 PD Plan) 5. The ECO process was revised to include observations of candidates and greater involvement of the Advisory Committee.

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<p>5. Provide evidence 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.</p>	<p>Plans to Address Stipulations The program leader is presenting CCTC completion 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>	<p>Plans to Address Stipulations The Program Leader</p> <ol style="list-style-type: none"> 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"> based on feedback from the Induction Winter Forum, the program integrated specific and measurable goals into the ILP and revised timeline for expectations and activities. based on feedback from the CASC surveys, the program refined the CASC Problem of Practice rubric. 	<p>Plans to Address Stipulations The continuous improvement plan has been solidified and is represented Comprehensive Continuous Improvement Plan.</p> <p>As a part of that plan, the consortium regularly and systematically collects and analysis from the following sources: Orientation Feedback Creating the ILP Feedback SBC Mid-Year Candidate Survey 2022 2022 SBCTIP Year End Candidate Survey Candidate Exit Interview September 2022 Mentor Training Feedback 21-22 Mid-Year Mentor Survey 21-22 End of Year Mentor Survey</p> <p>Results of the analysis of the above data include:</p> <ol style="list-style-type: none"> Time to get to know candidates both professionally and personally has been increased. The “Year at a Glance” document has been clarified. Candidate examples have been added to the SMART, professional goal writing template. Reflection questions have been modified to allow candidates to show progress towards mastery of the CSTP. Monthly checklists are now posted on the program website. Mentor training “session materials are now also provided in a digital format.” Sample communication has been provided for mentors to initiate the triad relationship between candidate, mentor, and site evaluator.

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<p>6. 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 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 CASC Evidence Leadership Learning Goal LEAD folder from Evocative Coach Training TIP Evidence Mentor Created Goals Mentor Training: Exploring Coaching Indicators</p>	<p>Plans to Address Stipulations 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"> • a Collaborative Assessment Log (CAL) has been developed for the CASC coaches. • the TIP mentor tool will be presented in quarter three. 	<p>Plans to Address Stipulations The newly developed evaluation tool for induction mentors used to systematically evaluate site-based supervisors. The mentor ILP contains two goals:</p> <ol style="list-style-type: none"> 1. one goal aligns with a program goal of “build[ing] collaborative partnerships with school and district instructional leaders... to advance the teaching profession and advocate for...every student.” (Mentoring Standards 1.4) 2. one that is based on the mentor’s own individual needs. <p>The Program Coordinator will provide mentors with feedback before the 11/3/22 monthly mentor training, as part of the systematic evaluation process.</p>

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<p>7. Provide evidence 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.</p>	<p>Information to be provided in future quarterly reports.</p>	<p>Information to be provided in future quarterly reports.</p>	<p>Plans to Address Stipulations Changes have been made such that</p> <ol style="list-style-type: none"> 1.Candidates are informed of the support they will be provided at three separate professional development sessions at the start of the academic year: Orientation, Creating the ILP, and Reflection Preparation PDs. The Candidate Support Slide identifies the type of support opportunities provided. This includes multiple opportunities to revise and submit evidence, reflections, and assignments 2.Candidates who need additional assistance are provided individualized scaffolded questions in the SMART goal feedback (Comments for Teachers column in Winter and Spring Requirements Checklists) to assist individual candidates in the development of their own appropriate SMART goals. Sample support email communication 3.If a SMART goal needs further revision, the ILP Review team communicates with the candidate, using 1 of 4 Goal Feedback Messages. The candidate works with her/his mentor to revise the goal and resubmits to the ILP Review team. This process continues until the candidate has achieved competency in completing their ILP.

Teacher Induction Stipulations	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations	Q3 Plans for Addressing Stipulations
<p>1. 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>	<p>Plans to Address Stipulations The Program Leader has</p> <ol style="list-style-type: none"> 1. added the preliminary preparation program's IDP or equivalent to the list of required program participation documents. 2. incorporated a review of the IDP/or equivalent document at the first mentor/mentee meeting using the Knowing Students tool. 3. incorporated the information from the IDP or equivalent document into the transition plan (bottom of pg.1) to develop candidate goals. These goals are then incorporated into the ILP. 	<p>Plans to Address Stipulations The candidate's IDP or equivalent document continues to be required as part of the application process. program participation documents</p> <p>Candidates use the IDP or equivalent document to create a yearlong, professional SMART goal for their ILPs, based on past evidence, strengths, and areas for growth. Year 1 Candidate ILP</p> <p>Mentors of Year 1 candidates reference the IDP or equivalent document when using the Knowing Teachers Tool to assess the needs of the candidate. Mentor Feedback on use of Knowing Teachers tool</p>

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<p>2. 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> <ol style="list-style-type: none"> 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. 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. <p>1. Evidence 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>Plans to Address Stipulations</p> <p>The Program Leader incorporated adult learning theory as a focus for the Spring Mentor Forum. This included</p> <ul style="list-style-type: none"> • a review of adult learning theory and how mentor could apply it to own learning and their work with candidates. • reflect on their mentoring practices based on evidence from candidates' experience • identify, reflect on, and brainstorm mentor identified challenges and solutions. 	<p>Plans to Address Stipulations</p> <p>The Program Leader continues to integrate adult learning theory application into monthly mentor forums. This is done in collaboration with the New Teacher Center. Working Notes on 2022-23 Services</p> <p>Monthly mentor forums will begin with a reflection activity which allows mentors to consider how to apply what they've learned and assess the effectiveness of their mentoring practice. Monthly Mentor Reflection Opportunities.</p>

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<p>3. 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 State credential renewal requirements have been incorporated into existing program requirements checklists.</p> <p>Evidence Requirement checklists</p>	<p>Plans to Address Stipulations The Program Leader has refined the recommendation process for the clear credential. These changes include developing</p> <ol style="list-style-type: none"> 1. the Winter and Spring requirements checklists to document candidates' completed credential renewal requirements. 2. the Completion Documents which invites candidates to schedule an exit interview once all requirements have been completed. If the ILP Team determines candidates still have remaining requirements to fulfill, candidates receive feedback via an Incomplete Document. 3. the Year at a Glance and Spring at a Glance documents to clearly communicate requirements and timelines to both mentors and candidates. 	<p>Plans to Address Stipulations The effectiveness of the documented review process identified in Q2 is determined by the changing completion status of the Winter and Spring requirements checklists. (See the first 4 columns on these sheets). Winter Requirements Checklist (See first 4 columns); Spring Requirements Checklist (See first 4 columns)</p> <p>The effectiveness of the Completion Documents is seen in the data that 68% of year 2 candidates scheduled formal Candidate Exit Interview and the remaining candidates were not available at the scheduled interview times.</p> <p>More candidates were able to fulfill the renewal requirements on their first attempt. In 2021, 39% of candidates received incomplete memos. In 2022, 21% of candidates received incomplete memos, proving the effectiveness of communication of credential requirements.</p>

Clear Administrative Services Stipulations	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations	Q3 Plans for Addressing Stipulations
<p>1. 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>Plans to Address Stipulations The Program Leader has</p> <ol style="list-style-type: none"> 1. begun collaborative relationships with <ul style="list-style-type: none"> • Induction Directors who are part of the greater Los Angeles area (aka Cluster 4) and provides support for area induction programs. • retired administrators from outside of the district to improve CASC program alignment to standards. • a local IHE collaborative to extend the program circle of collaborative relationships. • approached National University to explore options offered for possible, future cohorts. 2. developed a list of IHEs for potential partnership, based on candidate application data. <p>Information regarding a process for providing feedback to professional learning providers on their work will be included in quarter 3.</p>	<p>Plans to Address Stipulations At the July 20, 2022, Advisory Committee meeting, the Committee decided to close the Clear Administrative Services Credential (CASC) program and is petitioning the Committee on Accreditation.</p> <p>The Teach Out Plan was enacted for all CASC candidates.</p> <p>The PVLEAD Candidate Transitions shows that all candidates are now a part of the Los Angeles County Office of Education (LACOE) CASC program.</p>

Clear Administrative Services Stipulations	Q1 Plans for Addressing Stipulations	Q2 Plans for Addressing Stipulations	Q3 Plans for Addressing Stipulations
<p>2. 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>	<p>Plans to Address Stipulations</p> <ol 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</p> <p>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>Plans to Address Stipulations</p> <p>Based on the information gathered in Quarter 1, the Program Leader</p> <ol style="list-style-type: none"> refined the Coach Reassignment Policy incorporated monthly candidate surveys about coaching effectiveness to determine the effectiveness of candidate/coach pairings. posted the Coach Reassignment Policy on the program website. <p>intends to present the policy at the 2022/2023 CASC Coach Orientation. Evidence will be provided in quarter three.</p>	<p>Plans to Address Stipulations</p> <p>The Teach Out Plan was enacted for all CASC candidates.</p> <p>The PVLEAD Candidate Transitions shows that all candidates are now a part of the Los Angeles County Office of Education (LACOE) CASC program.</p>

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<p>3. 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>Plans to Address Stipulations The Program Leader has</p> <ol style="list-style-type: none"> 1. incorporated monthly candidate surveys 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. 2. instituted the use of the Coach Formative Feedback Form to provide an assessment of how the coach is implementing broader requirements. <p>Other components of the stipulation will be addressed in quarter three.</p>	<p>Plans to Address Stipulations The Teach Out Plan was enacted for all CASC candidates.</p> <p>The PVLEAD Candidate Transitions shows that all candidates are now a part of the Los Angeles County Office of Education (LACOE) CASC program.</p>

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<p>4. 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>Plans to Address Stipulations The Program Lead has</p> <ol style="list-style-type: none"> 1. refined the grievance and appeal process and posted it on the program website 2. shared the refined process at the program wide PVLEAD meeting (slide 4) and intends to include it in the 2022-2023 academic year Candidate and Coach Orientation. 3. begun the process of developing a procedure for candidates to repeat portions of the program as needed. Evidence will be presented in quarter 	<p>Plans to Address Stipulations The Teach Out Plan was enacted for all CASC candidates.</p> <p>The PVLEAD Candidate Transitions shows that all candidates are now a part of the Los Angeles County Office of Education (LACOE) CASC program.</p>