

# **Actions Taken to Address Stipulation for Santa Barbara Unified School District October 2022**

## **Overview of this Report**

This agenda item provides information on the fourth quarterly report submitted by Santa Barbara Unified School District (SBUSD) addressing stipulations resulting from their October 2021 provisional site visit. Following its decision at the [February 2022 meeting](#), the Committee on Accreditation directed SBUSD to provide updates to staff at quarterly intervals. In addition, the Provisional Site Visit report and the COA's accreditation recommendation was taken to the Commission in [April 2022](#). The Commission accepted the COA's recommendation of grant full approval and remand to COA to address stipulations. Information is included in this report related to how the institution is addressing the requirements of each stipulation.

## **Staff Recommendation**

It is the staff's recommendation that the Committee on Accreditation (COA) accept this report from Santa Barbara Unified School District and grant the status of **Accreditation** for the Santa Barbara Unified School District.

## **Background**

A provisional accreditation site visit for Santa Barbara Unified School District was held virtually and took place on October 4-6, 2021. Following discussion of the report and its recommendations at their February 3, 2022 meeting, the COA determined that the institution be granted **Accreditation with Stipulations**. Three stipulations were placed on the program as provided below and work began to address those stipulations immediately.

Santa Barbara Unified School District stipulations:

1. That within one year the institution provides evidence that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.
2. That within one year, for the Teacher Induction Program, the institution provides evidence
  - a. that the program ensures consistent ongoing coaching, training, and skill development for mentors
  - b. that the program leaders provide formative feedback to mentors on their work
  - c. that the program has documented the process for the recommendation for the clear credential, the defensible process for the reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as need.
3. that quarterly progress reports be provided to the Committee on Accreditation to ensure that appropriate action is being taken in a timely manner.

## **Fourth Quarterly Report Contents**

Following the October 2021 site visit, Santa Barbara Unified School District’s program staff and administration met to discuss the stipulations; this report contains the actions which have and will be taken in addressing each of the stipulations. The first quarterly report from SBUSD was provided at the [March 2022 COA meeting](#). At the April Commission meeting, the Commission granted full approval to Santa Barbara Unified School District and remanded the institution back to the Committee on Accreditation to address the stipulations identified in the site visit team report. The second quarterly report was provided at the [May 2022 COA meeting](#). The third quarterly report was provided at the [August 2022 COA meeting](#).

This item contains a summary of the final quarterly report submitted to staff on October 12th which supplements the activities and steps the district has taken to address the stipulations since the provisional site visit. A staff analysis is included below.

**Stipulation 1:** *That within one year the institution provides evidence that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.*

The institution has submitted a Progress Monitoring Checklist from the 2022-23 school year that lists out due dates for program components such as the Individual Learning Plan (ILP) and mentor observations. Included on the Monitoring Checklist is notification that the coordinator monitors candidate progress and initiates advising meetings with candidates who are in need of additional support. The candidate’s mentor is included in the advising meeting. This process is included in the candidate handbook that is published online. Commission staff agrees that there is a clearly defined process in place for candidates who may need additional assistance to meet competencies. Commission staff suggests that this stipulation be removed.

**Stipulation 2:** *That within one year, for the Teacher Induction Program, the institution provides evidence*

*a. that the program ensures consistent ongoing coaching, training, and skill development for mentors*

The institution has submitted training materials from the mentor meetings held in the 2021-22 school year and the first meeting of the 2022-23 school year. The trainings include skill development for mentors based on “Mentoring Matters” and “The Just-Right Mentoring Balance.” Commission staff confirms that evidence has been provided that shows that coaching, training and skill development has been provided. SBUSD has also provided evidence of Mentor Survey results from 2021-22 showing satisfaction in mentor training with the mentoring instruments received during the year. In addition, SBUSD’s Teacher Induction Program Advisory Board reviews the data collected from the mid-year and end of year mentor surveys to assess the quality and effectiveness of mentor training for the next year. Staff suggests this stipulation be removed.

*b. that the program leaders provide formative feedback to mentors on their work*  
Mentors receive “Where Should I Be Now” emails from the coordinator throughout the year to assess their progress within the Induction program. In addition, they complete a self-

assessment. Mentors receive feedback from program leadership on both candidate logs and after candidate Individual Learning Plans are submitted. Santa Barbara Unified submitted an email template as a sample of the formative feedback that mentors receive in response to mentors' interactions with candidates documented via logs. Evidence of the feedback that mentors receive from program leadership about the work that they do with candidates and their ILPs was also submitted. Commission staff suggests that this stipulation be removed since the program has provided evidence that the program leadership provides formative feedback to mentors on their work.

- c. that the program has documented the process for the recommendation for the clear credential, the defensible process for the reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as need.*

The institution has a Credential Recommendation and Review Protocol that has been established. It includes audits of the quarterly milestone reports that document a candidate's progress through the program. A past-due milestone report is generated at each quarter which is used to identify candidates that have outstanding requirements and may need additional support. At the end of the year, a final Milestone report is generated and shared with the credential analyst. All milestone reports are reviewed prior to submission of a credential recommendation to CTC. The credential analyst and induction coordinator sample ten percent of the reports to ensure accuracy. Commission staff agrees that there is a clear process for recommending candidates for the clear credential.

A written appeal process for candidates is included in the Candidate Handbook. In addition, candidates are provided the opportunity to repeat portions of the induction program and may resubmit milestones until they are deemed to meet the program requirements. Commission staff was able to find an appeal of document evaluation and an appeal for fees in the candidate handbook. The Grievance Process and Grievance Process Flow Chart is included in the handbook. Commission staff recommends that this stipulation be removed as the program has submitted evidence that there is a written appeal process, grievance process, and there are procedures in place for candidates to repeat portions of the program. Evidence has also been submitted that shows documentation of a process for the recommendation of the clear credential and a defensible process for the review of that documentation.

### **Next Steps**

The COA determine the accreditation status of the Santa Barbara Unified School District.

## Steps Taken by Santa Barbara Unified School District to Address the Stipulations

Stipulation	Plans for Addressing Stipulation and Evidence
<p>1. That within one year the institution provides evidence:</p> <p style="margin-left: 20px;">a. that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.</p>	<p><b>Plans to Address Stipulation</b></p> <ul style="list-style-type: none"> <li>● Update Program Handbook to include a description of existing processes</li> <li>● Provide Candidate Progress Monitoring Checklist</li> <li>● Provide Candidate Advising Office Hours with TIP Coordinator</li> </ul> <p><b>Evidence of Actions Taken Quarter 1</b></p> <ul style="list-style-type: none"> <li>● SB Unified TIP Program Handbook <a href="#">updated DRAFT</a> (October 2021)</li> <li>● <a href="#">Candidate Progress Monitoring Checklist</a> shared at November Candidate mtg.</li> <li>● Fall 2021 Advising Office Hours Dates: 10/21, 10/22, 10/26, 11/16, 11/18, 11/29, 12/1</li> </ul> <p><b>Evidence of Actions Taken Quarter 2</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Candidate Progress Monitoring Checklist</a> reshared at March Candidate mtg</li> <li>● Spring 2022 Advising Office Hours Dates: 4/18, 4/20, 4/22, 4/25, 4/26, 4/29</li> </ul> <p><b>Evidence of Actions Taken Quarter 3</b></p> <ul style="list-style-type: none"> <li>● SB Unified TIP Program Handbook Revision (<a href="#">Summer 2022 DRAFT</a>)</li> <li>● Included <a href="#">Candidate Progress Monitoring Checklist</a> in 2022 Program Handbook</li> <li>● Set up twice weekly <a href="#">Candidate Advising Office Hours</a> eff 8/17/22 - 5/31/23</li> <li>● Contacted Candidates with missing Milestones via <a href="#">email</a> to outline missing requirements and develop revised timeline for submission</li> </ul> <p><b>Evidence of Actions Taken Quarter 4</b></p> <ul style="list-style-type: none"> <li>● SB Unified TIP Program new Web-based Handbook <a href="#">2022 - 2023</a></li> <li>● Included <a href="#">Candidate Progress Monitoring Checklist</a> in 2022 Program Handbook</li> <li>● Initiated twice weekly <a href="#">Candidate Advising Office Hours</a> eff 10/3/22 - 5/31/23</li> <li>● Developed individualized plans for candidates with incomplete requirements from prior cohort. [<a href="#">Y2+ Plan Template</a>]; [<a href="#">E.C.O. Returning from Medical Leave</a>]</li> </ul>

Stipulation	Plans for Addressing Stipulation and Evidence
<p>2. That within one year, for the Teacher Induction Program, the institution provides evidence</p> <p>a. that the program ensures consistent ongoing coaching, training, and skill development for mentors</p> <p>b. that the program leaders provide formative feedback to mentors on their work</p> <p>c. that the program has documented the process for the recommendation for the clear credential, the defensible process for reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.</p>	<p><b>Plans to Address Stipulations</b></p> <ul style="list-style-type: none"> <li>Utilize weekly communication process to provide procedural reminders and recommended readings to mentors.</li> <li>Continue to utilize summer Mentor Kick-off and fall/spring mentor meetings to provide differentiated training and skill development to new and experienced mentors.</li> <li>Share results of mid-year candidate survey with mentors</li> <li>Provide opportunity for candidates and mentors to have a mid-year check-in regarding the mentor's work</li> <li>Continue to guide mentors to regularly complete <a href="#">Mentor Self-Assessment Rubric</a> (Initially at Mentor Kick-off and then revisited at Fall &amp; Spring Meetings)</li> <li>Add quality control sampling process to existing credential recommendation and review protocol.</li> </ul> <p><b>Evidence of Actions Taken Quarter 1</b></p> <ul style="list-style-type: none"> <li>Wednesday Where Should I Be Now? <a href="#">2021 - 2022</a></li> <li>Mentor Meeting Agendas <a href="#">Fall 2021</a>, [Links will be added: 3/1/2022, August 2022, Fall 2022, Spring 2023]</li> <li>Mid-Year Candidate Survey February 2022 [Link to be added in Q2 Report]</li> <li><a href="#">Credential Recommendation and Review Protocol</a></li> </ul> <p><b>Evidence of Actions Taken Quarter 2</b></p> <ul style="list-style-type: none"> <li>Wednesday Where Should I Be Now? <a href="#">2021 - 2022</a></li> <li>Mentor Meeting Agendas <a href="#">Spring 2022</a> [Links will be added: August 2022, Fall 2022, Spring 2023]</li> <li><a href="#">Mid-Year Candidate Survey</a> February 2022</li> <li>Shared <a href="#">aggregate comments from Mid-Year Candidate Survey</a> with Mentors</li> <li>Revised <a href="#">Credential Recommendation and Review Protocol</a>, adding language to describe existing quarterly Milestone audit and outreach procedures.</li> </ul>

Stipulation	Plans for Addressing Stipulation and Evidence
	<p><b>Evidence of Actions Taken Quarter 3</b></p> <ul style="list-style-type: none"> <li>● Wednesday Where Should I Be Now? <a href="#">2021 - 2022</a>, <a href="#">2022-2023</a></li> <li>● Mentor Meeting Agendas <a href="#">August 2022</a> [Links will be added: October 2022, March 2023]</li> <li>● Year-end Candidate Survey <a href="#">May 2022</a></li> </ul> <ul style="list-style-type: none"> <li>● Shared Mid-Year and Year-End Candidate Surveys at <a href="#">Spring TIP Advisory Board Meeting</a> for <a href="#">review and comments</a></li> <li>● Further revised and implemented the <a href="#">Credential Recommendation and Review Protocol</a> for 2022 Completers</li> <li>● Contacted Candidates with missing Milestones via <a href="#">email</a> to outline missing requirements and develop revised timeline for submission</li> </ul> <p><b>Evidence of Actions Taken Quarter 4</b></p> <ul style="list-style-type: none"> <li>● Wednesday Where Should I Be Now? <a href="#">2022-2023</a></li> <li>● Mentor Meeting Agendas <a href="#">August 2022</a>, <a href="#">October 2022</a></li> <li>● Guided mentors to complete <a href="#">Mentor Self-Assessment Rubric</a> and <a href="#">Effective Listening Survey</a> at Mentor Kick-off. Mentors will be reminded to revisit these regularly via weekly messaging and at the Spring Mentor Meeting. Mentor Kick-off included work around <a href="#">mentors regularly requesting candidate feedback</a>.</li> <li>● Mentors will continue to receive <a href="#">feedback</a> from program leaders regarding candidate logs and will receive <a href="#">feedback on candidates' ILP</a> submissions. Mentors will be reminded to incorporate this feedback when they revisit the <a href="#">Mentor Self-Assessment Rubric</a>.</li> <li>● The program will continue to assess the quality and effectiveness of the mentor training via mid-year and year-end mentor surveys. The 21-22 <a href="#">Mid-Year</a> and <a href="#">Year-end</a> Mentor surveys are provided here for reference.</li> </ul>

Stipulation	Plans for Addressing Stipulation and Evidence
	<ul style="list-style-type: none"> <li>● Mid-Year Combined Candidate-Mentor Meetings in January 2023 (In-person: 1/10/23 Elementary &amp; 1/24/23 Secondary) will include time for candidates to share formative feedback with their mentor.</li> <li>● <a href="#">Mid-Year Candidate Survey</a> is planned for February 2023 and will be shared with Mentors at March 2023 Mentor-only meeting.</li> </ul> <p>Via email and <a href="#">office hours</a>, continued to work with Candidates who have missing Milestones to develop revised timeline for submission in support of timely completion of the program.</p>