

# Report of the Revisit to Palos Verdes Peninsula Unified School District January 2023

## Overview

This agenda item presents the accreditation report on the revisit to Palos Verdes Peninsula Unified School District (PVPUSD) that was conducted on December 6 - 7, 2022. This item includes the December 2021 stipulations and the December 2022 revisit team findings that led to the recommendation.

## Background

PVPUSD hosted an accreditation site visit on December 6 - 8, 2021. The report of that visit was presented to the Committee on Accreditation (COA) at its [February 2022](#) meeting. The COA accepted the team recommendation of **Accreditation with Major Stipulations**. The stipulations were as follows:

The team recommends the following 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 a review of candidates' skills gained during the preliminary preparation program are a consistent, required portion of the candidate experience.
  - 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 Reports**

As part of the [February 2022](#) accreditation decision, PVPUSD was required to submit quarterly reports documenting the action taken to address each stipulation. The third quarterly report which includes Quarterly reports 1 and 2 was presented at the [October 2022](#) COA meeting.

### **The Accreditation Revisit Team Recommendation**

The 2022 accreditation revisit focused on the stipulations from the December 2021 site visit. Based on the evidence provided through the document review and interviews conducted during the revisit, the team recommends that all stipulations be removed and PVPUSD's accreditation status be changed from **Accreditation with Major Stipulations** to **Accreditation**.

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Revisit Report**

**Institution:** Palos Verdes Peninsula Unified School District

**Dates of Revisit:** 12/6/22 – 12/7/22

**Accreditation Revisit Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#"><u>04/28/2014</u></a>	Accreditation
<a href="#"><u>02/03/2022</u></a>	Accreditation with Major Stipulations

**Rationale:**

The unanimous recommendation to remove all stipulations was based on a thorough review of relevant institutional and programmatic information and materials available prior to and during the accreditation site revisit as well as interviews with the advisory committee, administrators, candidates, completers, mentors, educational partners, and an educational consultant. Reviewers obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation.

**Overall Recommendation**

After review of the documentation and interviews with advisory committee, administrators, candidates, completers, mentors, educational partners, and an educational consultant, the team recommends an accreditation status of **Accreditation**.

In addition, staff recommends that Palos Verdes Peninsula Unified School District

- continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- be permitted to propose new credential programs for approval by the Committee on Accreditation.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

- Teacher Induction Program

The team recommendation is based on the evidence on the following stipulations:

<b>1. Common Standards Stipulations: That within one year the institution provides evidence:</b>	<b>2022 Revisit Team Recommendation</b>
a. that unit leadership consideration, including decision making processes, are equally inclusive of all programs within the institution.	<b>Remove Stipulation</b>
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.	<b>Remove Stipulation</b>
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.	<b>Remove Stipulation</b>
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.	<b>Remove Stipulation</b>
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.	<b>Remove Stipulation</b>
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.	<b>Remove Stipulation</b>
g. that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.	<b>Remove Stipulation</b>

<b>2. Teacher Induction Stipulations: That within one year, for the Teacher Induction program, the institution provides evidence:</b>	<b>2022 Revisit Team Recommendation</b>
a. that a review of candidates' skills gained during the preliminary preparation program are a consistent, required portion of the candidate experience.	<b>Remove Stipulation</b>
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.	<b>Remove Stipulation</b>
c. That the program has a documented process for the recommendation of the clear credential, including a review of credential renewal requirements.	<b>Remove Stipulation</b>

<b>3. That within one year, for the Clear Administrative Services Credential program, the institution provides evidence:</b>	<b>2022 Revisit Team Recommendation</b>
<p>As identified in the Quarter three report, at the July 20, 2022, Advisory Committee meeting, the Committee decided to close the Clear Administrative Services Credential (CASC) program. At its <a href="#">October 2022</a> meeting, the COA accepted the petition to close the program.</p> <p>The Teach Out Plan was enacted for all CASC candidates and the PVLEAD Candidate Transition document shows that all candidates are now a part of the Los Angeles County Office of Education (LACOE) CASC program.</p>	<b>With the close of the CASC program, this stipulation is no longer applicable.</b>

**Accreditation Revisit Team**

**Team Lead:**

Melissa Meetze-Hall  
Riverside and San Bernardino County Offices of  
Education

**Staff to the Visit**

Michele Williams-George  
Commission on Teacher Credentialing

**Documents Reviewed**

Quarterly Reports  
Advisory Board meeting agendas  
Professional Development offerings  
Professional Learning Plan Guidelines  
Collaboration meeting agendas  
Credential Recommendation Process  
Continuous Improvement Plan  
Induction Evidence Grading Rubric  
ILP Goals  
Candidate ILP with reflections

Survey data  
Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Professional Development Materials  
Candidate Advisement Materials  
Accreditation Website  
Candidate Files  
Assessment Materials  
Candidate Handbooks

### Interviews Conducted

Stakeholders	TOTAL
Candidates	25
Site Administration	4
Institution Administration	3
Program Coordinator	1
Mentors	20
Professional Development Providers	1
Credential Staff	2
Advisory Board Members	9
Other Staff	2
<b>TOTAL</b>	<b>67</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Findings of the Revisit Team

The revisit team analyzed action taken by PVPUSD to address the stipulations. Below is a summary of the findings of the revisit team.

#### **Stipulation 1a**

*that unit leadership consideration, including decision making processes, are equally inclusive of all programs within the institution.*

#### *2021 Team Finding:*

As the program sponsor of two Commission-approved educator preparation programs (a Teacher Induction Program (TIP) and a Clear Administrative Services Credential (CASC) program), unit leadership is responsible for the unit level infrastructure in support of Common Standards and program level operations. Document review and interviews with unit leadership confirmed that the unit has sufficient resources, authority, and support for the effective operation of the teacher induction program. However, there is a lack of evidence that the required unit level support is equally inclusive of the administrative credential program. Involvement of relevant stakeholders was inconsistent across both programs as was collaboration with the broader educational community.

*2022 Revisit Team Finding*

The institution submitted a request to withdraw the Clear Administrative Services Credential and the COA granted this request at its [October 2022](#) meeting. With the closing of the Clear Administrative Services Credential, this stipulation became moot as there is now only one program under unit leadership.

*Revisit Team Recommendation: Remove stipulation 1a*

**Stipulation 1b**

*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.*

*2021 Team Finding:*

The process and criteria for mentor selection is inconsistent across programs and therefore, within the unit. Teacher induction program personnel collaborate with educational partners regarding the criteria and selection of clinical personnel. Mentors are recruited through various flyers and then complete an application of interest. Selection criteria included desired mentor attributes of effective communication and interpersonal skills and the desire to grow in their coaching profession. The mentor selection process is supportive of candidates in that mentors held similar credentials and had experience with similar content or grade levels with their matched teacher candidates. The high quality of relationships between the candidates and mentors was reiterated throughout the interview process. Contrastively, while administrative candidates felt supported by their mentors, there was no evidence of collaboration with educational partners regarding criteria and selection of CASC mentors.

*2022 Revisit Finding*

This stipulation directly related the CASC program, which is now closed.

*Revisit Team Recommendation: Remove stipulation 1b*

**Stipulation 1c**

*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.*

*2021 Team Finding:*

Aside from the mandated Equal Employment Opportunity statement, there is no evidence of recruitment and retention processes that would support diversity. One district in the teacher induction consortium provided evidence of their attempts to diversify the teacher workforce, but no other consortium district had such evidence. Interviews with other educational partners could not provide evidence of efforts in this area. Reviewers found recruitment and faculty development efforts inconsistent in support of hiring and retaining faculty who represent and support diversity and excellence.



### *2022 Revisit Finding*

This is an area where the program has made significant progress. A cornerstone of the progress is that Diversity, Equity, and Inclusion are a standing agenda item in all Advisory Committee meetings. This was verified both in documentation and in interviews. One member of the Committee stated, "Because it's continuously brought up, I know it's in the forefront of our mission and not just checking boxes." This was evident in the third quarter report which identified, "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." This finding came from internal program analysis. The New Teacher Center consultant who is working with the program in this area stated, "We are continuously looking to improve and look through different lenses of equity. First, we surfaced the understanding of bias for themselves and others, then we talked about the need to disrupt bias, and finally now they are ready to disrupt bias and we will be providing tools in the January forum." In interviews, candidates and mentors concurred they felt the program has a culture that welcomes and sustains diversity through, foundational beliefs and expectations as well as professional development.

### *2022 Revisit Team Recommendation: Remove stipulation 1c*

#### **Stipulation 1d**

*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.*

### *2021 Team Finding:*

Reviewers found no comprehensive continuous improvement cycle at either the unit or program level. Some data collection efforts were evident, such as surveys from professional development sessions as well as periodic feedback surveys from candidates and completers. However, the unit did not provide evidence of a system to regularly analyze the data to identify program effectiveness and make modifications.

### *2022 Revisit Finding*

The teacher induction program has significantly increased its data collection and review in order to maintain a comprehensive continuous improvement process. In candidate and mentor interviews, there was repeated reference to surveys, including mid-and end-of-year surveys which provide feedback on the program, mentors, and placements. Other data collection points include candidate exit interviews and feedback from mentors regarding mentor professional development. These comments were supported by the document review. Interviews with the Advisory Committee and program coordinator showed the data is reviewed by the Advisory Committee. During an interview, an Advisory Committee member stated, "We are involved in a data-driven continuous improvement cycle that is thoughtfully and methodically implemented. It is not a knee-jerk process. We talk about concerns as a group even if it applies to only a few districts in the consortium."

*2022 Revisit Team Recommendation: Remove stipulation 1d*

**2021 Stipulation 1e**

*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.*

*2021 Team Finding:*

During interviews, constituent groups could not articulate a system to analyze data, who participates in data analysis, or how analysis of data is used to modify the program or improve unit effectiveness. Furthermore, advisory committee members were not able to articulate their understanding or participation in unit-level data analysis.

The site visit team did not find evidence that supported the use of candidate feedback to make continuous programmatic improvements. Multiple interviews with participants indicated a recollection of completing a survey, but respondents were unclear as to how the results were used. They could not identify a formalized way to provide feedback to the program except to speak informally to the program leader.

*2022 Revisit Finding*

As described in the findings for Stipulation 1d, the multiple sources of evidence made it clear that the institution is gathering more data at regular intervals and from broader sources reflecting all aspects of the program. Interview and documentary evidence also make it clear the data is analyzed and used to improve program services. One member of the Advisory Committee made a representative comment regarding how the program coordinator presents the data – She “shares data and feedback from surveys and facilitates a purposeful analysis of the data and decision-making to create best practices.” A clear example of this was relayed independently by three separate groups. These groups identified the change from full days of mentor training to half days resulting from mentor feedback as well as identified district needs (sub availability). This also allowed districts to reach more potential mentors, those who didn’t want to be out of their classrooms for full days. Another example came from the ILP Review Team – In surveys, candidates made many comments about the effectiveness of learning how to read and use assessment data to inform their own instruction, so a program change was made to include data analysis in all cycles of inquiry instead of just one at the end of the program so candidates gained more practice with data analysis. The revisit made it very evident that the program is regularly and systematically collecting, analyzing, and using candidate and program completer data as well as data reflecting on the effectiveness of unit operations to improve programs and their services.

*2022 Revisit Team Recommendation: Remove stipulation 1e*

**2021 Stipulation 1f**

*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.*

*2021 Team Finding:*

For teacher induction program candidates, the site visit team found evidence regarding monitoring progress in meeting competency and performance expectations and that these processes were consistently used to inform advisement and candidate support efforts. For the teacher induction program, these processes include program developed checklists, the online Kiano system/tools, and monthly program leadership/candidate/coach meetings. However, the site visit team was unable to find a clearly defined process or tools for the CASC program. A clearly defined process is in place for the induction program to identify and support candidates who need additional assistance to meet competencies. However, a process for struggling CASC candidates could not be verified through either interviews or data review.

*2022 Revisit Finding*

This stipulation directly related to a gap in the CASC program, which is now closed.

*2022 Revisit Team Recommendation: Remove stipulation 1f*

**2021 Stipulation 1g**

*that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.*

*2021 Team Finding:*

The site visit team was unable to confirm that site-based supervisors for both programs are trained, oriented, and evaluated in a systematic manner. Teacher induction site administrator interviews indicated that they meet with program leadership at the beginning of the school year to determine candidate enrollment, but there was insufficient evidence that site administrators receive training to support their understanding of their role in the program. No evidence was found for the CASC program that supervisors are trained, oriented, and evaluated in a systematic manner.

*2022 Revisit Finding*

A review of training materials and interviews with mentors confirmed that mentors are well prepared for their supervisory role during both the initial program orientation and ongoing professional development. According to interviews with both the program coordinator and the New Teacher Center consultant for PVPUSD, they collaborate closely to design the ongoing professional development sessions for mentors (supervisors) related to role. A review of the professional development materials provided evidence of collaboration and supported sessions titles which included Observing and Giving Feedback, Using Data to Inform Instruction, Learning Environments and Planning, as well as Mentoring for Equitable Learning. Interviews and evidence showed that mentors are evaluated by both the program and the candidates twice per year, which allows them to maintain mentors who meet the high expectations inferred by the training materials. According to mentors, aside from surveys, they are required to create two goals for their own growth as a mentor. Their progress on these goals is reviewed by the program coordinator as part of each mentor's yearly evaluation. While the focus of the program is on induction candidates, it was clear from

multiple interviews that mentors are acknowledged regularly and also systematically at the year-end Spring Colloquium.

*2022 Revisit Team Recommendation: Remove stipulation 1g*

**Stipulation 2a**

*that a review of candidates' skills gained during the preliminary preparation program are a consistent, required portion of the candidate experience.*

*2021 Team Finding:*

While there was written reference suggesting that mentors support candidate development and growth in the profession by building on the knowledge and skills gained during the preliminary preparation program utilizing the Individual Development Plan (IDP), the site visit team did not find sufficient evidence that review of the IDP and of skills gained during the preliminary preparation program are a consistent, required portion of the candidate experience as required by program standards.

*2022 Revisit Finding*

Several interview groups including the Advisory Committee, ILP Review Team, mentor, and candidates were able to identify the IDP from the preliminary program or a similar alternative document was incorporated into the ILP. Two of those groups independently specified the first goal of the ILP is IDP-related as well as aligned to the CSTP's. A review of the ILP corroborated that the first goal is directly related to candidates' experience in the preliminary preparation program.

*2022 Revisit Team Recommendation: Remove stipulation 2a.*

**Stipulation 2b**

*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.*

*2021 Team Finding:*

At the December 2021 site visit, evidence showed the teacher induction program provides ongoing training and support for mentors, with the following exceptions:

- There was not sufficient evidence that mentors are trained in best practices of adult learning theory.
- There was not sufficient evidence that mentors are given opportunities to reflect on their mentoring practice.

*2022 Revisit Finding*

Interviews with candidates, the NTC consultant, and the program coordinator supported findings of document reviews which showed every monthly mentor forum begins with a reflection of the mentor's work over the previous month and that early forums focused on adult learning theory with refreshers incorporating throughout the year. Year 1 candidates specifically identified that they appreciated the

training the mentors received. Each candidate felt their mentor was well prepared to meet their needs and provide additional resources. One candidate stated, “I noticed my students were at drastically different academic levels. I needed differentiation strategies. My mentor set up observations in all 1<sup>st</sup> grade teachers in another school and then helped me choose strategies to keep everyone challenged. I now feel like I am able to meet the needs of all my kids.” The program coordinator identified the “...switch from a task-oriented program to one with meaningful inquiry cycles, grounded in what individual candidates need...” as the growth area of which she is most proud.

*2022 Revisit Team Recommendation: Remove stipulation 2b*

**Stipulation 2c**

*that the program has a documented process for the recommendation of the clear credential, including a review of credential renewal requirements.*

*2021 Team Finding:*

While the teacher induction program received many accolades for the content and support provided to help candidates successfully progress through the program, insufficient evidence was found relevant to how the induction program documents how a candidate is ready to be recommended for the clear credential. Additionally, the site visit team did not find evidence that a renewal requirement review is part of a formalized process to determine candidacy for the clear credential.

- there was not sufficient evidence that the teacher induction program documents the basis on which the recommendation for the clear credential is made (candidate credential renewal requirements).
- the site visit team did not find evidence that the renewal requirement review is part of a formalized process to determine candidacy for the clear credential.

*2022 Revisit Finding*

Interviews and document reviews presented sufficient evidence of a documented process for the recommendation of the clear credential, including a review of credential renewal requirements. The ILP Review team maintains an excel spreadsheet inclusive of all program and state requirements. The program coordinator conducts a final check of each candidate prior to completing the credential recommendation.

*2022 Revisit Team Recommendation: Remove stipulation 2*