

**Discussion of the 7th Year Report from Escondido Union High School District
March 2023**

Overview

This agenda item summarizes the 7th year follow up to the 2022 accreditation visit to the Escondido Union High School District. This item provides a detailed explanation of the actions the program has taken in accordance with COA action.

Background

A virtual visit was held for the Escondido Union High School District from January 31st through February 2nd, 2022. The [site visit report](#) was heard at the March 2022 COA meeting, resulting in the accreditation status of **Accreditation with a 7th year report**. The COA required that the 7th year report address the issues identified by the team. All standards were met except for Teacher Induction Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System. The standard was found to be met with concerns and the team rationale was as follows:

While the ILP is individualized for each candidate, they are also required to complete a significant number of assignments in addition to the ILP, with limited individualization for each candidate. An employer may require a wide range of activities or assignments for its new employees but candidates in a Teacher Induction Program cannot be required to complete standardized assignments as part of the induction program.

Escondido Union High School District 7 Year Report

In the past year, the Escondido Union High School District Teacher Induction Program has made the following changes to the program to address the concerns raised by the team that there were a significant number of assignments in addition to the ILP required from teacher candidates (TC) for induction:

- The Cycles of Inquiry have been modified so that they are more discussion-based than document-based. Teacher Candidates are asked to bring samples of student work to meetings with their mentor instead of submitting them in a cycle of inquiry so a reflective conversation can be held regarding student work.
- Data gathering tasks about students have been altered. They are now more class-focused versus individual student-focused. One example is that instead of asking TC to list individual student names and their levels of English Language Proficiency Assessments in California (ELPAC), we ask TC to gather data about how many students in a particular class are designated as English as a Medium of Learning (EML) students, what percentage are at ELPAC levels 1, 2, 3 and 4, and discuss the implications for learning.
- The written submission for the Learning Cycle has been eliminated, replaced with a cycle of inquiry that is in the style of targeted feedback. Teacher candidates

meet with their mentor after two observations and hold a reflective conversation about things they have noticed, their wonderings, and possible next steps in their teaching practice as a result of their participation in their cycle of inquiry. This cycle of inquiry is also directly connected to an ILP goal.

- The self-assessment format has changed from a stand-alone document that asked the TC to evaluate their growth based on each element of the CSTP on their ILP to an evaluation of their growth based on the activities that they did to address each ILP goal. While the Continuum of Teaching Practice is the tool that teachers use to self-assess, the integrated self-assessment is much shorter and invites discussion and reflection.
- The TC's action research eliminates the submission of documents within the cycle of inquiry. Teacher candidates meet with their mentor to discuss evidence from action steps rather than submit it as part of documentation. Additionally, the number of pieces of evidence has been reduced from six pieces to one piece of evidence for the entire cycle of inquiry. Furthermore, the RISE (Reflective Induction for Secondary Educators) team has incorporated more choice into the action research. One example of this is that the TC can choose whether to plan a lesson in detail with their mentor or to have a lesson observation. Either way, a post-observation discussion is scheduled between the mentor and TC.

Staff Recommendations

Based on the changes made to the induction program to address the site visit team's concerns regarding Program Standard 3, staff recommends the Committee on Accreditation accept the 7th year report from Escondido Union High School District.