

**Report of Actions Taken by Santa Monica Malibu Unified School District
to Address Stipulations
June 2016**

Overview of this Report

This agenda item provides information about actions taken by Santa Monica Malibu Unified School District (SMMUSD) to address the stipulations resulting from its Spring 2015 site visit. The institution had four stipulations placed on them, requiring documentation on the institution's compliance regarding the selection of and communication with support providers, required placements of candidates, and the updating of their program narratives.

Background

A site visit was held at SMMUSD on May 13-15, 2015 and the report of that visit was presented to the Committee on Accreditation at their June 2015 meeting (*see the following link to that [report](#)*). After discussion and deliberation, the Committee determined that the institution be granted **Accreditation with Stipulations**.

Report Contents

SMMUSD's final report of actions taken to address stipulations was received on June 1, 2016 and has been read and analyzed by both the team lead and state consultant for the visit.

Stipulation 1. The institution implement an equitable process for the selection of support providers.

During the site visit, the team was unable to find evidence of consistent implementation of a well-defined and consistent support provider selection process. Since the site visit, the institution has moved to a more transparent process in selecting support providers. An invitation to apply is now distributed to all Santa Monica Malibu teachers, followed by a question and answer session where more detailed information can be sought. A universal application is required for all potential support providers. Program personnel review applications and discuss potential support provider matches with site administrators before final selection and assignments are made. In addition, an orientation to the role of support provider is provided to potential support providers, National Board Certified Teachers who may choose to be support providers and site administrators.

Stipulation 2. The institution implement a process that provides feedback to support providers on their work and communicates to them whether they will be retained or released

The institution has developed specific structures that allow support providers to both reflect on their own practice and to receive feedback on their work from program personnel. Criteria to evaluate these services have been adopted and used by support providers as a self-reflection at the beginning and by program personnel at the end of each year's service

during exit interviews. Collaborative logs and mid-year surveys provide additional information on support provider services.

Stipulation 3. The institution develop and implement a system to ensure that all candidates have assignments that include settings where they can demonstrate the skills and knowledge required in the areas of diversity, English Language learners and students with special needs.

The institution has developed a process to verify that each participating teacher has access to an English learner and a Special Population student in order to demonstrate Program Standard 6b Teaching Special Populations. Support providers, administrators, and the program coordinators review teaching assignments, class rosters, and discuss the context of each teacher's assignment for inclusion of required students. Should additional placements be needed, the support provider, site administrator, and program coordinator determine how best to address this need. Following this initial check, support providers review pertinent FACT documents to verify candidates have completed work with identified English Learner and special population students.

An additional stipulation regarding the need for the institution's program documents to be updated was identified at the time the report was presented to the COA but subsequent work in efforts to strengthen and streamline the accreditation process has made this stipulation no longer warranted as the transition to new program standards will address this stipulation.

A summary of the actions taken by the institution and the evidence submitted to demonstrate that each have been addressed are included in the table below.

Stipulation	Program Response	Evidence Submitted
1) The institution implement an equitable process for the selection of support providers	<ul style="list-style-type: none"> • Open call to all teachers within the district via email, to consider applying for a role as an induction support provider • Host a Q/A session in the beginning of the school year to recruit interested support providers • Review of our National Board Certified Teacher (NBCT) database, based on content area and site match. Reach out to potential support providers via phone calls and emails • Reach out to site administrator for potential support providers and if a candidate/support provider match has been determined, follow-up with a phone call to confirm the match 	<ul style="list-style-type: none"> • Sample email script • SP Recruitment Information Session PowerPoint • NBCT List of Teachers

Stipulation	Program Response	Evidence Submitted
	<p>with their site administrator</p> <ul style="list-style-type: none"> • Attend a principals’ meeting to share list of current participants and support provider needs • Present at a principals’ meeting to share the role/expectations of support provider using the SP continuum and job description • Support Provider Application required for all support providers 	<ul style="list-style-type: none"> • Principal meeting agendas (2) • SP Continuum • SP Application
<p>2) The institution implement a process that provides feedback to support providers on their work and communicates to them whether they will be retained or released</p>	<ul style="list-style-type: none"> • At each meeting in which support providers attend, coordinators schedule dedicated time for an “Open Forum” in which support providers come prepared to ask questions, tackle issues and receive support from the coordinators. Coordinators also use this time to give specific feedback based on information received from collaborative logs and PT conversations • Support providers complete a collaborative log after each module documenting the work they have completed with their candidate. Program coordinators review this data to schedule follow-up meetings/conversations, problem solve and provide support to the support provider • Support Providers self-assess twice yearly on the continuum. We use this as the focus for training support provider, to outline the program’s expectations and monitor support provider progress • Induction coordinators conduct exit interviews with each support provider using aggregated data from both mid-year and end of year surveys. This data and a set of questions facilitate a reflective conversation in which support 	<ul style="list-style-type: none"> • PowerPoint from Professional Development Office meeting showing "Open Forum" item • Collaborative Log for Context for Teaching Module • Support Provider Continuum • Support Provider Exit Interview Questionnaire

Stipulation	Program Response	Evidence Submitted
	providers will be informed if they will be retained or released	
<p>3) The institution develop and implement a system to ensure that all candidates have assignments that include settings where they can demonstrate the skills and knowledge required in the areas of diversity, English Language learners and students with special needs.</p>	<ul style="list-style-type: none"> • Support providers support candidates with a Teaching Context Questionnaire to confirm they have access to English Learners and Special Populations students. In the case that they may not, for example in some of our Malibu schools, we ask candidates to choose an alternate class period or we will consult with the site administrator to make available a setting in which our teachers could have access to instruct students in special populations • Coordinators will verify the student's name on candidate's class list as their designated English Learner, in our district student information system, <i>Illuminate</i> • Use of FACT Document in Module B: Assessment of Teaching Practice which requires a classroom observation with an English Learner lens • Attendance at the English Learner workshop is a mandatory requirement for all candidates. For those who cannot attend, we offer a comparable assignment. • Monthly meeting in which coordinators taught designated versus integrated English Learner strategies • Use of FACT documents in Module C: Inquiry that require teachers to design instruction for an English Learner student 	<ul style="list-style-type: none"> • Teaching Context Questionnaire (Secondary Level) • Student Information System screenshot • Module B documents B.5 and B.6 • Flyer for Professional Development Workshops • EL alternate assignment • Meeting PowerPoint from English Learner session • Module C: Inquiry Documents-C.4, C.5, C.7
<p>4) The institution update their common standards narrative and program standards</p>	<ul style="list-style-type: none"> • This stipulation is no longer appropriate as the Commission has adopted new program standards and the institution will update their narrative as part of the transition 	

Stipulation	Program Response	Evidence Submitted
document to reflect current implementation	process they are completing this year.	

Recommendation

The team lead and staff recommend that the Committee on Accreditation remove all stipulations, and grant the institution the status of Accreditation at this time.