

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Montebello Unified School District**

**Professional Services Division
May 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Montebello Unified School District. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Major Stipulations** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation			X
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement			X
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction Program	6	4	2	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing

program standards. Additionally, evidence of a communicative leadership structure was not found, which impacted the coordination and cohesiveness of the program.

Recommended Stipulations:

1. By October 15, 2018,, the program provides systemic evidence of compliance with the following Program Preconditions:
 - a. candidates are matched with their assigned mentor within 30 days of enrollment;
 - b. candidates' initial Individual Learning Plan is developed within 60 days of enrollment; and
 - c. candidates receive an average of one hour of support weekly from program personnel
2. Within one year, the institution/unit provides evidence of a collaborative, cohesive, coordinated district-level leadership structure that allows for standards implementation at both the program and unit levels. (Common Standards 1 and Program Standard 6)
3. Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. (Common Standard 4)
4. Within one year, the program provides evidence that they have fully transitioned to the 2015 Induction Program Standards, featuring a mentor-based system of support that is individualized for each candidate, based upon their self-assessed needs as chronicled in their Individual Learning Plans. (Program Standard 3)
5. Within one year, the program creates and implements a structured plan that provides both formative feedback and evaluation of services provided by the mentors. (Program Standard 6)
6. Within one year, the institution will host a focused site visit to verify required changes have been made in the program design and implementation is aligned to the Common and Program Standards.

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

Staff recommends that:

- Consistent with the Accreditation Handbook, the institution submit within 10 days of COA action its plans and policy changes that will ensure that the three preconditions

Interviews Conducted

Stakeholders	TOTAL
Candidates	5
Completers	6
Site Administrators	6
Institutional Administration	7
Program Coordinators	0
Teachers on Special Assignment (program leaders, mentors)	2
Professional Development presenters	5
Mentors (classroom based)	9
IHE Partners	3
Advisory Board Members	12
Credential Analysts	2
TOTAL	57

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Montebello Unified School District, located ten miles east of the city of Los Angeles, serves 24,000 students through 1,120 teachers. They have 16 elementary, 1 K-8, 6 intermediate, 5 high schools, and 7 alternative education schools. Four of their five high schools offer PATHWAYS, specialized, focused career program preparation in areas such as cooking, technology, and environmental living. The school board recently selected the interim Superintendent as the district's Superintendent, ushering in a new era of leadership and vision for the district. This selection resulted in the appointment of a new interim Assistant Superintendent of the Instructional Services Division.

Education Unit

The Montebello Teacher Induction Program (TIP) is housed in the Instructional Services Division (ISD) of the district, and supported by Human Resources and Business Services. TIP is one of seven programs located in the ISD, from Head Start to an Administrative Services Program partner. Over the last three years, the district has experienced a dwindling number of General Education candidates, which was offset this year with the inclusion of Education Specialist candidates.

The program specialist responsible for the day-to-day implementation of the program retired four days prior to the site visit. Hosting responsibilities of the institution were shouldered by the assistant director of special education and the two teachers on special assignment who are the mentors for the program this year. Each of these individuals provided the site visit team with vital explanations, evidence, and documentation regarding the implementation of the TIP program in the district.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction Program	17	17

The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception of the following:

- inaccessibility of documents for team review prior to and throughout the visit
- the vacancy in the program leader role due to the retirement of the program leader four days prior to the visit
- numerous personnel changes throughout the district, resulting in limited knowledge of key program personnel relative to the teacher induction program
- non-administrative personnel located confidential program documents for the site visit team after the program director’s retirement

Program Reports Teacher Induction Program

Program Design

Montebello Unified School District (MUSD) is the single district sponsor of the Montebello Teacher Induction Program (MTIP). The induction program for general education multiple subject and single subject preliminary credential holders began in 2003, and induction for preliminary education specialist candidates was added in this school year (2017-18). MUSD's organization chart shows that a non-administrative employee, a Program Specialist, administers the Induction Program, while under the supervision of the Assistant Superintendent of the Instructional Services Division in collaboration with the Assistant Superintendent of Human Resources. Four days prior to the site visit, the Program Specialist retired, rendering the position vacant; an Assistant Director of Special Education stepped in for the visit, helping the two Teachers on Special Assignment (TOSA) prepare and host the visit. In interviewing the newly appointed Superintendent, he shared his vision for restructuring the leadership of the program, but was unable to identify a specific timeline as to when a program leader would be in place.

MTIP is a two-year program that offers a sequence of supported structures and activities that are based on the California Standards for the Teaching Profession (CSTP). Program activities for each induction candidate are developed to support the Individual Learning Plan (ILP) goals. The ILP is developed by the candidate and his/her mentor, in collaboration with the candidate's site administrator. Interviews with site administrators and candidates confirmed that site goals also play a strong role in the development and activities of a candidate's ILP goals.

Candidates self-assess their instructional practices on the Continuum for Teaching Practice, a rubric assessment of varying levels of expertise of the CSTP. Interviews with current and former candidates and with mentors as well as a review of candidates' ILP reinforced that the ILP is aligned with the CSTP. The site visit team was unable to find evidence that the program gathered and analyzed ILP goals in order to provide professional development specific to the candidates' needs. Instead, a formative assessment system continues to be in place, with required documentation often driving the implementation of the ILP, requiring all candidates to complete required documents, a practice which limits the individualization of the ILP to each candidate's needs.

The staff in Human Resources and the Teacher Induction Program addresses admission and advisement collaboratively. All candidates holding a preliminary credential in multiple subject, single subject, or education specialist receive program information when signing the employment contract. However, in interviewing the newly appointed credential analyst, she was unaware of the admissions and advisement process.

The program collaborates with numerous educational entities throughout California as evidenced by interviews, sign-in sheets, and meeting agendas. MTIP meets with surrounding teacher induction programs in neighboring districts within the greater Los Angeles area to discuss

program implementation issues, the New Teacher Center (NTC) of Santa Cruz to provide additional mentor training and program structure changes, the Los Angeles County Office of Education and a consortium of local colleges and universities to share program information and improve services to all their candidates.

All identified teachers with a preliminary credential are encouraged to enroll in the district's induction program. However, no evidence was found that the program monitors enrollment dates or subsequent mentor-candidate matches or credential alignment between mentor and candidate. Those who decline participation are asked to demonstrate their current enrollment in an alternative induction program, but no record was found of these candidates either.

MUSD transitioned to a full-time release mentor model two years ago. A general education teacher on special assignment (TOSA) served all general education candidates, but the district also recognized the need to help special education candidates. Last year one of the special education TOSA helped mentor all new Education Specialist teachers in an unofficial capacity; this year, with the addition of Education Specialist candidates in the MTIP program, the special education TOSA is now assigned to the induction program full-time. The general education TOSA is assigned 8 candidates this year while the special education TOSA has 9. Both TOSA provide professional development for the district as well.

Candidates receive assistance from their assigned mentor for a minimum of one hour per week for duration of the two-year program. Clearly documented evidence and interviews with the candidates confirm that mentors are meeting with their candidates for the required amount of time, if not more. The support provided to candidates consists of a balance between "just-in-time" support and the support needed to meet their ILP goals. When necessary, additional mentor time is secured by former classroom-based teachers who have expertise in specific areas or grade levels.

Programs are required to assess the quality of services provided by mentors and to provide formative feedback to them on their work. The team could not find evidence that such assessment and feedback are currently being provided by the program leadership. Programs are also required to have a plan in place for re-assigning mentors should the need arise. However, with the current mentor structure (two full time Teachers on Special Assignment, with one serving general education and the other serving education specialists) a re-assignment plan does not exist. The team found evidence that collaboration, communication, and coordination exists among the candidates, mentors and site administrators, but there was no evidence that collaboration, communication, and coordination existed at the unit or district level, although district leadership commented on future plans to create this structure.

Course of Study

The MUSD induction program's course of study is a blend of individualized mentoring, completion of three cycles of inquiry, and professional development as outlined on the ILP. Evidence reveals

that the program is continuing to implement a formative assessment system that requires candidates to complete specific documents as a condition of being recommended for the clear credential. Interviews with several stakeholder groups confirmed the use of a formative assessment system for all MTIP candidates this year.

The professional development requirements include two workshops in each inquiry cycle (one in year one and two in year two). Candidates are given a participation checklist to monitor their progress towards program completion but no evidence was found that the program tracks this requirement for all induction candidates. The professional development workshops offered by the district is set prior to the school year which is prior to candidates developing their ILP. As a result, the district's professional development may be relevant to each candidate's learning needs but not necessarily to the goals listed as their ILP, as required by the program standards. A variety of professional development structures may be used by the candidates--mentor meetings, program forums, site-based, school-based, district-based sessions and/or outside sources. No program-level monitoring of candidate professional development was found.

The initial development and the mid-term analysis of the ILP are completed by candidate and mentor pairs, as confirmed by interviews of mentors and candidates. Candidates are scheduled to complete the initial ILP by mid-November and the mid-year analysis by the end of February. While the mentors' and candidates' documentation included evidence that these dates were met on an individual level, there was no evidence found that the program monitors ILP drafting or completion for its candidates. Interviews disclosed that the TOSA were unaware that the ILP could be adapted or changed once it had been written, instead focusing on completing the ILP as initially written.

Assessment of Candidates

The Evidence of Application form serves as the candidate's checklist towards program completion. In order to be recommended for a clear credential, candidates must demonstrate completion of all formative assessment documents as outlined on this form and demonstrate a minimum level of growth for each CSTP. MUSD uses a version of the Continuum of Teacher Practice (CTP) where each of the six ranks of competence (Emerging through Innovating) contain three levels, identified by numbers (1, 2, 3, etc.). The minimum level of growth has been determined by the program as moving up the CTP a minimum of three levels from their initial self-assessment. This expectation is not communicated to the candidate during their participation in the program.

A candidate's progress toward meeting his/her ILP goals is informally checked by mentors throughout the course of a candidate's two-year induction experience. The ILP is formally assessed at the Mid-Year and End of Year ILP review. At both the mid-year and end of the year reviews, candidates gather evidence and artifacts documenting competency and completion of requirements.

At the end of year two, mentors present their candidate's completed documents and artifacts to members of the Advisory Board who make the determination if the evidence presented demonstrates a candidate's mastery of the CSTP. They have the opportunity to ask candidates clarifying questions or for more evidence before making a final determination. If mastery is not documented, a candidate is not recommended for his/her clear credential, and his/her induction experience is extended into a third year.

For candidates to be recommended for the clear credential, the Program Specialist completes the 41-Induction form, and submits the form to the Human Resource Department who then assists the candidates in completing the necessary CTC documentation to obtain the clear credential. It is unclear at this time how this process will be handled in the absence of a program specialist; the recently hired credential analyst was unaware of the MTIP recommendation process.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, mentors, professional development personnel, site administrators, advisory board members, and district administration, the team determined that all program standards are met for the Teacher Induction program with the exception of the following:

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System --Met with Concerns

The review team found that the program is not currently implementing the new 2015 Induction program standards in that they are still using a formative assessment system where certain formative assessment documents are required of all candidates, instead of the mentoring-based individualized experience outlined in the 2015 standards. The Individual Learning Plan is used as one of many tools to document candidate experiences and growth, but is not used as the roadmap for the candidate's participation in a two-year induction experience.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

The team was unable to find evidence that the program provided formative feedback or regularly assessed the quality of the mentor's work. Furthermore, the team found little evidence of collaboration, communication, and coordination between and among the various members of the induction system at the district level. There was no evidence found that the sponsoring institution ensures a coherent overall system of support for its induction participants.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 		X	
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 		X	
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 		X	
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public 	X		

schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Not Met		
<p>Rationale</p> <p>The team was unable to find evidence that the institution and/or unit leadership provides adequate support for the teacher induction program. They could not find an established “chain of command” that allows program personnel to reach district administration to discuss program needs, decision-making authority, and accountability measures. They could not find evidence that the unit provides either a cohesive model or a collaborative approach to administration of the program.</p> <p>Significant changes in district personnel have resulted in an obscured oversight regarding the program’s needs. The retirements of the veteran credential analyst and the program leader have meant a loss of expertise that will take time and training to recoup. The district has explained that restructuring of the division will impact the teacher induction program and is currently unsure regarding the timeline for new program leadership appointments.</p>			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> 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. 	X		

<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 		X	
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Additional information applicable to the standard decision</p> <p>A history of candidate recruitment to maintain educator diversity and support for each candidate throughout the program duration was clear through multiple sources of evidence. There were processes in place for supporting candidates who needed additional assistance for clearing their credential. There was evidence of a process and criteria for determining candidate competence through the advisory board review.</p> <p>The full array of guiding personnel and information is not currently available to MTIP candidates, due to district level vacancies. In particular, the credential analyst and program specialist positions, which were recently vacated, have caused disruption in the process. Although a new credential manager has been hired, it will take time to train and become acclimated to the teacher induction program. The program specialist position has yet to be filled and the timeline has not been established to fill the position, resulting in extremely limited oversight for the program.</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	X		
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
All programs effectively implement and evaluate fieldwork and clinical practice.	X		
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	X		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		
<p>Additional information applicable to the standard decision</p> <p>The program offers mentor-based support that collaborates and coordinates candidates’ induction experiences with appropriate school settings and site administrators. Interviews with current candidates and completers, mentors, site administrators, and advisory board members revealed consistent and effective educational activities tailored to the candidates’ skills and needs. Knowledgeable mentors support their candidates and coordinate support at the school sites and within the district, providing professional development and targeted support as needed. Candidates are provided release time for observations of peer and veteran teachers modeling effective strategies and best practices in the classrooms. Education Specialist candidates receive specific relevant professional development and support. Mentors consistently follow up professional development with classroom observations and just-in-time support for the candidates.</p>			

candidates. Evidence regarding program monitoring and oversight shows a downward trajectory, with little program-level documentation and supervising evidence available for the 2017-18 year. The district is involved in major personnel changes throughout the institution. As a result, unit level leadership, support and resources have adversely affected the program's ability to communicate, collaborate and cooperate with other programs departments and divisions in the district. With the recent selection of a permanent superintendent and continued hiring to fill key vacancies in credentials, accounting and program leadership, the district is poised to make positive changes in many areas of program implementation. Additionally, as the program moves forward, the full implementation of the 2015 Teacher Induction standards will allow the program to fully meet the individual needs of the candidates through the rich and in-depth use of the Induction Learning Plan.