

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

## Palos Verdes Peninsula Unified School District Professional Services Division February 2022

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Palos Verdes Peninsula 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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	<b>Met with Concerns</b>
2) Candidate Recruitment and Support	<b>Met with Concerns</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met with Concerns</b>
4) Continuous Improvement	<b>Not Met</b>
5) Program Impact	<b>Met</b>

### Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	3	3	0
Clear Administrative Services Credential	5	2	3	0

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  
Committee on Accreditation  
Accreditation Team Report**

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

**Dates of Visit:** December 6-8, 2021

**Accreditation Team Recommendation:** Accreditation with Major Stipulations

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">April 2014</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, advisory committee members, candidates, completers, educational partners, and local school personnel. The team 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. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All preconditions were found to be aligned.

Program Standards

All Teacher Induction program standards were met except for the following: Standard 1: Program Purpose; Standard 4: Qualifications, Selection and Training of Mentors; and Standard 5: Determining Candidate Competence for the Clear Credential Recommendation which were **met with concerns**.

All Clear Administrative Services Credential program standards were met except for the following: Standard 2: Program Collaboration, Communication, and Coordination; Standard 3: Selection and Training of Coaches; and Standard 4: Professional Learning which were **met with concerns**.

Common Standards

Of the Common Standards, standards 1, 2, and 3 were **met with concerns**, standard 4 was **not met**, and standard 5 was **met**.

### Overall Recommendation

Based on the fact that the team found that of the six Common Standards, one Common Standard was **not met**, and three Common Standards were **met with concerns**, three of six Teacher Induction Program Standards were **met with concerns**, and three of five Clear Administrative Services Credential Program Standards were **met with concerns**, the team recommends **Accreditation with Major Stipulations**.

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 the program builds on the knowledge and skills gained during the preliminary preparation program
  - 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.

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

- respond to the preconditions be accepted.
- 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.
- not be permitted to propose new credential programs for approval by the Committee on Accreditation until stipulations are addressed.
- prepare for a focused revisit by the team lead and Commission consultant and, as required, members of the accreditation team.
- provide quarterly progress reports to the Committee on Accreditation to ensure that appropriate action is being taken in a timely manner.

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
- Clear Administrative Services

## Accreditation Team

### Team Lead:

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

### Common Standards:

Manjit Singh  
Fresno County Office of Education

### Documents Reviewed:

Precondition Responses  
Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Professional Development Materials  
Candidate Advisement Materials

### Program Reviewers:

Rae Ann Jimenez  
Merced County Office of Education

Tammy Patten  
Sacramento County Office of Education

### Staff to the Visit:

Michele Williams-George  
Commission on Teacher Credentialing

Accreditation Website  
Faculty Vitae  
Candidate Files  
Assessment Materials  
Candidate Handbooks  
Surveys  
Survey Results  
Accreditation Data Dashboard

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	35
Completers	16
Institutional Administration	5
Program Coordinators	2
Mentors/Coaches	19
Site Administrators/Employers	14
Credential Analysts	3
Advisory Board Members	11
IIP/ILP Reviewers	5
Program Trainers	5
<b>TOTAL</b>	<b>115</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.*

## **Background Information**

The Palos Verdes Peninsula Unified School District (PVPUSD) is located on the southern California coastline, approximately 11.2 miles south of Los Angeles International Airport, and serves the four cities as well as the unincorporated areas of the Palos Verdes Peninsula. PVPUSD currently supports two educator preparation programs. The first is a Teacher Induction program in which PVPUSD serves as the local educational agency program sponsor for a teacher induction consortium (South Bay Consortium Teacher Induction Program). The second is a Clear Administrative Services Credential program which provides a fee-based, open enrollment program.

Current student enrollment for PVPUSD is approximately 10,400 students with very high average daily attendance rates and very low dropout rates. According to both the district website and EdData statistics, it is a high performing district with 72% and 76% of students meeting or exceeding math and English Language Arts (ELA) standards, respectively, after the last California Assessment of Student Performance and Progress (CAASPP) administration in 2018-19. In the 2019/20 academic year, only 58 students (.5%) were suspended, and no students have been expelled in the past five years.

PVPUSD is also an affluent district with only 7.5% of students qualifying for free and reduced-price meals over each of the past two years. English language learners account for 6.5% of the student population with Japanese being the most common first language followed by Mandarin, Korean, Spanish, and then Farsi. Student ethnicity demographics reflect these statistics and include White: 47%; Asian: 30%; Hispanic: 13%; 2 or more races: 8%; and Black or African American: 2%. Of the six districts in the teacher induction consortium, all but one district has similar demographics with white students making up 42% to 71% of the student population. Wiseburn is the outlier district with the majority of students (53%) identified as Hispanic. Teachers at PVPUSD school sites have an average of 14 years teaching experience and follow the traditional demographic of being primarily white females.

## **Education Unit**

The educator preparation programs began in 1999 with PVPUSD joining the South Bay Consortium Induction Program with Manhattan Beach Unified School District acting as the program sponsor. In the 2004-05 school year, PVPUSD received accreditation and became the program sponsor for the consortium and in 2014, collaborated with Los Angeles County Office of Education to support education specialist candidates. The teacher induction program primarily serves beginning teachers in the consortium partner districts listed below, while also accepting teachers from districts and private schools outside of the consortium. In January of 2019, the district added a Clear Administrative Services Credential program.

Teacher induction consortium participants include: El Segundo Unified District, Palos Verdes Peninsula Unified District, Hermosa Beach City Schools, Redondo Beach Unified District, Manhattan Beach Unified District, and Wiseburn Unified School District.

PVPUSD consist of two early childhood centers, ten elementary schools, three 6-8 intermediate schools, two comprehensive high schools, and one continuation school. The educator preparation programs provide and serve candidates for all schools within the district. According to the district website, “PVPUSD schools continue to be recognized for outstanding achievement at the local, state, and national level.” The website also states that strong PTA programs as well as community and parent volunteers provide significant support and that the “Peninsula Education Foundation has been successful in raising local funds to meet and supplement classroom needs.”

Originally, each educator preparation program was facilitated by a separate position, both answering to the Executive Director of Human Resources for PVPUSD. In the year prior to the site visit, the director of the Clear Administrative Services Credential (CASC) program, known in-district as PV-LEAD, left the district. District administration eliminated that position and gave leadership and development of the CASC program to the program leader of the teacher induction consortium.

According to the Commission’s Accreditation Data Dashboard, for all years represented, CASC program candidates completed the program within the expected length of the program and no candidates were counseled out or left the program voluntarily. The teacher induction program showed similar results with all candidates completing the program within the expected length of the program except one candidate in 2019-20 and two candidates in 2020-21, each of whom left the program voluntarily.

In March 2020, due to COVID-19, both programs shifted from a traditional in-person delivery model to a completely online delivery model with all professional development sessions and program meetings being delivered via virtual meeting platforms. The numbers of program completers and currently enrolled candidates for the 2019-20 and 2020-21 academic years is provided below in Table 1. This information is according to the Accreditation Data Dashboard and confirmed by program at the visit.

**Table 1: Program Review Status**

<b>Programs</b>	<b>Program Completers 2019/20</b>	<b>Program Completers 2020/21</b>	<b>Enrolled Candidates 2019/20</b>	<b>Enrolled Candidates 2020/21</b>
Teacher Induction Program	26	48	81	70
Clear Administrative Services Credential	14	17	28	21



## **The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

### **PRECONDITION FINDINGS**

After a review of all relevant preconditions for this institution, all were determined to be met.

### **PROGRAM REPORTS**

#### **Teacher Induction Program**

##### Program Design

According to the South Bay Consortium Teacher Induction Program (The consortium for which PVPUSD is the program sponsor.) website, the program's mission is to help new teachers "develop habits of mind that build a reflective instructional practice," to "provide equitable learning opportunities for all students," and to build capacity to make strong, student-centered, data-based instructional decisions. The majority of this mission statement, particularly the reflective instructional practice, was strongly supported in both candidate and completer interviews as well as the completer survey. The program's use of data to make programmatic decisions was inconsistent; however, a full 100% of survey respondents stated that the program's implementation of reflection had a moderately strong or strong impact on their instructional practice.

The program leader directs ongoing activities and collaborates with the Assistant Superintendents and Executive Directors of Human Resources from each district belonging to the consortium to ensure candidates fulfill program requirements. The Superintendent of PVPUSD is the identified program sponsor unit head; however, the Executive Director of Human Resources for PVPUSD directly oversees the program leader's work and evaluates her performance. While site administrators in the consortium spoke highly of the program's collaboration and communication, a program completer survey question asking about collaboration between the Teacher Induction program and site administrators presented more inconsistency in communication. Only 60% of candidates felt there was strong communication and 32% stated they did not have enough information to answer the question. This difference in perspective was corroborated during candidate and completer interviews.

Induction consortium program partners communicate formally through advisory committee meetings and informally via email to advise and recommend strategies for program implementation. Members of the advisory committee may also inform the program leader about newly hired teachers who need induction, although this is typically the responsibility of the credential advisors in each partnering district. The site visit team did not see evidence or hear in interviews that the advisory committee reviewed program or unit data or made recommendations regarding program design that was based on data and then implemented by the program.

The program, which has a long-standing partnership with the New Teacher Center (NTC), updated its professional development agreement to include the Professional Learning Series. This series is required mentor training and modules include:

- Module 1: Instructional Mentoring for Equitable Learning
- Module 2: Using Data to Inform Instruction
- Module 3: Observing and Giving Feedback
- Module 4: Supporting Effective Instruction

During the 2020-21 school year both new and experienced mentors participated in Modules 1 and 2 in person during the school day with release time. This year (2021-22) new mentors participated in abbreviated, online, after school versions of Modules 1 and 2, and a more extensive online, after school Module 3, so that all program mentors, regardless of years of experience, are exposed to the same content, though at varying levels. The program intends to train all mentors in Module 4 in January 2022. Toward attainment of full training for all induction mentors, program leadership became certified to present these modules by attending the in-person NTC Presenter's Institute. During the summer of 2021, a lead mentor attended the NTC Virtual Presenter's Institute to be certified to co-facilitate these modules with program leadership.

While the program intends to continue the NTC modules year-to-year, the additional site-designed professional development will continue to be based on feedback provided by mentors' and candidates' mid-year and final program surveys, as well as post-professional development evaluations. Though there was no evidence of a formal or systematic process for evaluating this feedback, interviewees stated that informal evaluation by the program leader directly and positively impacts the program design, course of study, and assessment of candidates. This was reflected in the completer survey data which showed that 92% of completers felt the induction program was effective or very effective in responding to their needs.

There is strong communication from the program level to unit level stakeholders (advisory committee, administration). During interviews, advisory committee members said that the program "maintains excellent communication" and is "very accessible and helpful" in meeting the needs of the various districts in the consortium. However, while communication to stakeholders is a strength, the site visit team could not find evidence for communication relevant to unit level review of data or program evaluation.

#### Course of Study (Curriculum and Field Experience)

Though induction programs do not have coursework in the sense of weekly classes, candidates' learning sequence involves iterative cycles of goal setting, application, assessment, and reflection, with new units beginning each semester. This sequence begins with "Professional Goal Setting" (Units 1 and 3) which occurs in the fall semester of each year and requires mentors to assist new teachers with long- and short-term goal setting. This work is the foundation of the Individualized Learning Plan (ILP).

“Spring into Inquiry” (Units 2 and 4) begins each spring semester and builds on the knowledge and skills developed in the previous goal setting unit. “Spring into Inquiry” requires new teachers to develop inquiry questions based on student assessments. In conjunction with their mentors, candidates analyze student work, develop a question that integrates a research-based instructional practice into their teaching, and analyze student work again to evaluate the impact of their teaching practices on student achievement. Eighty percent of completer survey respondents found collaborative conversations with mentors very helpful, but no evidence was found for how the program assessed the effectiveness of the individual units or the learning sequence as a whole.

Early Completion Option (ECO) candidates progress through the units at an accelerated rate. Once approved, these candidates complete Units 1 and 2 in their first year and an additional Inquiry Cycle by December of their second year. Even though the completion time is abbreviated, all requirements for ECO candidates remain the same as traditional candidates.

Professional development resources to support candidate growth are available through the Near Pod professional development library. This library can be accessed by candidates who may be looking for quick instructional resources and by coaches who are looking to address specific candidate needs. Ninety two percent of completer survey respondents found program resources had a moderate to strong impact in achieving their ILP goals. This was corroborated when, during interviews with the site visit team, candidates reported that the professional development library is an “amazing resource” and “really helped to support my practice.” As a COVID-19 adaptation, this year (2021-22) the program leader met with each new candidate individually to explain the program’s mission, vision, and purpose and to tour the program’s website. Candidates are celebrated at the end-of-year colloquium where each candidate shares with colleagues how they believe they have grown in their instructional practice. Evidence submissions are required, and candidates are offered the choice of creating a written, video, or slide presentation. No matter the format, presentations include required program reflections and are submitted to both ILP reviewers and candidates’ peers.

Program documentation and completer survey responses showed that all candidates were matched with mentors within 30 days of the candidate’s enrollment and that the mentor-candidate pair began developing the ILP within 30 days (76%) to 60 days (24%) of enrollment, resulting in mentor support and guidance from the outset of coursework. Ninety six percent of candidates felt they were well-matched with their mentor in a variety of areas including content, credential type, school site, and grade level and 88% of candidates felt that their mentors were highly skilled. Program documentation, interviews, and completer survey responses all corroborate that mentors and their candidates meet at least once a week for an hour or more for collaborative conversations.

Mentors formally observe teachers twice per year and offer formative feedback that supports candidates’ ILP goals. Completer survey results indicate that candidates were formally observed by their mentors at least twice per year and that all candidates found mentor observations

helpful or very helpful in a variety of ways including instructional planning and design, creating a safe and effective environment, integrating culturally relevant pedagogy, and differentiating instruction for English learners and students with disabilities.

### Assessment of Candidates

As described in the previous section, the induction program is divided into four inquiry cycles: one per semester for the duration of the two-year program. Each inquiry cycle includes an initial, mid-cycle and end of cycle reflection for candidates to self-assess progress toward their ILP goals and toward mastery of the CSTPs.

As reported in interviews and supported by evidence, ILP goals are collaboratively developed by the mentor and candidate to ensure alignment not only with candidate needs based on an initial assessment but to also align with the candidate's teaching context as well as site and district initiatives. In contrast, completer survey results provided mixed support for the identified process for ILP goal development. While 80% of candidates felt the ILP goals were strongly aligned with developing mastery of the CSTPs, alignment to site administration input, site and district initiatives, and to the preliminary program transition plan was all much weaker. During interviews, the strong alignment areas were attributed to input from the mentors during collaborative conversations.

Evidence showed that the Teacher Induction Program formatively assess candidates throughout the year. Program leadership reviews and gives feedback on all professional goals within the Individual Learning Plan (ILP) to ensure that they are specific, measurable, attainable, relevant, and timely (SMART). Using calibrated rubrics, a team of experienced teachers reads candidate reflections to evaluate the candidates' progress towards mastery of the CSTPs. In interviews with the lead mentor group, the site visit team found that mentors calibrated their assessment of candidate progress on the ILP and gave feedback that supported candidate growth. This feedback offers either suggestions for improvement or commendations for their work in meeting program requirements. The site visit team was able to review copies of the rubrics, congratulatory emails, and memos with specific questions which were sent to both candidates and their mentors. While completer survey data showed candidates found the overall program to be effective in helping develop skills, habits, and tools needed to grow their teaching practice, no evidence could be found regarding how the program evaluates the effectiveness of this formal and calibrated feedback to candidates.

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 of a formalized process to determine candidacy for the clear credential that includes a review of possible requirements a candidate may have in addition induction.

### Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, administration, and other stakeholders, the site visit team determined that all program standards are met by Palos Verdes Peninsula Unified School District as the program sponsor for the South Bay Consortium Teacher Induction Program except for the following:

**Standard 1: Program Purpose – Met with Concerns**

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, the site visit team did not find sufficient evidence to validate this evidence. Candidate and completer interviewees could not provide reference that a review of the Individual Development Plan (IDP) or other evidence from the preliminary preparation program was a consistent part of the candidate experience.

**Standard 4: Qualifications, Selection and Training of Mentors - Met with Concerns**

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.

**Standard 5: Determining Candidate Competence for the Clear Credential Recommendation - Met with Concerns**

There was not sufficient evidence that the teacher induction program documents the basis on which the recommendation for the clear credential is made.

## Clear Administrative Services Credential

### Program Design

In January 2019 Palos Verdes Peninsula Unified School District established a Clear Administrative Services Credential (CASC) program founded on state program standards and the California Professional Standards for Education Leaders (CPSEL). Once approved, the CASC program was named PV-LEAD and placed under the auspices of the Human Resources Department. This is currently a small program with 21 participants, seven candidates in year one and 14 candidates in year two. While the district is the program sponsor for a Teacher Induction consortium, the CASC program is a fee-based, open enrollment program that accepts candidates from the Palos Verdes Peninsula Unified School District and surrounding districts.

The two-year CASC program supports new administrators in their professional learning and leadership development through this competency-based program with a focus on integrating research-based theory with practical application of its foundational standards. Completer survey data evidenced high praise for multiple aspects of the program that helped candidates facilitate the development and implementation of a shared vision of learning and growth of all students with a particularly high acknowledgment of engaging others in a collaborative process to develop a vision of teaching and learning that is supported by all stakeholders. These program strengths were echoed in candidate and completer interviews. The program helps candidates reflect on and apply their learning by implementing a “cycle of inquiry/problem of practice” in which each candidate uses data to develop a student-achievement-centered solution to a school-based issue of inequity.

In the past year, the CASC program lost its director and the program lead for the teacher induction program was given responsibility for both educator preparation programs. The program leader is currently confirming and developing alignment of the CASC program with relevant program standards. Even with recent changes to leadership, interviews with candidates and completers parallel survey data to demonstrate that program participants feel the program prepared them to be educational leaders and that they would recommend this program to potential candidates.

Interviews revealed that the program informally communicates with stakeholders; however, no evidence could be found at the program level for a formalized communication system which would allow for data collection and analysis as well as collaboration with educational partners to inform decisions relevant to the CASC program. This finding was an interesting juxtaposition to the survey data which showed 100% of candidates felt the program prepared them to guide and support personal and collective actions that use relevant evidence, data, and available research to make fair and ethical decisions.

### Course of Study (Curriculum and Field Experience)

The CASC program maintains an individualized course of study and field experience. Each candidate develops an Individualized Induction Plan (IIP) based on a chosen “cycle of inquiry/problem of practice”. Candidates and their coaches engage in ongoing conversations

and revisions of the IIP during their on-going meetings. One CASC candidate identified the problem of practice as the “why” and the IIP as the “how”. The effectiveness of this problem of practice is evident in completer survey results: 95% of respondents stated the program supports professional learning that results in their continuous improvement and high performance.

Documents provided as evidence demonstrated that the CASC program uses set criteria to select coaches for the program. These criteria are included in the coach recruiting flier as well as the coaching agreement. The program provides professional development for its coaches in a variety of ways. In addition to attending training through the Association of California School Administrators’ Leadership Coaching program, coaches also attend program-based professional development sessions with their candidates. According to the interview with the program leader, content for many of the program-based sessions is based on candidates’ IIP goals. For example, in response to recent IIP goals, candidates and coaches are currently participating in a series of training sessions with Jennifer Abrams, author of Having Hard Conversations. However, no evidence was found for determining the effectiveness of professional development sessions. Nor were clear procedures found in evidence or interviews for reassignment or retention of coaches.

Candidate interviews and completer survey results indicate a relatively high overall satisfaction with the program design. According to survey results, the lowest area of satisfaction was aligning fiscal and human resources and managing policies and contractual agreements in a way that builds a productive environment. Only 76% of administrative candidates felt fully prepared in these areas. A higher percentage of candidates (81%) felt well prepared in the areas of establishing structures and employing policies that support students to graduate college and career ready as well as establishing community partnerships that promote and support students to meet performance and content expectations and graduate college and career ready.

Interviews and survey results also indicate the CASC program excels in areas related to developing and applying practices that exhibit honesty and integrity. This was reflected in survey data which showed 95% of candidates felt prepared to act upon a personal code of ethics that requires continuous reflection and learning and 100% of candidates felt prepared to use their professional influence to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of students

### Assessment of Candidates

The Palos Verdes Peninsula Unified School District’s Clear Administrative Services Credential program (PV-LEAD) includes the use of candidate self-assessment and reflection to determine candidate competency and completion of program requirements. Using the CPSEL Descriptions of Practice, candidates self-assess at the beginning of the program and again at the end of year one and year two. Candidates conduct additional, more informal self-assessments each month during their coach/candidate meetings.

Interviews confirmed that candidates and coaches complete the initial self-assessment (based on the CPSELs) within the first month of the program as a baseline to demonstrate candidate growth. In addition to serving as a contrast to the baseline, candidates' monthly self-assessments assist in the refinement of their IIP goals and in framing coaching conversations. In this way, the CPSEL-based self-assessments, the identified problem of practice, and resultant IIP goals inform the candidates' professional development focus.

Coaches received high overall ratings in interviews and on the completer survey as role models and practitioners. However, they received distinctly lower ratings in areas related to problem solving, understanding and applying educational theory, modeling effective leadership practices and promoting reflective practices. This data is in alignment with the lack of document and interview evidence regarding the effectiveness of coaching training. Interviews and survey data identified considerable variation regarding how coaches implemented their practice. Survey data showed only 85% of candidates stated that they were frequently observed and then offered useful feedback. This was mirrored in the inconsistent responses to the question asking how often candidates and coaches communicated about issues related to practice: 24% of candidates communicated daily with their coach, 43% communicated 2-3 times per week, 24% communicated once per week, and 7% communicated only once or twice per month. The question related to how often candidates received field support also showed some variation, with 14% of responding candidates stating receiving field support only once or twice a month. The site visit team interpreted this data to represent an inconsistent implementation of program coaching practices.

Candidate self-assessments, IIPs, and evidence of progress toward IIP goals are housed within an e-Portfolio system which is accessible on the PV-LEAD shared drive. The e-Portfolio system is used as part of the ongoing process for assessing candidates' growth on the CPSELs and to determine each candidate's progress toward program completion. Throughout the two-year program, candidates upload documents to their e-portfolio within the PV-LEAD shared drive, allowing program leaders and coaches access to their work. At the end of year two, program staff uses the completion checklist to confirm that program requirements have been completed. Once all requirements have been met, program staff then makes the appropriate credential recommendation.

### Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, coaches, administrators, and other stakeholders, the site visit team determined that all program standards are met for the Clear Administrative Services Credential except the following:

### **Standard 2: Program Collaboration, Communication, and Coordination – Met with Concerns**

The program maintains ongoing, informal collaboration, communication, and coordination with neighboring districts. However, there was not sufficient evidence of the following:

- The program formally collaborates with educational organizations through partnership agreements.



- The program leaders provide formative feedback to professional learning providers on their work.

**Standard 3: Selection and Training of Coaches – Met with Concerns**

While the program provided evidence of criteria for selection and placement of coaches with candidates based on local need, there was not sufficient evidence of the following:

- The program has clear procedures in place for reassignment of coaches if the candidate/coach pairing is not effective.
- 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.
- The program leaders provide formative feedback to coaches on their work.

**Standard 4: Professional Learning – Met with Concerns**

Evidence showed the program provides an individualized induction program based on the California Professional Standards for Education Leaders (CPSEL). However, there was not sufficient evidence of the following:

- a defensible process for the summative review of program requirements
- an appeal process for candidates who choose to petition program decisions
- a procedure for candidates to repeat portions of the program as needed

## INSTITUTION SUMMARY

As a program sponsor, Palos Verdes Peninsula Unified School District (PVPUSD) provides teacher induction support in a consortium model, where districts in the region consider themselves partnering agencies. In addition to leading the consortium, the district also offers a Clear Administrative Services Credential program. The CASC program began by serving aspiring administrators within PVPUSD and, during the 2021/22 school year, expanded to include administrators from neighboring districts.

Personnel from partnering districts routinely interact with program leadership in the area of teacher induction and Advisory Committee members felt knowledgeable and informed regarding teacher support. In addition, consortium members highlighted financial transparency and communication with program leadership as strengths of the consortium. Candidates, coaches, and site and district administrators all commented on the positive relationship they experience with the program leader. Other stakeholder groups identified the program leader as also having excellent communication skills and program expertise, which was seen as crucial to program operations. Because of these skills and practices, the program leader was clearly seen as central to this program's success.

In contrast, there was a paucity of evidence provided by interview groups in relation to the Clear Administrative Services Credential program. Interview groups could not provide comment or evidence at the unit level of program organization, including data collection and analysis. There was no evidence that the institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the CASC program. While the commitment to the teacher induction program was evident, the site visit team found multiple sources of evidence that showed operations for the CASC program were less complete. Structures that were in place for CASC, seemed reliant on individuals rather than functioning systems.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Inconsistently</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>
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.	<b>Inconsistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Not Evidenced</b>
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 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.	<b>Inconsistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Not Evidenced</b>

## **Finding on Common Standard 1: Met with Concerns**

### **Summary of information applicable to the standard**

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 Palos Verdes Unified School Districts' 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.

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.

The site visit team was unable to find sufficient evidence that the education unit monitors the credential recommendation process. For teacher induction, the program leader uses the Learning Management System to make credential recommendations. Interviews confirmed that the current recommendation process rests on the shoulders of the program leader who completes the recommendation process after retrieving data within the Learning Management System (LMS). However, the site visit team did not find evidence of any monitoring of the recommendations made. Credential advisors who are part of the initial teacher candidate advisement could not describe recommending or monitoring processes. There was no evidence of a written process for the credential recommendation process for the CASC program, and there was insufficient evidence for recommendation monitoring by the unit for this program.

### **Rationale for the Finding**

As the program sponsor of two Commission-approved educator preparation programs, 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 Clear Administrative Services Credential program. Involvement of relevant stakeholders was inconsistent across both programs as was collaboration with the broader educational community.

Interviews with Human Resources personnel and administrators within partnering districts did not provide evidence that the unit and its programs are making efforts to diversify the educator pool. The site visit team could not identify evidence that supervisors, mentors, and coaches are comprehensively and consistently recruited and selected through hiring efforts that support diversity. Within the partnering district members, one district administrator articulated efforts

to seek job applicants outside of normally existing avenues, such as EdJoin. No other district representatives were able to provide similar examples.

The site visit team reviewed written evidence of the requisite qualifications for faculty and other instructional personnel and found no evidence that the program regularly assesses the quality of service provided by the coaches, nor evidence that coaches received formative feedback on their work. Evidence for these areas was also not found during interviews. Therefore, the site visit team determined that while hiring qualifications are outlined for faculty and other instructional personnel, there was no evidence as to how retention decisions are made.

There was no evidence that the education unit monitors the credential recommendation process for program completion requirements. Credential analysts articulated the process for identifying eligible teacher induction candidates but could not provide the same perspective on administrative candidates. In addition, credential analysts could not describe the recommendation process nor the monitoring process for ensuring the accuracy of recommendations.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Inconsistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Inconsistently</b>

**Finding on Common Standard 2: Met with Concerns**

**Summary of information applicable to the standard**

Applicants for both educator preparation programs are accepted based on clear criteria that include multiple measures of candidate qualifications and then are supported in a variety of ways that bolster their success. Through stakeholder interviews and evidence review, the site visit team found that admission criteria and its multiple measures were accessible and clearly

posted on the programs' website. Interviews with the credential analysts revealed that they use consistent criteria to assess teacher induction candidates, but that they have not been involved in the assessment of candidates for the Clear Administrative Services Credential.

Some districts within the teacher induction consortium aim to bring greater diversity to the hiring process by expanding the hiring pool through social media. However, Edjoin was used most frequently in recruitment efforts and the Advisory Committee stated that they had not discussed teacher demographics nor program efforts in the area of diversity. Hiring policies and diversity statements were provided as evidence but interviews of administrators as well as unit and program leadership did not reveal knowledge of hiring efforts related to diversity.

Appropriate personnel are provided to guide each candidate's attainment of program requirements and program contact information is provided to candidates during an initial orientation meeting at the start of the school year. In interviews, candidates reported that they regularly meet with staff for the purpose of monitoring their progress in meeting performance expectations and that they feel well supported in the program. During these meetings, candidates clarify questions, receive relevant resources, and strategize next steps. Candidates referred to checklists several times throughout the interviews and never alluded to confusion around program requirements. For the teacher induction candidates, completion survey responses indicate that over 95% of candidates felt supported by the program and their mentor in many areas of their induction experience.

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.

### **Rationale for the Finding**

Beyond posting district diversity statements on respective websites, the site visit team could not confirm that efforts are made to purposefully recruit and admit candidates to diversify the educator pool and provide the support, advice, and assistance to promote their successful entry and retention in the profession.

Progress monitoring evidence was not consistently used across programs to inform advisement and candidate support efforts. For Teacher Induction candidates there was evidence of ongoing candidate progress monitoring and support, but a clearly defined process to identify and support candidates who need additional assistance to meet competencies was not evident. During interviews, one teacher induction mentor mentioned that she was "shocked"

when she found out at the end of the year that her teacher candidate did not successfully complete the induction year.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Inconsistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Inconsistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met with Concerns**

**Summary of information applicable to the standard**

The coursework and fieldwork in each program in the education unit is intentionally designed to provide candidates with opportunities to demonstrate skills, knowledge, and competencies to be successful in their field in the context of California schools. Candidates are provided opportunities to demonstrate their skills and knowledge through mentor observations,

research-based tools on Kiano and Google documents, and through various professional development offerings.

The process and criteria for mentor selection is inconsistent across programs. 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 include 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 interviews with administrative candidates also revealed high quality relations between candidates and coaches, there was no evidence of collaboration with educational partners regarding criteria for and selection of CASC coaches.

Evidence was provided that through site-based work and clinical experiences, both 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. In interviews, candidates discussed the variety and diversity of students in their classrooms and schools and teacher induction candidates also referred to the resources they were provided in relation to student needs.

During interviews, site-based supervisors discussed meetings with program leadership which occur at the start of the year. However, there was insufficient evidence from documents or interviews that systems are in place to train site-based supervisors.

Both document review and interviews affirmed that both programs design and implement a planned sequence of coursework and clinical experiences. Candidates from both programs commended their experiences such as the ILP and IIP, Problem of Practice, and mentor/coach observations. Multiple stakeholder interviews made references to program-created candidate surveys related to coursework and clinical experience, but interviewees were not able to identify any resultant actions or follow-through connected to the candidate survey results.

### **Rationale for the 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.

Stakeholder interviews provided references to candidate surveys related to coursework and clinical experience. While these surveys provided evidence of data collection, evidence was not found regarding how the data is analyzed nor used to make decisions and programmatic changes at either the program or unit level.



<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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 based on findings.	<b>Not Evidenced</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Not Evidenced</b>
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.	<b>Inconsistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	<b>Not Evidenced</b>

**Finding on Common Standard 4: Not Met**

**Summary of information applicable to the standard**

Reviewers found no comprehensive continuous improvement cycle at either the unit or program levels. Some data collection efforts were evident, such as surveys from professional development sessions and program 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. 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 surveys but 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.

**Rationale for the Finding**

The site visit team was unable to identify evidence of a comprehensive continuous improvement process at either the unit or program level. Interview participants were able to identify some sources of data, including candidate surveys, but could not affirm the processes for analysis, reporting, or decision making based on the data. In general, stakeholders were less able to articulate the forms of data and processes for data analysis and decision making related to the Clear Administrative Services Credential.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>Consistently</b>
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

Interviews with program candidates (year 1 and year 2) and program completers highlighted their perspective of the positive impact the program has had on their learning and professional competence as well as the positive impact on their students’ learning. A specific example of the Teacher Induction program’s positive impact provided during interviews was the addition of Nearpod Learning Labs. Teacher induction program participants spoke highly of these professional development opportunities and one candidate called them “life changing”. Teacher Induction completer survey results confirmed these positive perspectives with 95.5% of candidates stating that program support was helpful or very helpful to their practice. Furthermore, both programs' internal candidate survey data confirmed that candidates feel prepared to serve as professional school personnel and that they demonstrate knowledge and skills necessary to educate and support all students in meeting state adopted academic standards. Candidate self-assessments (as measured by the CSTP’s and CPSL’s) indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. In addition, during interviews with current candidates, participant groups from both programs positively referenced their professional growth as measured by these professional standards.

When considering impact and growth, candidates also reflected upon other program-embedded survey instruments to highlight positive program impact. For example, end-of-semester survey questions ask about, “how [their] instruction changed and impacted student learning” and “Overall Learning and Future Impact”, both being topics which reveal the impact of inquiry and “just in time” support. In addition to collecting survey responses, the unit has begun tracking the number of teacher induction candidates who go on to pursue leadership positions, thereby continuing to make a positive impact for students.