

# Report of Actions Taken by Anaheim Elementary School District To Address Stipulations

February 2020

## Overview of this Report

This agenda report includes the report from the Anaheim Elementary School District (AESD) on the changes made to their program design to address stipulations.

## Recommendation

On the basis of this report, staff recommends that the stipulations be removed and the district's accreditation status be changed from **Accreditation with Stipulations** to **Accreditation**.

## Review of Previous Accreditation Decisions and Actions

In November 2018, the Anaheim Elementary School District site visit team found Teacher Induction **Program Standard 3 (Designing and Implementing an ILP within the Mentoring System) Met with Concerns** due to the program's requirement that all candidates "complete a series of identical tasks and complete identical forms, instead of a course of study that is designed to provide each candidate with a mentoring-focused program tailored to his or her unique needs as required by the Commission- adopted program standards." At their January 2019, the Committee on Accreditation set an Accreditation Status of **Accreditation with Stipulations**, requiring the program to alter their program design to provide individualized support for each candidate. The full report may be accessed at this link: [2019 AESD Site Visit Report](#).

## Report to Address Stipulations

A year after the COA action, the AESD submitted a report, included in this item as Appendix A, outlining steps they have taken to individualize their program and bring it into alignment with current program standards for Teacher Induction programs.

The stipulation placed on AESD is as follows:

- That on or before May 31, 2019, the program provides evidence of full implementation of the 2015 Induction program standards. Specifically, the program must provide evidence of a structure that is fully individualized based on the needs of each candidate and as otherwise outlined in Program Standard 3.

## Response to the Stipulation

The district changed two structures within their program:

- 1) With the approval of their Advisory Board, the program gathered input on which aspects of the ILP should be retained. From that input, they designed a pilot ILP, used by five candidates in the spring of 2019. After adjusting the ILP, based upon the result of the pilot,

all candidates are currently using the new ILP and only the ILP. Additional forms that stakeholders found helpful are now available in a resource file.

- 2) Monthly meetings were removed, replaced with topical professional development collaborative sessions that candidates may choose to attend virtually or in person.

## Appendix A

### Anaheim Elementary School District Updated Report to Fulfill 7<sup>th</sup> Year Report

Based on the Summary Report Feedback that was given after the Site Visit, it was stated that all Common Standards were met and Program Standard Three was met with concerns. This report contains the updates that were made to show the complete transition to the 2015 Program Standards for AESD's Induction Program as well as to align Program Standard Three correctly to the new 2015 program Standards.

#### **Standard 3: Designing and implementing Individual Learning Plans within the Mentoring System**

*"The Anaheim Teacher Induction Program requires candidates to complete a series of identical tasks that all new teachers have to complete instead of a course of student designed to provide each candidate with a mentoring program tailored to his or her unique needs as required by the Commission adopted Program Standards. (Site Visit Team)"*

#### **Narrative Response to the Stipulation**

**Step 1:** The first step in this transition was sharing the feedback from the Site Visit with the Advisory Board. Once the information was communicated a plan to transition was formulated.

- First it was decided that all stakeholders would have the opportunity to give feedback in regards to the Individual Learning Plan.
- Participating Teachers, Mentors, and Advisory Board members were asked to place a blue sticker on the items/steps they felt were meaningful activities and a red sticker on items on the ILP that they felt were not.

**Step 2:** Once all input was collected and analyzed a pilot Individual Learning Plan was drafted based off of all stakeholders feedback and put to use.

- The pilot ILP contained 10 parts/section vs. the 26 steps all PTs were required to complete. The pilot ILP also gave PTs the choice to edit, delete, modify, or add anything they felt they needed to design the ILP based upon their individual needs.
- Five Participating Teachers (Music Teacher, TOSA, DLI Teacher, General Education Teacher, and Special Day Class Teacher) utilized the new ILP for their second inquiry.
- Once they completed their inquiry they de-briefed with the Induction Curriculum Specialist one on one and then submitted their final feedback using a survey form.

**Step 3:** The final feedback was then shared with the Induction Advisory Board and the Individual Learning Plan was finalized.

- Currently the new ILP is being utilized by all Participating Teachers in the Induction Program.
- It is the solo document used.
- Participating Teachers can edit, delete, add, or modify the ILP based on their individual needs.

- They can also choose any modification of the ILP based upon their students or their specific teaching positions.

*“Although the AESD Induction Program has made additional shifts to meet the Induction standards, additional changes are needed. First, the requirement of monthly meeting attendance does not align with current standards and secondly, inclusion of documents beyond the ILP is not required. By making both of these optional components, the program can then use them when needed and be better aligned to the Program Standards.”*

Additionally, Monthly Meetings no longer exist. The AESD Induction Program offers the opportunity for PT & SP Collaborations five times a year. These collaborations follow the Ed. Camp example where topics are based off of individual needs and support is provided when needed. Monthly collaborations are in person or virtual using Google Meets. Past documents that were deemed as meaningful activities by PTs and SPs are located on the Induction Website and organized under optional resources for PTs and SPs to use if desired.

#### **Links to Evidence**

[AESD Induction Website](#) Password: AESDInduction\_2@17

[Year 1-ILP](#)

[Year 2-ILP](#)

[Induction Calendar](#)

[Optional Resources on Website](#)