

Second Quarterly Report from Pasadena USD to Address Major Stipulations October 2015

Overview of this Report

This agenda item provides information regarding the second quarterly report due from Pasadena USD addressing major stipulations resulting from their spring 2015 site visit. This item reports PUSD's progress to date in addressing the stipulations as reported in the COA June 2015 agenda item (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-15.pdf>)

Background

As a result of the spring 2015 visit, the following stipulations were placed on Pasadena USD.

1. Pasadena Unified School District is to develop and implement systems that monitor key program components and include the active involvement of key stakeholders.
2. Pasadena Unified School District is to develop an assessment system that addresses both program and unit evaluation, including the analysis and use of the data results.
3. Pasadena Unified School District, in regards to support providers and professional development providers is required to:
 - a. Establish and employ minimum criteria for support provider selection
 - b. Provide initial training that meets common and program standard requirements
 - c. Establish and maintain a ratio of SP:PT that takes into consideration the support providers' other job responsibilities with the district (full time teacher vs. retired educator)
 - d. Develop and implement an evaluation of the services provided to participating teachers
4. Pasadena Unified School District is to establish collaborative relationships with other PreK-12 organizations and institutes of higher education in order to meet the requirements of common and program standards.
5. Pasadena Unified School District is required to submit quarterly reports to the Commission indicating progress made in meeting the stipulations above.
6. Pasadena Unified School District is required to notify all current and prospective teacher candidates of the accreditation status of the institution.

Since the time of the visit, Pasadena USD has made significant personnel changes to the program leadership. A new coordinator is in place and a consultant, who is a former employee,

has been hired to assist with meeting the stipulations, including the reporting timeline. Because of the change in personnel, the first quarterly report was submitted after the October COA meeting. The second quarterly report was submitted on December 29, 2015 and captures PUSD’s progress to date. The full report is in Appendix A. The first quarterly report is also included, and can be found in Appendix B. A summary of progress is provided in the table below.

Stipulation	Action Taken by Pasadena USD
Pasadena Unified School District is to develop and implement systems that monitor key program components and include the active involvement of key stakeholders.	<ul style="list-style-type: none"> • Established Advisory Board with key stakeholders; held 1st meeting • SP and PT meetings now scheduled through Google drive and go to all participant’s calendars automatically • Reminders are sent out for all meetings and trainings
Pasadena Unified School District is to develop an assessment system that addresses both program and unit evaluation, including the analysis and use of the data results.	<ul style="list-style-type: none"> • Development of program effectiveness surveys for SPs and PTs to be administered twice annually • Monthly submission of SP/PT conversation logs (CALs) for review by coordinator allowing for monitoring of appropriate and timely support
<p>Pasadena Unified School District, in regards to support providers and professional development providers is required to:</p> <ol style="list-style-type: none"> a. Establish and employ minimum criteria for support provider selection b. Provide initial training that meets common and program standard requirements c. Establish and maintain a ratio of SP:PT that takes into consideration the support providers’ other job responsibilities with the district (full time teacher vs. retired educator) d. Develop and implement an evaluation of the services provided to participating teachers 	<ul style="list-style-type: none"> • Development and use of SP job description and site administrator recommendation in selecting SPs • Expanded Mentor Training Forums; Additional training meeting regarding effective use of CALs • Successful completion of SP Agreement is requirement of being retained as SP • Established SP/PT ratios: New mentor maximum ratio of 1:2; Returning mentors 1:3 • PT survey is under development
Pasadena Unified School District is to establish collaborative relationships with other PreK-12 organizations and institutes of higher education in order to meet the requirements of common and program standards.	<ul style="list-style-type: none"> • Advisory Board established • Established collaborative relationship with Temple City and Hart Induction Program Directors • Attending Cluster 4 meetings

Stipulation	Action Taken by Pasadena USD
	<ul style="list-style-type: none"> • Attended and will continue to attend New Directors Meetings • Instituted monthly meetings with Chief of Human Resources
Pasadena Unified School District is required to submit quarterly reports to the Commission indicating progress made in meeting the stipulations above.	Quarterly reports submitted October 9, and December 29, 2015. Regular contact with Commission consultant is ongoing.

Staff Recommendation

This is for information only.

Appendix A

Narrative 2nd Quarterly Report 1ST QUARTERLY FOLLOW UP ACTION STEPS

Stipulation #1: DEVELOP AND IMPLEMENT SYSTEMS THAT MONITOR KEY PROGRAM COMPONENTS AND INCLUDE THE ACTIVE INVOLEMENT OF KEY STAKEHOLDERS

1) The Advisory Committee has been established. It met on Tuesday, November 3, 2015. The committee consisted of District Support Provider, Melissa Wilson; Principal, Charlie Heaton; District Director Human Resources, Jose Alarcon; District Director of Signature Programs, Hoori Chalian; Professor of Educational Leadership, Higher Education, Dr. Elyse Sullivan; and BTSA Coordinator, Ann Anderson.

The subsequent meetings will be held every two months. The purpose of the Advisory Committee was established as follows:

- Review the evaluation criteria of Support Providers
- Guide and advise BTSA Program
- Monitor ratio of Participating Teachers to Support Providers
- Discuss deadline for teachers entering program
- Discuss and advise best ways to work with teachers with specific issues and concerns

At the meeting we discussed the return visit from the State to review our accreditation status. We also discussed the types of programs that were available at the University for the BTSA program. A report will be brought back to the next advisory meeting.

2) All meetings for Support Providers and Participating Teachers are scheduled on google drive and automatically go to all participants' calendars. Reminders are also sent out to ensure attendance at each training, meeting and common meetings.

Stipulation #2: DEVELOP AN ASSESSMENT THAT ADDRESSES BOTH PROGRAM AND UNIT EVALUATION, INCLUDING THE ANALYSIS AND USE OF THE DATA RESULTS

A survey has been developed for the Support Providers. A review of surveys for Participating Teachers is in process and will be disbursed to the PT's after the first of the year. The purpose of the surveys will be to determine needed changes as well what is currently working.

Surveys will be administered at a minimum of twice a year for all participants. Also additional surveys will be given mid-year (February and March) where needed to gather more information regarding the direction of the program and next steps.

Through the submission of monthly logs (CAL's) and/or conversations Support Providers will update coordinator on the progress of the Participating teachers.

The CAL's will be submitted once a month (beginning in January). SP's can submit a running CAL, which covers all the meetings for the month with appropriate documentation and evidence of building on prior meeting suggestions and activities. They can also submit their weekly CAL (4-5 per month), which also documents the growth over time and areas needed to be reinforced and supported for the PT's. Support Providers will be reminded at the next meeting in January to submit the CAL's on a regular basis. This will enable the director of the BTSA Program to monitor regularity of support provided to the PT's by their SP's. It will allow for differentiated support to the SP's to ensure that they are providing the necessary support to PT's, that they have a clear understanding of the tools and the appropriate applications. It will also provide a monthly log time submission via Google Forms.

Stipulation #3: SUPPORT PROVIDERS AND PROFESSIONAL DEVELOPMENT PROVIDERS ARE REQUIRED TO HAVE MINIMUM CRITERIA FOR SUPPORT PROVIDER SELECTION, PROVIDE INITIAL TRAINING THAT MEETS COMMON AND PROGRAM STANDARD REQUIREMENTS, ESTABLISH/MAINTAIN RATIO BETWEEN SP:PT AND DEVELOP/IMPLEMENT EVALUATION OF SERVICES PROVIDED TO PT'S.

The job description for the Support providers has been developed and there is continuous review to ensure that all the necessary criteria is included as well as ensuring the most qualified individuals for the SP positions. As the numbers of PTs has grown dramatically, it is critical to select, train and maintain ratios that support successful completion of the PT's induction program.

The applicant's current administrator is required to provide a letter of recommendation to support the application. Throughout the year the SP may meet with Director of the BTSA program to review any concerns that may arise. The SP's were informed that successful completion of the Support Provider Agreement is required in order to continue as a SP.

The Mentor Training forums have expanded on the 1st set of tools. As part of each monthly meeting with the SP's the training focuses on "What do the new teachers need to successfully understand and complete the tool that supports their growth as teachers." The SP's brainstormed about which tools fit which strategy to increase teacher development. For example, who students are – link to class profile, school routines, students, who and what is the janitorial support.... Tool for that!

The mentor training looked at the tools, the purpose of the tools and the connection between tools and what new teachers need to be successful. The mentors brainstormed the conversation that would and did occur with their PT's. They documented the conversations on the CAL, weekly and monthly. They also discussed that while they were learning the tools, if PT's had the necessary content but it was not on the exact template (ex: completed lesson plan) it would be acceptable as part of the growth process. This was applicable to all the tools/templates as part of the cycle of teaching and learning. The key was that the coaching and mentoring were occurring on a regular basis and that the cycle of teaching was happening.

On December 9, 2015, Support Providers received a survey to determine from their prospective the strengths and the areas of need of their Participating Teachers. The Participating teachers will receive a survey after the winter break.

A training was held to review the use of the CAL's and how it should be used in partnership with the PT's. The CAL's will be submitted once a month. SP's can submit a running CAL, which covers all the meetings for the month with appropriate documentation and evidence of building on prior meeting suggestions and activities. They can also submit their weekly CAL (4-5 per month), which also documents the growth over time and areas needed to be reinforced and supported for the PT's. Support Providers will be reminded at the next meeting in January to submit the CAL's on a regular basis. This will enable the director of the BTSA Program to monitor regularity of support provided to the PT's by their SP's. It will allow for differentiated support to the SP's to ensure that they are providing the necessary support to PT's, that they have a clear understanding of the tools and the appropriate applications.

Examples of agenda's, sign-in sheets, charts and PowerPoint's where applicable will be submitted along with the Quarterly Reports to the state.

Stipulation # 4: ESTABLISH COLLABORATIVE RELATIONSHIP WITH OTHER PreK-12 ORGANIZATIONS AND INSTITUTES OF HIGHER LEARNING TO MEET REQUIREMENTS OF COMMON AND PROGRAM STANDANDS

To reiterate, the Advisory Committee was established. It met on Tuesday, November 3, 2015. The committee consisted of District Support Provider, Melissa Wilson; Principal, Charlie Heaton; District Director Human Resources, Jose Alarcon; District Director of Signature Programs, Hoori Chalian; Professor of Educational Leadership, Higher Education, Dr. Elyse Sullivan; and BTSA Coordinator, Ann Anderson.

The subsequent meetings will be held every two months. The purpose of the Advisory Committee was established as follows:

- Review the evaluation criteria of Support Providers
- Guide and advise BTSA Program
- Monitor Ratio of Participating Teachers to Support Providers
- Discuss deadline for teachers entering program
- Discuss and advise best ways to work with teachers with specific issues and concerns

At the meeting we discussed the return visit from the State to review our accreditation status. We also discussed the types of programs that were available at the University for the BTSA program. A report will be brought back to the next advisory meeting.

The Director of the BTSA program will continue to attend Cluster 4 meetings as well as New Directors Meetings. Mrs. Anderson is in contact via email and phone with other BTSA Leaders to share ideas and discuss needs of the program. She has collaborated with the Hart Director as well as with Temple City.

The Director of the BTSA program meets monthly with the Chief of Human Resources to update her on the progress of the BTSA program and needs of the program in terms of resources to support the BTSA program.

Stipulation #5: PUSD WILL SUBMIT QUARTERLY REPORTS TO THE STATE DOCUMENTING PROGRESS MADE IN MEETING THE STIPULATIONS. PUSD WILL NOTIFY ALL CURRENT AND PROSPECTIVE CANDIDATES OF THE CURRENT ACCREDITATION STATUS

Consultant is meeting with the Director of the BTSA program to update all progress being made including documentation of trainings, sign-in sheets, agendas and power points.

Teachers were notified in December and will continue to be notified via power point, meeting notifications and email of the status of BTSA program. Updates will be provided to the teachers and the Support Providers to ensure they are kept apprised of the progress being made.

Appendix B 1st Quarterly Report

Stipulations	Actions Taken
<p>Develop and implement systems that monitor key program components and include the active involvement of key stakeholders</p>	<ul style="list-style-type: none"> • Job description for Support Providers • Criteria for Support Providers (SP) requiring Administrator Evaluation, and number of years as a teacher clearly articulated on the Job Description • Establish an Advisory Board made up of BTSA Coordinator, SP's, District personnel, representatives from IHE's, Participating Teacher's (PT's) and representatives from other Districts • Schedule of all Support Provider meetings (mentor) and Participating teacher meetings for the 2015-2016 school year on Google Drive (available electronically)
<p>Develop an assessment that addresses both program and unit evaluation, including the analysis and use of the data results</p>	<ul style="list-style-type: none"> • Google forms utilizing questions from prior state surveys and independent surveys from district will be used to monitor progress over time in relationship to program strengths and areas for growth. Surveys will be administered midyear and end of year. Data will be sorted and results will be analyzed to refine the practice of training for both SP and PT • Additional survey's will be used where necessary to ensure continuous improvement of the BTSA Induction Program and refinement of practice
<p>Support Providers and professional development providers are required to:</p> <ol style="list-style-type: none"> 1. Establish and employ minimum criteria for support provider selection 2. Provide initial training that meets common and program standard requirements 3. Establish and maintain a ratio of SP: PT based on responsibilities of SP 4. Develop/implement an evaluation of the services provided to PT's. 	<ul style="list-style-type: none"> • Job description for Support Providers • Required Administrator recommendation • Successful completion of SP agreement is required for being asked back as SP • Initial Mentor forum trained on 1st set of tools • Trained on Coaching Support/Differentiating • New Mentors 1:1/Max 2:1; Returning mentors 2:1, 3:1; • Mid-year/End of year Survey determines how satisfied PT is with SP • Monthly time log submitted electronically/threshold number of hours spent with PT reviewed. Feedback provided to SP's in memo form for first reminder of log not submitted. Other areas addressed would include inadequate time spent with PT or other areas of concern. Subsequent monitoring/ accountability require 1 to1 meeting between Director and SP. Documentation maintained and coaching of the SP to support formative feedback.

	<ul style="list-style-type: none"> • Successful completion of Mentor agreement is required for being asked back as SP
PUSD is to establish collaborative relationships with other PreK-12 organizations and institutes of higher education in order to meet the requirements of common and program standards	<ul style="list-style-type: none"> • Establish Advisory Board to meet quarterly • Established a working relationship with Coordinator from Temple city to do in-kind training • Attend Cluster 4 meetings • Attended New Directors Meeting (Sept) and will continue to attend them over the year
<p>PUSD is required to submit quarterly reports to the Commission indicating progress made in meeting the stipulations above</p> <p>PUSD is to required to notify all current and prospective teacher candidates of the accreditation status of the institution</p>	<ul style="list-style-type: none"> • Consultant hired to write reports. Meets monthly and as needed to review progress with the Director of the BTSA program. • PT's and SP's were informed at their monthly meetings that they would have another site visit in April, 2016. Information will be shared again at this month's meeting. • A reminder will be provided at the January meeting as an agenda item and as a verbal announcement.