

Update on the Quarterly Report for Pasadena USD

April 2016

Overview of this Report

This agenda item provides information regarding the third 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](#).

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.

As noted in the January COA meeting, Pasadena USD has made significant personnel changes to the program leadership. The revisit is scheduled for May 6, 2016.

The table below denotes changes made over the course of the year as reported in the first and second quarterly report. Additional action as reported in the most recent quarterly report is noted in blue. The full third quarterly report, along with a narrative of the unit assessment activities thus far is provided in the appendix.

Summary of Actions Taken by Pasadena USD to Address Stipulations

Stipulation	Action Taken by Pasadena USD
<p>Pasadena Unified School District is to develop and implement systems that monitor key program components and include the active involvement of key stakeholders.</p>	<ul style="list-style-type: none"> • Established Advisory Board with key stakeholders; held three meetings • Advisory Board reviewed survey questions and process for gathering data; discussed mentor recruitment and retention (3/7/16) • 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 • ILP based on Candidate need • Mentoring support that includes both “just in time” and longer term analysis of teaching • Held Mentor Forum
<p>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.</p>	<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 • Mid-year survey led to the development of problem solving strategies.
<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 	<ul style="list-style-type: none"> • Development and use of SP job description and site administrator recommendation in selecting SPs; developed Mentor Teacher Recruitment Brochure • Expanded Mentor Training Forums; Additional training meeting regarding effective use of CALs • Successful completion of SP Agreement is

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<p>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)</p> <p>d. Develop and implement an evaluation of the services provided to participating teachers</p>	<p>requirement of being retained as SP</p> <ul style="list-style-type: none"> • Established SP/PT ratios: New mentor maximum ratio of 1:2; Returning mentors 1:3 • PT survey is under development • Site administrator survey results used to determine strengths and needs of induction program
<p>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.</p>	<ul style="list-style-type: none"> • Advisory Board established • Established collaborative relationship with Temple City and Hart Induction Program Directors; collaborating with Riverside USD and San Diego USD induction programs • Attending Cluster 4 meetings • Attended and will continue to attend New Directors Meetings • Instituted monthly meetings with Chief of Human Resources • Participating in Institute for Higher Education Collaborative Learning (CSULA, LMU, APU)
<p>Pasadena Unified School District is required to submit quarterly reports to the Commission indicating progress made in meeting the stipulations above.</p>	<p>Quarterly reports submitted October 9, December 29, 2015, and April 4, 2016. Regular contact with Commission consultant is ongoing.</p>

Staff Recommendation

This is for information only. The team revisit report will be presented at the June 2016 COA meeting.

Appendix: Pasadena USD Induction Program 3rd Quarter Report

March 29, 2016

Stipulation #	Content Items	Actions Taken (Actions Taken after the 2 nd Quarter Report Listed in Blue)	Outcome		Person (s) responsible	Timeline
			Completed (Please √)	In- progress (√)		

Stipulation #1: Develop and implement systems that monitor key program components and include the active involvement of key stakeholders.	Develop and implement Systems	<ul style="list-style-type: none"> • Established a PUSD BTSA Induction Advisory Board in November, 2015 • Identified Advisory Board’s Roles: <ul style="list-style-type: none"> a) Making decisions for PUSD Induction Program; b) Guiding implementation process and activities c) Assessing the effectiveness of PUSD Induction Program (Quarter 3-Attachment #A) (Attachment #1) • Identify Induction Coordinator’s duties, including but limited to: <ul style="list-style-type: none"> a) Leading and carrying out the Induction Program’s tasks <ul style="list-style-type: none"> ○ Recruiting Support Providers (Mentors) ○ Identify participants (Candidates) ○ Monitoring the progress of the candidates ○ Providing support to mentors and candidates ○ Providing PD to candidates and mentors • Funding allocation (Attachment #3) • Outcome report to PUSD Human Resource and Board (Attachment #4) 	√		PUSD Chief Human Resources Officer Advisory Board members PUSD Induction Program	November 3, 2015 <ul style="list-style-type: none"> • Feb. 2, 2016 • March 7, 2016 • April 1, 2016 (Advisory Board Meetings)
	Key program components	We are following the Induction Program Standards 2: Components of the Mentoring Design (key points): <ul style="list-style-type: none"> • Rationale informed by theory and research 		√	Human Resources Induction	By June 30, 2016

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		<ul style="list-style-type: none"> Multiple opportunities for candidates to demonstrate growth in the CA Standards for the Teaching Profession Develop /Maintaining of an Individualized Learning Plan (ILP) for candidates based on needs (Quarter 3-Attachment #B) Mentoring support for candidates including both “Just in time” and longer term analysis of teaching practice (Quarter 3-Attachment #C) 			Coordinator Participating Teachers Mentors	<ul style="list-style-type: none"> April 6, 2016 (PT meeting) Feb. 17, 2016 March 22, 2016 April 13, 2016 (Mentor Forums)
	Key stakeholders	<ul style="list-style-type: none"> PUSD Chief Human Resources Officer and HR Director Induction Program Advisory Board members Induction Program Coordinator Participants (candidates) Support Providers (mentors) Site Administrators (Evaluators) District Related Division Officers 	√		All stakeholders	On going
	Involvement actions	<ul style="list-style-type: none"> 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. 	√		Induction Coordinator	

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		(Attachment #5) <ul style="list-style-type: none"> BTSA Mentor Forum (Attachment #6) Mentor Forum 2.17.16 (Quarter 3-Attachment #D) 	√			October 21, 2015 Feb. 17, 2016
Stipulation #2: Develop an assessment that addresses both program and unit evaluation, including the analysis and use of the data results.	Assessment tools	<ul style="list-style-type: none"> New Teacher Needs Survey sample (Attachment #7) Participating Teacher survey: Beginning of the Year (Attachment #8) Mid-Year Survey (Attachment #9) End of school year Survey Samples of training evaluations (Special Education and ELD) (Attachment #10) 	√	√	Induction Coordinator	July 2015 – June, 2016
	Data Collection and Analysis	<ul style="list-style-type: none"> Data are sorted, analyzed and summarized (Attachment #11) 	√		Induction Coordinator	December, 2015
	Data analysis result	<ul style="list-style-type: none"> Results of the data analysis are used to refine the practice of training for both Support Provider and Participate Teachers Based on the Mid-year survey data, Mentor Teachers developed problem solving strategies (Quarter 3-Attachment #E) 		√	Induction Coordinator Mentor Teachers	On going Feb. 2, 2016
Stipulation #3: Support Provider and Professional Development	The criteria for the selection of Support Providers (Mentors)	We will follow the new Induction Program Standards 4: which requires qualification for Support Providers (Mentor Teachers) selection include but are not limited to: <ul style="list-style-type: none"> Knowledge of the context and the content area of the Participate teachers (candidate’s) teaching assignment Demonstrated commitment to professional learning and 	√		Human Resources Site Administrators	Before the school year starts

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		<ul style="list-style-type: none"> ○ Feedback provided to SPs in memo form for first reminder if log not submitted ○ Other areas addressed include inadequate time spent with PT ○ 1:1 meeting between Coordinator and SP ○ Further support provided to SP when needed ○ Site Administrator survey determines the strengths and needs of the BTSA Induction Program (Quarter 3-Attachment #H) 			<p>Chief HR Officer</p> <p>HR Consultant</p>	
Stipulation #4: Establish Collaborative Relationship with other PreK-12 organizations and institutes of higher learning to meet requirements of common and program standards.	List of the other pre-K-12 organization that we are collaboratively working with	<ul style="list-style-type: none"> • Temple City USD Induction Program • Hart USD • San Diego COE BTSA Program • Riverside USD 	√		<p>Induction Coordinator</p> <p>Chief HR Officer</p> <p>HR Consultant</p>	On going
	List of the higher education institutes that we are collaboratively working with	<ul style="list-style-type: none"> • California State University, Los Angeles • Loyola Marymount University • Attend LACOE Cluster 4 meetings • Azusa Pacific University • Institute for Higher Education Collaborative Learning (IHE) 	√		<p>Human Resources Director</p> <p>Induction Coordinator</p> <p>Chief HR Officer</p> <p>HR Consultant</p>	On going
Stipulation	List of	<ul style="list-style-type: none"> • PUSD 1st Quarterly Report (Attachment #15) 	√		Induction	October 6, 2015

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#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.	quarterly report's contents	<ul style="list-style-type: none"> • PUSD 2nd Quarterly Report (Attachment #16) • PUSD Induction Program Corrective Action Report • PUSD 3rd Quarterly Report 	√		Coordinator Human Resource Consultant	February 1, 2016
	Notice to all current and prospective candidates of the current accreditation status.	<ul style="list-style-type: none"> • Notice to all current and prospective candidates of the current accreditation status (Attachment #17) 	√		Induction Coordinator	October 7, 2015

Pasadena Induction Narrative:

Pasadena has been systematically reviewing and analyzing data with our mentors and Advisory Board. Analyzing data in this manner allowed for all stakeholders to work with new teachers more effectively and evaluate our program effectiveness.

In December, we had a mid-year portfolio review session. During this session, mentors were surveyed on new teacher's area of strengths and area of needs. I summarized the feedback and identified overall themes. At the February Advisory Board meeting, I was able to share findings with our Board. We decided our mentors should also review the findings and brainstorm possible next steps.

At the February 17th Mentor Forum, we reviewed the summarized feedback as a group. Mentors were grouped and asked to take one or two areas of needs, discuss and brainstorm next steps. At the end of the meeting, groups were able to orally share several big ideas. All next steps and ideas were documented and shared via Google Docs.

To address the accreditation stipulation of developing a system to evaluate our mentors, our Advisory Board (February meeting) decided that mentor evaluation should be based on: input from BTSA coordinator, administrator feedback and participating teacher feedback. To obtain this information, I surveyed our participating teacher at the February Participating Teacher meeting. They were asked a wide variety of questions such as:

- How comfortable they felt approaching mentors with questions (81% felt very comfortable)
- How likely they were able to complete induction requirements without mentors (73% report very unlikely)
- Implementing 2-3 instructional strategies suggested by mentors (76% agreed)

The data results were shared with Mentors at the March Mentor Forum and Advisory Board Meeting. Mentors felt validated that the work they have been doing with their new teachers are being appreciated. The Advisory Board suggested that for the end of the year survey, participating teacher's names

should be included in the survey so BTSA coordinator can follow up with any noticeable red flags or concerns.

PUSD's Induction program is still in the process of data gathering and triangulating the results to help move our program forward. The Administrator's surveys were sent out April 12th and are awaiting results to be analyzed. At our March Advisory Meeting, it was also decided that BTSA coordinator will survey new teachers three times a year on their satisfaction with their mentors so they are being better served.