

**Discussion of the Second Quarterly Report from  
Newark Unified School District  
January 2019**

**Overview of this Report**

This agenda item provides information on the second quarterly report submitted by Newark Unified School District (NUSD) and addresses stipulations resulting from their spring 2018 site visit. Following its decision, the Committee on Accreditation (COA) directed NUSD to provide quarterly updates to staff documenting the progress made toward meeting the goals set forth in the stipulations. The second quarterly report also addresses Committee members' questions from the discussion of NUSD's [First Quarterly Report](#) presented during the November 2018 COA meeting.

**Staff Recommendation**

This is an information/action item. No action is needed at this time, however, should the COA wish to take action it may do so. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution. The revisit is scheduled for May 6-7, 2019.

**Background**

NUSD's accreditation site visit was held on April 16-18, 2018 and the report of that visit was presented to the COA during the May 2018 meeting (see the [COA May NUSD Report](#), agenda item 9). Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted **Accreditation with Probationary Stipulations**.

**Report Contents**

Following the COA members' discussion of the first quarterly report and the steps taken by NUSD to address stipulations, the COA members requested further information about two topics: 1) Sustainability, and 2) Evidence of data collection and of the convening of the Advisory Council. NUSD's second quarterly report was submitted in response to these specific topics on December 18, 2018 and has been read and analyzed by staff. The report is organized as follows: the left-hand column includes a description of the issues needing further clarification/information as identified by the COA; and, the right-hand column includes NUSD's narrative responses supported by hyperlinked evidence. The complete second quarterly report is included as an attachment to this agenda item. A brief summary of the two issues and the response from NUSD is provided below.

- 1) *Sustainability*:** The COA expressed concern that one person, the program director, is the sole person with oversight of the daily operations of the induction program. The COA asked that NUSD provide more information about sustainability of resources and infrastructure.

In response, NUSD has provided a sustainability plan that includes:

- A more comprehensive structure of support at the district and site level. Secondary department chairs would become Lead Mentors. Lead Mentors will act as an intermediary layer of support between the induction program director and the candidate's assigned mentor.
- The involvement of mentors in the development and update of candidate Individual Learning Plans (ILPs), initial classroom observations at the beginning of the year and additional observations scheduled during the ILP process.
- Mentor workshops that will train mentors in candidate-mentor conversations
- A train-the-trainer workshop for possible mentor workshop facilitators.

**2) Evidence of Data Collection and Advisory Council Meetings:** In the first quarterly report, NUSD provided plans for data collection, analysis and use of data for continuous improvement as well as projected dates for Advisory Council meetings. Evidence of implementation was requested be submitted.

In response, NUSD has provided the following evidence in its second quarterly report:

- Graphic representations of candidate and mentor data
- Descriptions of the analysis of the data collected
- Program Improvements informed by the analysis of the data collected and made in collaboration with the Advisory Council
- Agenda and notes from Advisory Council meetings that have convened to date



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Questions from November 7 COA Meeting	Response
<p>The COA members voiced concerns about the program director being the sole person with oversight of the daily operations of the induction program. Further clarification/information is to be provided about sustainability including a plan that would address how oversight of the day-to-day operations might be sustained in the future.</p> <p>Areas to be addressed include:</p> <ul style="list-style-type: none"> <li>· How the program will provide sufficient infrastructure and resources to ensure that the program continue to operate over time</li> <li>· If assistance will be provided in the administration of the induction program</li> <li>· How the program will ensure that all mentors understand their roles and are monitored in their work</li> <li>· How the program can ensure that candidates feel supported and guided</li> </ul>	<p><u>Sustainability Plan</u></p> <p>Newark is exploring the development of institutionalizing mentoring within the district. This includes a system of developing a more comprehensive structure of support at the district and site level. This will include district and site mentors who will provide support and guidance to all teachers: Induction candidates, interns, long-term substitute teachers, etc. This support system will assist in providing a “life-line” and on-going support to new teachers.</p> <p>Responsibilities may be as simple as giving them an orientation to the school, district, and community they serve. These mentors may also be instructional or content specialty coaches, and provide professional or curricular support. This plan includes redefining the role and responsibilities of secondary school department chairs to include more mentoring. A <i>Lead Mentor</i> role will be created in the elementary schools to align with the secondary structure. The mentors do not have evaluative responsibilities and may or may not be the direct mentor of an Induction candidate.</p> <p>The Induction Program Director has been tasked by the Superintendent with reviewing the current job description of secondary department chairs to ensure that the mentoring role is highlighted and defined.</p> <p>The current vision is for these Lead Mentors / Department Chair people to be another layer of support between the Induction program leader and the mentor - candidate team. The mentor-candidate team may consult with the Lead mentors in the absence of the program leaders or when issues of concerns are more curricular or site-based.</p> <p>This mentoring system may be coordinated by the Induction Program Director and Human Resources department.</p> <p>Mentors work with the candidate in the development and updates to the ILP. Whenever necessary, mentor and candidate may consult with the director. Mentors observe their candidate at the beginning of the school year &amp; complete an</p>



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	<p>“Initial Observation”. Additional classroom observations may be scheduled as determined by the ILP Process.</p> <p>Mentors receive training from the program director in learning-focused conversations at Mentor Workshops to enhance their candidate-mentor conversations. By the end of the 2018-2019 school year, the program director will implement a training for trainer’s workshop for possible mentor workshop facilitators.</p>
<p>The second area that they questioned was data collection. Since you have provided a plan to collect data, analyze it and use it for continuing improvement, for this report it would be beneficial to include evidence of data collected so far, how you have analyzed it and how it has informed any updates or changes to the program if any are necessary.</p>	<p>Data from all surveys are presented &amp; analyzed at all the mentor workshops. These are also reviewed by the Advisory Council and decisions for program improvement are made through discussion and collaboration</p> <p><a href="#">Summary of CSTP Focus Elements identified at Intake by candidates</a></p> <p><a href="#">Mentor Descriptions of Practice</a> (Blank)  <a href="#">Mentor Descriptions of Practice Summary of Analysis</a></p> <p>Fall Program Effectiveness Survey Analysis</p> <ol style="list-style-type: none"> <li>1. <a href="#">Candidate &amp; Mentor</a></li> <li>2. <a href="#">Principal</a></li> </ol> <p><a href="#">Candidate Log #1 (Mentor Effectiveness)</a></p>
<p>Advisory Council Agenda &amp; Notes</p>	<p><a href="#">Advisory Council # 1: 7/10/2018</a></p> <p><a href="#">Advisory Council # 2: 9/21/2018</a></p> <p><a href="#">Advisory Council # 3: 12/7/2018</a></p>



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### Candidates' Focus CSTP Element Identified at Intake Meeting

At the Intake Meeting all thirty-four candidates met with the program director. Most met individually; teachers at three charter schools met as a group. One of the activities was a self-assessment on the CSTP considering their prior teaching experience, the Transition Plan completed at the IHE (if available) and what they feel are the areas they need to learn more about, further develop or need more assistance with. These are referred to in the ILP as the "Candidate's Focus CSTP Element". All the data were collated into this report. The charts represent the elements per standard identified by the candidates. The elements chosen by most is indicated below the bar graphs.

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<p><b>1.2</b> Connecting learning to student's prior knowledge, backgrounds, life experiences &amp; interests. <b>1.4</b> Using a variety of instructional strategies, resources, and technologies to meet the student's diverse needs.</p>	<p><b>2.4</b> Creating a rigorous learning environment with high expectations and appropriate support for all students. <b>2.6</b> Employing classroom routines, procedures, norms &amp; supports for positive behavior to ensure a climate where all students can learn. <b>2.7</b> Using instructional time to optimize learning</p>	<p><b>3.3</b> Organizing curriculum to facilitate student understanding of subject matter. <b>3.6</b> Addressing the needs of English learners and student with special needs to provide equitable access to the content.</p>																																												
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<p><b>4.3</b> Developing and sequencing long-term and short-term instructional plans to support student learning</p>	<p><b>5.2</b> Collecting and analyzing assessment data from a variety of sources to inform instruction <b>5.4</b> Using assessment data to establish</p>	<p><b>6.1</b> Reflecting on teacher practice in support of student learning <b>6.3</b> Collaborating with colleagues and the broader professional</p>																																												



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4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	learning goals to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.	community to support teacher and student learning. 6.4 Working with families to support student learning.
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### Implications of identifying the focus CSTP Elements:

#### Analysis and Discussion during October Mentor Workshop & Advisory Council

1. Year 2 mentors have a better idea of what their candidate needs to improve on.
2. During the Triad meeting, try to integrate the administrator's goals and the candidate's focus CSTP element; help the candidates by being creative in "packaging the growth goals".
3. Make sure these focus elements are addressed in conversations.
4. Knowing which CSTP elements most candidates identify as areas of growth will inform the program on possible professional development areas to recommend. It will also inform program leadership on resources and possible professional materials the candidates may be interested in.

#### **How did the program leadership use this data to inform program implementation?**

This data was collected from the candidate's self-assessment conducted at the Intake Interview. At this session, the program director and the candidate discussed in detail the candidate's strengths and areas of focus. It provided the program director information on mentor selection criteria, possible professional development support, and specific resources the candidate may benefit from. The summary collated and analyzed provided program leadership with a general view of what the candidates in this program may need. This summary analyzed and discussed at all the mentor workshops provided a general focus for support. The data shows that most candidates would like to develop a safe and structured learning environment that is rigorous, structured and employs strategies to meet diverse student needs. They are also very much interested in gaining new skills in effective instructional strategies including technology to meet the specific needs of English learners, students with special needs. Organizing curriculum and developing well-sequenced learning experiences to systematically develop academic achievement are high priorities as well. Candidates seek to develop systems to create, develop, and analyze assessments to inform instruction. Collaboration with families, other district and community personnel is also an area of interest. This indicates the importance of recognizing the value of working as a team in their school site & district. It also indicates a recognition that families are an important factor in the education of a student.

Program leadership uses this data to design the discussion and areas of focus during the mentor workshops. It is important that mentors have the resources necessary to be able to provide effective support. As needed, retired mentors are referred to the principal or site personnel for orientations to current assessment systems (i.e. Illuminate, online assessment, etc), support systems (example: BIS, COST, etc.) and site-based programs.

Submit Date: December 17, 2018

Revised: January 14, 2019



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*The Mentor Descriptions of Practice is a tool developed by Newark Teacher Induction program leadership to provide mentors with a self-assessment tool based on the mentoring skills identified in Program Standard 4. Mentors use this to identify strengths and areas of growth in the development of their mentoring skills and knowledge. Program leadership also developed this tool to provide a common definition of each mentoring skill within the context of a continuum of development. It is written in simple statements to clearly describe what and how a mentor would provide each of the seven skills. This tool is a Google document and is housed in the individual mentor folder. Mentors complete this in the Fall and Spring to assess their development.*

**Mentor Descriptions of Practice Self-assessment & Reflection - Blank Sample**

Just as the candidates engage in self-assessment based on the California Standards for the Teaching Profession (CSTP) through the Individual Learning Plan (ILP) to monitor their growth, mentors use this *Mentor Descriptions of Practice Self-Assessment & Reflection* to identify strengths and areas of growth in the development of their mentoring skills and knowledge. These are the mentoring skills the program must ensure Candidates must receive and support. This self-assessment assists the program in supporting the mentor’s development and professional growth. Mentors complete this self-assessment twice each year.

**Fall:** Highlight (in light orange 1) and Date      **Spring:** Highlight(in light green 1) and Date

Mentoring Skills	Developing	Proficient	Advanced
<b>Provides “just-in-time support”</b>	<p>"Reacting to what is needed in the moment as things come up"</p> <p><b>Responds</b> to the immediate emotional, professional, curricular and situational needs of the candidate by providing timely access to an array of strategies, ideas, suggestions, support and/or guidance. Response may be given in-person or via technology within a day.</p>	<p>"Predicting what may happen and proactively making plans for just-in-case situations"</p> <p><b>Developing plus:</b></p> <p><b>Anticipates</b> emotional, professional, curricular and situational needs of the candidate and proactively provides timely access to an array of strategies, ideas, suggestions, support and/or guidance. Support may be given in-person or via technology.</p>	<p>"Considering the phases of teaching and making long-range plans for “just-in-case situations”.</p> <p><b>Proficient plus:</b></p> <p><b>Considers</b> the year-long phases of teaching, as well as the calendar of school activities, and collaboratively develops long-range plans with the candidate to address possible emotional, professional, curricular and situational needs with an array of strategies, ideas, suggestions, support and/or guidance.</p>
<b>Guidance to promote enduring professional skills (CSTP)</b>	<p>Aware of the California Standards for the Teaching Profession (CSTP) and uses knowledge to guide candidate planning and implementation of standards-based instruction to meet assessed needs of students.</p> <p>Shares research-based</p>	<p>Has thorough understanding of CSTP and uses knowledge to collaboratively plan and implement standards-based instruction to meet the assessed needs of students.</p> <p>Integrates educational research and best practices into collaborations with candidate. Supports the</p>	<p>Facilitates candidate’s routine use of CSTP in planning, implementing and reflecting on effectiveness of strategies to advance student learning.</p> <p>Collaborates with candidate to implement research-based</p>



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	<p>instructional strategies and best practices, including but not limited to: differentiation, equitable access, and culturally responsive pedagogy to meet the diverse needs of their students.</p>	<p>candidate to implement best practices to address a range of student learning needs.</p> <p>Guides the candidate in analysis of student work to examine the impact on student learning of instructional strategies and best practices. Supports the candidate is selecting new resources in planning to address the diverse needs of their students.</p>	<p>instructional strategies and best practices to meet identified and evolving needs of students.</p>
<p><b>Modeling</b> <i>"learning to teach by watching"</i></p>	<p>Arrange opportunities for the candidate <i>to learn to teach by watching</i>: observe "star" teacher/s, view webinars or video recordings.</p>	<p>Collaborates to plan <i>learn to teach by watching</i> opportunities: candidate observes mentor teach, mentor &amp; candidate co-teach a lesson, candidate records a lesson which may be analyzed with their mentor.</p>	<p>Mentor and candidate plan a series of lessons where the candidate cycles in &amp; out of teacher &amp; observer role.</p>
<p><b>Reflection on practice</b></p>	<p>Guides candidate in identifying relevant data.</p> <p>Learns (knows) mentoring language protocols. Listens attentively to respond appropriately. Engages the teacher in collaborative problem solving.</p> <p>Understands the structure of the Learning Focused Conversation.</p>	<p>Engages the candidate in examination of data to plan instruction, improve practice, and advance student learning.</p> <p>Uses mentoring language to facilitate positive, productive, reflective conversations and models reflective practice based on student results.</p> <p>Applies instructive, collaborative, and facilitative mentoring strategies consciously to promote thinking and problem solving that advances teacher practice and student learning.</p> <p>Employs the <i>Learning Focused Conversation</i> and uses the Planning Conversation and Reflective Conversation templates.</p>	<p>Oversees the candidate's implementation of instructional plan which incorporates analyzed data with established learning goals.</p> <p>Strengthens repertoire of reflective conversation skills and moves fluidly among mentoring strategies to promote teacher confidence and autonomy.</p> <p>Effectively addresses sensitive issues and resistance. Encourages ongoing reflection, critical thinking, and risk taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning. Practices the <i>Learning Focused Conversation</i> fluently without the use of the templates.</p>





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<p><b>Connecting to available resources</b></p>	<p>Considers teachers self-assessments and inquiries into practice when planning for mentoring and professional learning.</p> <p>Supports teacher’s efforts at implementation of respective strategies</p>	<p>Uses teacher’s self/co-assessments and inquiries to guide mentoring and plan for ongoing professional learning.</p> <p>Collaborates with the teacher to implement strategies from mentoring and professional learning and to reflect on corresponding improvements in practice and student learning.</p>	<p>Facilitates the teacher’s routine use of self-assessments and inquiries to target mentoring and seeks professional learning to address evolving issues of practice and student learning needs.</p> <p>Engages the teacher in ongoing reflection on the impact of strategic implementation of strategies from mentoring and professional learning to improve practice and advance student learning.</p>
<p><b>Developing, reviewing and modifying the ILP</b></p>	<p>Guides the candidate to develop professional goals based on analyses of formative data. Guides the candidate to inform self-assessments by regularly referring to evidence.</p> <p>Provides candidates with information relevant to curriculum, professional learning and instruction.</p>	<p>Builds on the candidate’s capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth and design and implement appropriate next steps to support improvement in practice and student learning.</p> <p>Provides candidates with information relevant to curriculum, professional development, and instruction that aligns with and further develops their ILP.</p>	<p>Deepens the candidate’s understanding of potential and limitations of formative assessment processes and tools.</p> <p>Collaborates with mentor colleagues in ongoing analysis and reflection on formative assessment to gauge and calibrate teacher progress toward both short- and long-term goals to ensure student learning.</p>
<p><b>Classroom Observations</b></p>	<p>Observation data uses general language</p> <p>Observation is completed to fulfill requirements.</p>	<p>Describes specifically what was seen and heard.</p> <p>Provides observation data free of evaluative and biased language.</p> <p>Observation data reflects evidence related to focus area and provides opportunities for reflection.</p> <p>Selects the appropriate observation tool(s) as needed by the teacher’s professional growth goals</p>	<p><b>All of Proficient plus:</b></p> <p>Describes in detail what was seen and heard and provides evidence that addresses the CSTP focus areas.</p> <p>Observations data strategically address the CSTP elements identified as focus areas by the candidate.</p>



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Fall Reflection	Date:
Prioritize the mentoring skills in the order of need for support or additional information.  <b>1=</b> highest need at this time <b>7=</b> may focus on later	<input type="checkbox"/> Provides “just-in-time support” <input type="checkbox"/> Guidance to promote enduring professional skills <input type="checkbox"/> Modeling, <i>learning teach by watching</i> <input type="checkbox"/> Reflection on practice <input type="checkbox"/> Connecting to practice <input type="checkbox"/> Developing, reviewing and modifying the ILP <input type="checkbox"/> Classroom Observations
What are your mentoring goals?	
How might the Teacher Induction program provide you with support?	
Comments:	

Spring Reflection	Date
In what ways did you meet / not meet your mentoring goals?	
How might you apply what you have learned as a mentor this year to your future leadership roles?	
Comment on how this Induction program supported your mentoring role effectively.	
Comments:	



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Results from Mentor Descriptions of Practice

Just in Time Support	Guide CSTP	Modeling	Reflect on Practice																																				
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Connect to resources	Develop, Review, Modify ILP	Observations	<p>Total # Mentors: <u>21</u></p> <p>Response: <u>20</u></p> <p>Response Rate: <u>95%</u></p> <p># of New Mentors Response: <u>6</u></p> <p>D = Developing P = Proficient A = Advanced</p>																																				
<table border="1"> <tr><th>D</th><th>P</th><th>A</th></tr> <tr><td>5</td><td>12</td><td>3</td></tr> <tr><td>25%</td><td>60%</td><td>0%</td></tr> </table>	D	P		A	5	12	3	25%	60%	0%	<table border="1"> <tr><th>D</th><th>P</th><th>A</th></tr> <tr><td>9</td><td>11</td><td>2</td></tr> <tr><td>45%</td><td>55%</td><td>10%</td></tr> </table>	D	P	A	9	11	2	45%	55%	10%	<table border="1"> <tr><th>D</th><th>P</th><th>A</th></tr> <tr><td>2</td><td>12</td><td>5</td></tr> <tr><td>10%</td><td>60%</td><td>25%</td></tr> </table>	D	P	A	2	12	5	10%	60%	25%									
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**Newark Teacher Induction  
Second Quarterly Report**

**Additional Comments**

Mentor	Mentoring Goals	Induction Program Support
13	My mentoring goals are to be more proactive and to provide support that I notice may be needed not just what is asked for. I would also like to check in more informally.	I feel that I may need assistance with understanding the CSTP's and how to apply them to teaching students with moderate to severe disabilities.
18	Strengthen repertoire of reflective conversation skills and moves fluidly among mentoring strategies to promote teacher confidence and autonomy.	I actually work well with following a list of stems/sentence starters to incorporate into my repertoire of conversation skills. Having this list and using it over time will provide the practice in making it flow naturally.
7	<p>I'm looking to do more of the following this year:</p> <ul style="list-style-type: none"> <li>- Connect teachers with their goals more regularly and build routines around measuring progress toward goals. Teachers and I set meaningful and relevant goals during the year, but are not as robust with follow up as I'd like to be. A quarterly review of goals is in order (perhaps using the ILP along the way).</li> <li>- Peer Observations: there is now time built into our schedule for this, and I want to leverage teachers in supporting one another in improving each other's practice through modeling, viewing, and debriefing. Setting up the teachers with tools, time, and skills to complete successful peer observation cycles is a focus of mine.</li> <li>- Tying all of this into longer-term, outside professional development. Sending teachers to conferences, other schools, etc.</li> </ul>	Continuing to provide tools in all of these areas, being available for consultation, and providing time and space to work with Candidates during meetings/seminars.
20	I would like to help (Candidate) further her own goals as an educator by listening to her teaching goals, relating to them as a fellow educator and guiding her through conversation, resources and modeling toward more effective teaching practice.	I feel well supported at this time, but I will continue to look for helpful information at the monthly meetings.
2	To be a resource for (Candidate) so that she can take her career to whichever level is next for her practice.	Maybe allow me to observe other exemplary teachers, especially in the areas of readers/writers workshop. It would be nice to get new ideas.
10	To help Facilitate more Learning teach by watching and understanding the "Just in Time Support"	Understand the new system so that i can make sure I am helping my candidates to the best of my ability.



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11	I want to be available to (Candidate) anytime she needs to bounce ideas off of me and to offer any assistance she may need. I will offer her advice/support and help her work out any issues that arise	Provide me with a clear understanding of the projects she will be working on in BTSA so I can be thinking of what I can do to support her. Also, provide me time in the school day to make observations and plan out how best to assist.
8	To support him in all areas of professional growth including lesson planning, personal reflection on the student outcome goals, and student assessments. To be present for him to talk about any concerns and/or successes when needed and to reflect and plan for what may happen at a later time.	Providing feedback as necessary
9	To collaborate and be a positive mentor to help my candidate grow	With being readily available for my questions and concerns
12	To anticipate and execute “just-in-time-support” and deferring to candidate’s perceived needs.	Mentoring meetings which are already on the calendar.
19	<ul style="list-style-type: none"> <li>● Guidance to promote enduring professional skills: assist candidate to analyze data to determine students’ needs and provide guidance to strategies and/or best practices to meet diverse needs.</li> <li>● Reflecting on practice: promote and collaborate in reflection using Learning Focused Conversation.</li> <li>● Connect to available resources: collaborate and share resources for implementation so candidate has new resources to improve on practices and student learning</li> </ul>	<ul style="list-style-type: none"> <li>● Facilitate sharing of best practices and resources</li> <li>● Review and practice Learning Focused Conversations, mentoring language</li> <li>● Review case scenarios of reflection</li> </ul>
3	To make sure that I have helped my mentees understand the importance of personal reflection (as well as acting on that reflection) on their teaching to the point that it becomes second nature for them.	I think that one of my teachers (have only met once with her so I could be wrong) is having difficulty understanding what she has control over in terms of classroom management. She’s focusing more on outside forces. (again, have only met with her once.)
14	To learn the job, do it well, and support my candidates through the induction process	Make sure I know what I’m doing and when it is supposed to be done.
4	<ol style="list-style-type: none"> <li>1. To move from Developing to Proficient with at least 4-5 mentoring skills</li> <li>2. I implement the tools of Conversation Guide during weekly meetings</li> </ol>	It would be helpful to discuss what I have learned with other mentors, so I’m hoping that we will have an opportunity to do that during our training sessions



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	3. To learn the content of Mentoring Matters and incorporate that into my mentoring 4. To engage in meaningful reflection on my development as a mentor	
16	To learn the process so that it's most beneficial for both my mentees and myself.	A checklist of dates
15	To learn more about the difficulties facing our secondary instructors, providing an ethical sounding board for new instructors	To be available to support me as a mentor
17	More in class observations, more work on help with research goals, more aid in research objectives.	A checklist would be fantastic

Analysis of Data done with mentors at the Mentor Workshop and New Mentor Workshop in October:

1. Reflect on Practice - No advance; most are proficient. Continue practicing
2. Modeling is very low. It is difficult to model in a teaching assignment where I have no experience in. Would "mock" sessions be appropriate? We could role play scenarios.
3. Most of us are proficient in most. Maybe we can divide the proficient into C+ or C-? This will help us target the activities more strategically.
4. Developing, modifying the ILP - has more parts to consider now. We need more practice in understanding the ILP process.
5. I've mastered "just-in-time support" and "connect to resources" because these are more natural. I need more practice in reflecting on practice.
6. "Just-in-time support" is challenging if you're not onsite daily; Use of technology may be the best way to address this.
7. Not too confident in CSTP; still need to look for evidence per elements.
8. Data shows that most are comfortable on observation but need more practice with finding data for CSTP elements.

**How did the program leadership use this data to inform program implementation?**

While most mentors feel that "just-in-time support" & connecting to resources are "normal" in their interactions with the candidate they also feel that the continuum helped them extend these skills further. They all identified bigger concerns: modeling, reflecting on practice and developing, reviewing and modifying the ILP.

One response to the data is a session during each mentor workshop entitled, "Mentor Scenarios". This is a 20-30 minute section that offers the opportunity to discuss specific challenges or unique experiences for the purpose of soliciting recommendations and/or resolutions. Topics discussed in most recent mentors workshops have included "How do you provide modeling if you are a retired mentor or do not have subject matter expertise in the area?" Responses have included - co-teach a particular teaching strategy that may not be subject-specific; role-play scenarios outside of the classroom, use videos of other teachers to highlight



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specific teaching or curricular areas. More examples of modeling are generated and discussed as the year progresses. Examples are recorded in the Mentor Logs.

To address the concern about *reflecting on practice*, role-playing and practice on the learning-focused conversation structure from Mentoring Matters (Lipton & Wellman) is included in mentor workshops. Mentors engage in this structure with another mentor. Mentors also review other mentoring skills - paraphrase, wait time, and use of mediational questions from Mentoring Matters (Lipton & Wellman) - during the mentor workshops. Mentors receive copies of these templates in their Google Mentor folders as resource.

*Developing, reviewing and modifying the ILP* is an on-going practice. This is reviewed during the mentor workshops. To provide additional support, **Ask Leonor** sessions were scheduled in October and November. These are hour-long sessions candidates and/or mentors may sign-up for to receive additional support in any area of concern. This is voluntary and only attended by candidates and mentors who sign-up for it. As the year progressed, mentors have suggested that **Ask Leonor** sessions be available other critical times of the year: in December or January before mid-year benchmark meetings, in March before review of the ILP. It is their opinion that these sessions provided much needed support and guidance to those who attended it. It also allows for direct communication with the candidates and possibly a gentle nudge to stay focused on the development of their ILP.

To address mentor’s constant request for a timeline, a checklist, or a to-do list, mentors receive a “*Mentor Memo*” as needed, to remind them of the ILP process, reminders on how they may provide support, and a general guide on what they could be working on at each time of the year. Mentors expressed concerns about not meeting the deadlines to assure completion of program requirements. While they are beginning to understand the fluid and less structured new system, the *Mentor Memo* is a simple way to provide support as we transition and as mentors are learning this new Induction system. The “due date” was indicated in response to “When do I have to have it done by?” They do understand however that if they don’t get it done by the “due date”, there are no repercussions to the ILP process. Mentors who have fully embraced the fluid and more organic flow of the new system received the tool but may not have used it.

Examples of two *Mentor Memos* sent to all mentors are below:

Mentor Memo # 1	Mentor Memo # 3												
<p>Mentor Must Dos by September 28:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Mentor DOP</li> <li><input type="checkbox"/> Review Guide to ILP 2018</li> <li><input type="checkbox"/> Review ILP 2018 of Candidate to identify Focus CSTPs</li> <li><input type="checkbox"/> Meet with candidate &amp; log interaction</li> <li><input type="checkbox"/> Set “Initial Observation” before Sept 28</li> <li><input type="checkbox"/> Set Triad meeting with principal as close to Sept 28 as possible especially if the candidate is participating in EEE.</li> <li><input type="checkbox"/> Triad Meeting = Planning Meeting of EEE</li> </ul>	<p><i>“In response to a request for a checklist for due dates, I’ve prepared this guide to help you keep track of all the activities for Trimester 1. These may be considered the “Must Dos” for Trimester 1 (August - November). Use this at your discretion. “</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Due Date</th> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Comment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">10/15</td> <td>Mentor Descriptions of Practice self-assessment</td> <td></td> </tr> <tr> <td style="text-align: center;">10/15</td> <td>Mentor Log for August (60 mins or N/A)</td> <td></td> </tr> <tr> <td style="text-align: center;">10/15</td> <td>Mentor Log for September (ave 240</td> <td></td> </tr> </tbody> </table>	Due Date	Activity	Comment	10/15	Mentor Descriptions of Practice self-assessment		10/15	Mentor Log for August (60 mins or N/A)		10/15	Mentor Log for September (ave 240	
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		mins)	
	10/15	Triad meeting with candidate & principal	
	10/31	Develop ILP: Complete the sections on the ILP with candidate (or ensure that candidate has completed these sections): <ul style="list-style-type: none"><li>- Intake Meeting</li><li>- Initial Observation</li><li>- Triad Meeting</li><li>- Wondering Statement</li><li>- Measurable Outcome</li><li>- Doable Actions to Meet Goals</li></ul>	





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Three surveys are completed in the Fall and the Spring to collect data to inform the effectiveness of the program and make modifications. The Program Effectiveness Surveys completed by the candidate, mentor and principals provides a means for sharing feedback anonymously. These three surveys are delivered by Google form: *Program Effectiveness Survey by Candidate*, *Program Effectiveness Survey by Mentor* and *Program Effectiveness Survey by Principal* were completed in October 2018.

**Program Effectiveness Survey - By Candidate and By Mentor**

<b>I am matched with an appropriate mentor / candidate</b>				<b>I understand the requirements of this induction program that will lead to a recommendation for a clear credential (for my candidate).</b>		
	Agree	Somewhat Agree	Disagree	Agree	Somewhat Agree	Disagree
Candidate	22	4	1	11	13	3
Mentor	16	1	1	15	3	3
<b>This induction program has established clear lines of communication and I understand how to access information and support.</b>				<b>My mentor provides timely and high quality support and guidance/ My candidate effectively and meets with me regularly</b>		
	Agree	Somewhat Agree	Disagree	Agree	Somewhat Agree	Disagree
Candidate	19	6	2	21	5	1
Mentor	14	4	0	18	0	0
<b>I know the resources and support available to me to complete the program successfully / to mentor successfully.</b>				<b>My mentor / candidate builds on the knowledge and skills acquired from my/their preliminary credential.</b>		
	Agree	Somewhat Agree	Disagree	Agree	Somewhat Agree	Disagree
Candidate	16	10	1	20	5	2
Mentor	17	2	0	17	1	0
<b>My mentor demonstrates an understanding of his/her roles or responsibilities for Induction.</b>				<b>This induction program considers the skills and/or experiences I bring from the preliminary program to develop my ILP.</b>		
	Agree	Somewhat Agree	Disagree	Agree	Somewhat Agree	Disagree



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Candidate	19	6	2	17	9	1
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	# Total	Participation	%
Candidate	33	27	82
Mentor	21	18	86%

**Analysis of Data: Program Effectiveness Survey by Mentors and Candidates**

I. From the Mentors (Discussed at the November Mentor Workshop)

1. Most candidates feel they know what is expected of them and know what they need.
2. Most feel they have an appropriate match
3. A lot of candidates don't know what resources are available to them.

*Recommendation:* (Mentors) recommend that they provide an Orientation to the school site and district resources to their candidates. This should be an activity that the program leader reminds them to do next Fall. It is also suggested that a revised "School and District Resources" form be shared with mentors to help guide their orientation. The mentors felt this was a very helpful activity from the previous Induction system and may be done if and when they feel that their candidate needs it.

4. Because of the nature of the changes to Induction, and the fact that the survey was conducted in October, it is not surprising that candidates are a little confused.  
*Recommendation:* Provide candidates and/or their mentors opportunities to consult with the program leadership. Nine "Ask Leonor" sessions were offered in October and November. Candidates and/or mentors signed up for a one hour session to consult on anything with the program director. Attendees left with a clarification of the process especially how it may align with the Newark evaluation system. Some crafted their professional growth goal and developed a plan for their ILP process during the session.

5. While most agree, there is still a big number of candidates and mentors who are confused about the new Induction system. They still don't know where to record things and need more guidance with that.

*Recommendation:* Continue to offer "Ask Leonor" sessions at critical times of the year. Schedule "Ask Leonor" sessions to prepare for the Benchmark meetings (Mid-year checks)

The data also shows that while one candidate and one mentor feel they are not matched appropriately, most feel they were matched appropriately. Data also shows that candidates agree and strongly agree that they understand Induction requirements, program activities and expectations, and mentors knowledge of program requirements. Program leadership attributes this to the individual Intake meetings at the beginning of the year. The program director gave a detailed orientation to the new Induction program. Resources in the Candidate folder were also introduced: *Guide to ILP, ILP 2018, Levels of Teacher Development*. Candidates were informed that the *Guide to ILP* is the document with all the details and instructions of the Induction and ILP process.

As we plan for future Intake meetings, program leadership will need to be more explicit about how it considers the skills and/or experiences each candidate bring from their preliminary program to develop their ILP and how it builds on the knowledge and skills acquired from *their* preliminary credential. At the Intake



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meeting in the Fall of 2018, this occurred when the candidate was asked about strengths and areas of growth identified in their Transition Plan from the university. Less than 5% were able to present this document which may explain the data.

As the mentors, candidates, and principals experienced the activities of this new Induction and ILP process, it was imperative for the program directors to solicit feedback and comments at mentor workshops, emails and personal interaction. It was very important to inform all stakeholders to seek information and contact the Induction office immediately. Communication via emails, phone calls, personal visits and online chats have provided candidates, mentors and principals clarification and guidance on the ILP process.

All Program Effectiveness surveys are anonymous. Further investigation is necessary to identify the mentor and candidate who feel they weren't matched appropriately. Program leadership has no information to determine if they were matched together or if they were responding independently. Mentors were requested to contact program leadership directly to discuss any issues with mentoring match. Program leadership may gather more data from Candidate Logs and/or at the candidate's mid-year benchmark appointments.

Submit Date: December 17, 2018

Revised: January 14, 2019



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**Program Effectiveness Survey - By Principals**

# Total Principals = 13	Total Participation = 11	Participation Rate = 85%
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Did you participate in BTSA or BTSA Induction as a participating teacher?		Did you participate in BTSA or BTSA Induction as a support provider or mentor?		3. How did you receive information regarding Induction? Select all that apply			
YES	NO	YES	NO	Training / meeting / orientation / communication with program leadership	Meeting/s with candidate and/or mentor in the the program	Website/ Flyer	Other
5	6	7	4	10	3	0	1

My understanding of my role & responsibilities in Induction			My understanding for the goals and purpose of this program.		
CLEAR	SOMEWHAT CLEAR	NOT CLEAR	CLEAR	SOMEWHAT CLEAR	NOT CLEAR
10	1	0	11	0	0

My understanding of the roles and responsibilities of the mentor.			My understanding of the process for recruitment & selection of mentors		
CLEAR	SOMEWHAT CLEAR	NOT CLEAR	CLEAR	SOMEWHAT CLEAR	NOT CLEAR
10	1	0	5	7	0

My understanding of the completion requirements to earn a recommendation for a clear credential.			My understanding of the program design for individualized support of the candidate's professional growth goal?		
CLEAR	SOMEWHAT CLEAR	NOT CLEAR	CLEAR	SOMEWHAT CLEAR	NOT CLEAR
9	2	0	10	1	0

<b>What might you need from program leadership to help you better support your candidate and mentor?</b>
Better understanding of how to align induction goals with E-cubed requirement goals.
Nothing
To be given a paper copy of all information needed yearly in my role.
Nothing
Regular feedback and contact as soon as there are concerns. Clear deadlines.



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Nothing at this time- just continue to give updates if there is anything we need to do to support our teachers in the induction program.

### **Analysis and Recommendations:**

The high participation rate of principals may indicate a strong support for this program. Principals rate their understanding of their role and responsibilities, the program design and requirements of the Induction program as “clear”. Program leadership attributes this to the orientations provided to all principals. Additional individual sessions were offered to new principals especially in Newark after they received an orientation to the evaluation system. The program director met with principals individually to clarify how the evaluation system and Induction aligns to support the professional growth of the candidate but pointed out the activities that are very different. Mentors do not have a role in the evaluation system but may provide support to the candidate in the area of reflecting on practice and data analysis of evidence from their teaching practice. Principals were also informed that they may not engage in conversation about the candidate with the mentor without the candidate’s presence.

Data shows that more principals are unclear about how mentors are selected. In 2018-2019, there are four new principals in Newark. Without sufficient knowledge of who would be effective mentors, the program director initiated the selection of mentors. This was based on the program director’s knowledge of mentors and the data on the Induction database. Recommendations were then made to the principals who confirmed the matches.

*Recommendation:* Continue providing an orientation to Induction to all principals. Explicitly describe the process of mentor selection and provide each principal with a list of possible mentors from their site. Once candidates per site are identified, engage each principal in conversation regarding possible effective mentors & make the selection together.

Principals are unsure of the difference between the process of support for Induction and the Newark Evaluation system.

*Recommendation:* Maintain constant communication with principals and provide them with updates regularly. The program director may increase collaboration and communication with the Human Resources department for the sole purpose of assisting principals with identifying how they can demonstrate appropriate and effective support for Induction and evaluation.

Submit Date: December 17, 2018

Revised: January 14, 2019



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*The Candidate log is completed by the candidate to provide feedback on the the type of mentoring, the effectiveness and quality of mentor support. This is delivered via Google form.*

**Candidate Log # 1 - November 2018**

Total Candidates: <u>34</u>	Total Participants: <u>34</u>	Participation Rate: <u>100%</u>
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*Directions:* Reflect on the interactions with your mentor/s to date. Indicate each type of mentoring that was provided. For each type of mentoring, grade the effectiveness of the support. To ensure timely attention from program leaders, if you indicate "I have concerns", please provide more information in the "Notes" section.

Mentoring Skill	Excellent	Adequate	Not Addressed	I have Concerns
Just-in-time	26	6	2	0
Guide to Promote enduring skills	27	6	1	0
Modeling	19	11	4	0
Supports and guides reflection on teaching practice	28	5	1	0
Connects to available resources	27	4	3	0
Assists with developing , reviewing & modifying ILP	28	5	1	0
Classroom Observation	28	5	1	0

**Describe the “Just-in-time Support provided**

Excellent (26)
She responds to texts and emails very promptly
gathering resources for lessons. giving suggestions for classroom management.
She responds right away. She has the best advice, all of her advice is super detailed.
He always checks in and schedules our next meeting for each week.
<b>Mentor</b> has helped me so much with thinking of things to help my students with in math. I go to her with all my thoughts of how to make my teaching better and she provides insightful ideas. I have used her ideas and each time we meet we discuss what I learned from it.
Report cards
Always there to answer my questions. VERY supportive of everything, including the help I need.



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<p>She is always there and support me.</p>
<p><b>Mentor</b> provides a lot of support for me. We talk about cases that I need support with. She helps me find articles that relate to my goals. We also talk about strategies that I can use to support specific students on my caseload.</p>
<p>Weekly check in meetings. Feedback provided on observations.</p>
<p>She is always available</p>
<p>My mentor directed me to resources to supplement the writing curriculum, to help with my special needs students, and guided me through the process of managing the gradebook and report card system. He helped answer questions that I had regarding DRA and writing assessments. He also guided me through back-to-school night preparations (Slideshow presentation, packet, questions that parents might ask) and parent-teacher conferences.</p>
<p>Asked how to handle focus issues.</p>
<p><b>Mentor</b> always makes sure I know I can come to her, by phone or email or in person if I ever need anything</p>
<p>Whenever I ask for assistance with a particular topic, <b>Mentor</b> quickly responds with advice and sources to answer my questions.</p>
<p>Always answered questions when I asked them with a helpful answer</p>
<p>Available via text messaging and through email. She is able to anticipate my needs based on our consultations, meetings, and my reflections.</p>
<p><b>Mentor</b> is available whenever needed and provides alternative perspectives and resources.</p>
<p><b>Mentor</b> is there especially when I have issues that need immediate attention. For example, she was able to support me when student that joined my class later in the year was having constant behavior issues (violent outbursts), and helped me figure out who and how to ask for support and services for said student. Brandi is also available for when I have immediate questions about specific students and recommendations of places to look for resources concerns issues that I have in my classroom. The fact that she has had students from the same families as some of my students has been very helpful and relevant to my immediate support needed.</p>
<p>Frequent check-in's and helpful suggestions/collaboration constantly</p>
<p>Any question I had about behavioral issues it was answered and we spoke about strategies.</p>
<p><b>Mentor</b> helped me enter Woodcock Johnson scores and in generating a report. She also helped me amend my goals with my difficult classes.</p>
<p>I feel that <b>Mentor</b> is very open and reflective with each question I have in order to better improve my skill and craft of teaching. I always feel that he is flexible and able to create time for us to meet and discuss any teaching related issues I may be experiencing.</p>
<p>After observing my classes, <b>Mentor</b> made some suggestions to work on connecting the content to real life situations. He suggested classroom activities/simulations. <b>Mentor</b> talked to me about the importance of classroom management and importance of routines in the classroom. He encouraged me to continue with my routines and procedures as he observed students following the routines and procedures. I had asked <b>Mentor</b> about trying to increase student engagement in the lessons. Along with the simulations, <b>Mentor</b> suggested students work together on some assignments and also to mix up the teaching style to keep students on their toes. Through the lecture and student activities it was also suggested that a short reflective writing that may include questions that may have gone unanswered that students could ask the following class period.</p>
<p><b>Mentor</b> is providing weekly supervision, observation and constant feedback. He's a fantastic mentor.</p>



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Mentor has been able to help whenever I've needed, and she's been able to stop by when on site for other business.
She is there when I have questions about IEPs. We have common prep. I am able to ask her questions before the meeting.
She has been able to help whenever I've needed, and she's also been able to stop by when on site for other business.
<b>Adequate (5)</b>
Has answers to questions when I call for information. Is able to provide feedback to time sensitive topics when asked
She try to help me with what I am supposed to filling out.
Mentor is available when issues arise based on her availability. My mentor has taken on a huge workload at the school.
<b>Mentor</b> has helped me narrow the focus of my ILP, including finding standards to match my new class, modifying my wondering statement and measurable outcomes.
When I am able to meet with my mentor I feel comfortable to ask for advice on how I can present certain information to my students. Such as one instance in which I was using too much academic language in my lesson without offering enough context or support for my students. My mentor suggested that I use phrases that would offer my students a context for understanding early on and wait until later lessons to introduce more complex academic language
<b>Not Addressed (2)</b>
Haven't needed any
I would say that this has been non-addressed, but that is also because I have not emailed <b>Mentor</b> because I have felt so very stretched and so very busy. So I am saying she has not helped me just in the nick of time, but that is in part because I have not reached out.
<b>I have Concerns (0)</b>

**Other Comments / Information relevant to mentoring received**

<b>Mentor</b> has given excellent feedback and advice during our meetings.
She gives great referrals for professional development
I am very happy with the support I am receiving with <b>Mentor</b> :)
N/A
<b>Mentor</b> has come and observed me twice since the beginning of the school year, and I have been able to see her practice once because she is at Ohlone, not here on site at Newark Memorial. She was able to connect me to resources for spring semester for when I teach Government, but not for US History or Economics (but as I said, I've had little chance to talk to her in person during this process to ask this of her). It would be nice to have feedback on a more regular basis on my practice, and for the periods where I wish I had more support, but those are not possible with her schedule at Ohlone, as she has only been able to see me at the same time period, during which I generally have my best behaved class of students.
n/a





**Newark Teacher Induction  
Second Quarterly Report**

I needed so much help because my students are so far behind in math and <b>Mentor</b> has helped me a lot. Every time I "complain" about something, she provides helpful tips.
She has been supportive, allowed me to observe her, has observed me and given great advice.
Absolutely no complaints or hesitations about <b>Mentor</b> . She is simply wonderful.
She had a meeting with the Dean to ensure I have enough support from the school.
<b>Mentor</b> is the best. I feel ahead of the game because she provides me a lot of support. She knows exactly what is necessary so she provides me with a lot of scaffolds to help me think about my process.
<b>Mentor</b> has been great
none
My mentor has been very supportive and encouraging by providing timely feedback to my work and observations. If he does not have the answer to the question, he will seek out the answers in a timely fashion.
None at this time
<b>Mentor</b> is always available whenever I have questions or concerns, which is easy because his classroom is across from mine.
I am happy with how things are going with my mentor. She always answers my questions in a timely fashion.
Even though my Mentor's specialty is not Science, her pedagogy skills are extremely helpful.
I feel very supported by <b>Mentor</b> and he has given me the tools and help I need to finish this program.
<b>Mentor</b> has been absolutely fantastic as a mentor.
Having weekly individual meetings, teacher meetings, and his overall availability has been the most helpful.
<b>Mentor</b> is one of the main reasons that I feel like I have been able to succeed in my first year and a half-ish of teaching. It really helps to have a person on staff as a go to that is as knowledgeable as she is. I really admire and am learning a lot from her problem solving skills and her ability to look at situations from multiple perspectives.
<b>Mentor</b> is constantly offering supportive alternatives when I'm at a loss for new ideas, and has been a great resource for educational methods, or guiding me in the right place to research educational strategies.
The survey is just on my mentor. Not on information I have gone out of my way and found.
Very helpful and available when needed.
Mentor provides valuable feedback and is able to connect well with me. Mentor sticks to the scheduled meetings, even with her workload.
<b>Mentor</b> comments were very kind and supportive. I am very challenged this year in navigating in a new district with new people, new policies and new software. <b>Mentor's</b> optimistic approach and encouragement is a breath of fresh air to a difficult climb.
I feel that I have built a very open and comfortable working relationship with my mentor. I feel I am able to approach him in regards to any teaching related issue and he and I are able to work as a team to create an atmosphere in which I can thrive, learn and develop. I have already felt that this connection has resulted in becoming a better teacher.
N/A
I think both my mentor and myself are somewhat confused about the process through which Induction is supposed to be accomplished. There seems to be a lot of times where I feel we are both guessing at what would be the best approach for accomplishing the various tasks to be carried out in induction. Personally I am a bit concerned about know the order in which the different task should be accomplished. I know that there is the form Induction Experience, but even with that I am still unclear on the timeline.



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**Mentor** and myself conducted a cooperative class activity. We wanted to give the students an example of what it was like to work in the factories during the industrial revolution. We worked together and brought all students into a classroom and had them moving around and answering questions. The class was dark, warm, and we had loud noises playing over the speakers. This activity was meant to distract students as they were trying to answer the questions. Working together with **Mentor** on this activity allowed me to both observe him and co-teach a lesson/activity. The activity was able to engage students and make a connection from the content to real life. Students enjoyed the activity and gained a sense of the hardships of what kids and families went through during this time period.

**Mentor** again, has been a great mentor. I greatly appreciate his insight and support.

**Mentor** has done a good job working with me and also is very patient in helping me understand what is expected of me.

### Analysis:

The results of Candidate Log #1 are very affirming. It provides evidence that the mentors are providing high-quality support, and guidance. In most of the categories, mentors were rated "Excellent" by 80% of the candidates. Comments regarding "just-in-time" support describe mentor's creativity to responding in a timely manner. It is also appears that the mentors referred to the descriptors in the *Mentor Descriptions of Practice* to demonstrate the other levels of "just-in-time" support by proactively planning the support their candidate based on future school activities or events, (i.e.: Report cards, IEP, scaffolding to prepare for future events).

Upon closer analysis of the raw data, first year mentors were ranked equal or even more effective in comparison to mentors who have served for more than two years. This data supports the criteria of mentor selection. Mentors selected are effective mentors.

According to the *Mentor Descriptions of Practice*, modeling was a big concern of the mentors. This is corroborated by the data from the *Candidate's Log*. Though 55.9% of the candidates ranked their mentors as "Excellent" in modeling, this was the lowest ranked mentoring skill. More discussion is required at mentor workshops to solicit ideas on how this may be demonstrated. It may also be that due to the restrictions of the retired mentors, this program will acknowledge that while every effort is exerted, it may not always be possible.

It is imperative that the program director respond to the "Not addressed" and "I have concerns" marks. The data shows evidence that *three candidates* have expressed deep concerns about their mentors. The program director has reached out to all three candidates.

Candidate # 1: Describe Just-in-time Support: *"I would say that this has been non-addressed, but that is also because I have not emailed **Mentor** because I have felt so very stretched and so very busy. So I am saying she has not helped me just in the nick of time, but that is in part because I have not reached out."*

Additional Comments: *"Mentor has come and observed me twice since the beginning of the school year, and I have been able to see her practice once because not here on site. She was able to connect me to the resources for spring semester for when I teach Government but not for US History of Economics (but as I said, I've had little chance to talk with her in person during this process to ask this of her.) It would be nice to have feedback on a more regular basis on my practice, and for the periods where I wish I had more support, but those are not*

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*possible with her schedule. She is only able to see me at the same time period, during which I generally have my best behaved class of students."*

From the comments on the survey, there seemed to be a scheduling conflict and a misunderstanding of who should initiate communication with whom. After a short conversation with the candidate, the program director was able to clarify two items: (1) it is required that each candidate must receive an average of sixty minutes of mentoring each week, and (2) mentors do not only have to observe candidates. Meetings are opportunities for discussion regarding teaching practice, data analysis and the development of the ILP. This situation was resolved but asking the mentor and candidate to inform the program director of their weekly mentoring appointment. It was further discovered that they were not meeting because they were not aware that meeting online via webchat was acceptable when in-person meetings were not possible. The program director will monitor the progress by referring the Mentor Logs completed by the mentor. In the meantime, the mentor and candidate have set regular weekly appointments that will begin on the week of December 10.

Candidate # 2: The candidate rated his mentor as "not addressed" or "I have concerns" and indicate these comments: *"Again my mentor has been on campus several times but it has not been to provide support as she has been working on IEPs for students in classes that have teacher vacancies."* Further investigation by program director was necessary to reconcile the data reported by the mentor in her Mentor Log with the candidate's feedback. The Mentor Log reported weekly appointments were kept and the mentor provided support, guidance and assistance on a regular basis. At least two classroom observations were conducted. This situation is confirmation of the mentor's concern that the candidate is not receptive to the support provided. During the period covered by the survey, the mentor consulted with the program director at least twice. The mentor also informed the program director that the candidate's support staff had informed administration of their concerns about the candidate's practices. As a result, administration has already been involved. This situation needed more strategic support and attention from the program director. The program director needed to ascertain the reasons for the discrepancy of the data and reconcile the information in the Candidate Log and the Mentor Log thus a meeting with the candidate was scheduled for December 19.

Candidate #3: *"I think both my mentor and myself are somewhat confused about the process through which Induction is supposed to be accomplished. There seems to be a lot of times where I feel we are both guessing at what would be the best approach for accomplishing the various tasks to be carried out in induction. Personally I am a bit concerned about know the order in which the different task should be accomplished. I know that there is the form Induction Experience, but even with that I am still unclear on the timeline."*

The candidate and mentor met with the program director on December 12. The candidate was very worried that he was doing everything "wrong" because he didn't have forms to complete. He was looking for a checklist of activities to do and in the absence of this form, was so confused. The program director reminded him of their conversation during the "Ask Leonor" session on October 24 when she explained the big shift in Induction activities. They discussed progress on the growth goal they had discussed then. The candidate explained that since then, he has changed the focus because of pressure from the other teachers in his department. At this time, the mentor, the program director, and the candidate redirected the conversation to identifying the area of teaching of focus for the candidate. As the mentor took detailed notes of the conversation, the program director assisted the candidate in formulating a possible "wondering statement" and possible measurable outcomes. The three drafted a timeline of activities that could structure the

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interactions of the candidate and mentor. The candidate left with a plan and timeline, specifically designed for him and his mentor.



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ADVISORY COUNCIL AGENDA & NOTES

Advisory Council Meeting # 1

July 10, 2018 @ 10:00AM - 12:00PM, Newark USD Board Library

Purpose:

- A. Consult with Lynette Roby, CTC Consultant via Zoom

Continue working on ILP  
 Submit 1st quarterly report by July 20 for the August 6 COA Meeting

Comments for Superintendent Sanchez:  
 Program seems very streamlined and presents a strong mentoring system.  
 Question: "How are we doing?"

Ms. Roby response, "We are not in a position to comment on the progress. It'll be read at the next COA meeting."

- B. Review and solicit comments and/or recommendations to the following:

- 1. Response to the **COA Stipulations due on July 20**

Council agree that the responses align with the COA Stipulations

- 2. The [Mentor or Candidate Induction Experience](#)

Mentor Experience	Candidate Experience
Mentors reviewed this document. The language of the document is user-friendly and straightforward.	NO questions or other recommendations. Document links work well. It is very straightforward.

- 3. The [Mentor DOP for 2018](#)

NO time to discuss.

In attendance:

- 1. Virginia Williamson
- 2. Gerri Bischofberger
- 3. Anne Magario
- 4. Ray Rodriguez, Newark Board of Education
- 5. Patrick Sanchez, Superintendent

Absent:

- 1. Diana Sawin
- 2. Gerry Fisher

Next Meeting: [September 21](#)



## Newark Teacher Induction Second Quarterly Report

### Advisory Council Meeting # 2

September 21, 2018 @ 9:30AM - 12:00PM, Newark USD Board Library

Agenda & Note taking form

Attendance:

Mentors: G Bischofberger, A Magario, D Sawin, V Williamson

Principals: W Eaton (KEY Academy), A Ehrich (Lincoln Elementary)

Purpose:

A. Update from with Teri Clark,

COA - wanting to make sure moving forward throughout the year that were not addressed in the last Site Visit

- Add revisions - to the following quarterly report
- On-going surveys or checks to designate specific into for mentor work

Site Visit Interview - Choose interviewees

Program is about COACHING not completion of documents. How does the leadership gather that the candidates received data. Quality feedback from candidates. How do we know authentic coaching is happening?  
Require mentoring not documentation.

Quarterly Report:  
What is candidate competence?  
Add activities, data analysis, in the QR. Tell the story throughout the year.

Progress on Standard 6 which was marked NOT MET?

1. Meetings with mentors - How is it going?
2. Survey - How do the Candidates feel about their mentoring effectively?

Comments from Teri:

- Moving in the right direction.
- Excellent job.
- Seems aligned to the new standards
- Enough data to meet Standard 6

B. **Define** Program Standard 5: *Determining Candidate Competence for the Clear Credential Recommendation & identify* evidence from the ILP, Levels of Teacher Development on the CSTP and other program document to demonstrate growth and competence. Make recommendations regarding the metrics to be used to be communicated in the program benchmark forms.

<p><b>Define Competence</b></p> <ul style="list-style-type: none"> <li>● Consistent demonstration of mastery of named CSTPs</li> <li>● Create an effective environment of student learning</li> </ul>	<p><b>Define Growth</b></p> <ul style="list-style-type: none"> <li>● Movement on the CSTP complexity &amp; depth</li> <li>● Life-long learners looking to improve (2)</li> </ul>
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<ul style="list-style-type: none"> <li>Organized, structured instruction that builds on prior knowledge of students learning and ability</li> <li>Understand skills needed by students</li> <li>Growth -&gt; mastery of CSTP</li> <li>How is this reflected in the classroom?</li> <li>CSTP standards</li> <li>Candidate Log</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflections -&gt; action!</li> <li>Candidate always looking for ways to improve and enhance teaching skills!</li> <li>Challenged to learn more</li> <li>Positive, lateral movement on CSTP</li> <li>Increased complexity and depth of practice</li> <li>Reflection?</li> <li>Likert self-assessment</li> </ul>
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<p><u>Possible Evidence</u></p> <ul style="list-style-type: none"> <li>→ Observations - reflections: ll</li> <li>→ Candidate log: ll</li> <li>→ St surveys / test scores</li> <li>→ Structure</li> <li>→ Use of prior knowledge &amp; accommodations</li> <li>→ St Assessment/ data: ll</li> <li>→ St work showing growth</li> <li>→ Lessons developed that builds on prior knowledge of Student o</li> <li>→ Data logs</li> <li>→ Student works</li> <li>→ Multiple self-assessment on CSTP recording details or evidence</li> <li>→ Seeking out PD- demonstration of lifelong learning</li> </ul>	<p><u>Possible Evidence</u></p> <ul style="list-style-type: none"> <li>→ Student scores / confidence scores</li> <li>→ Mentor observation (3)</li> <li>→ Participation in training</li> <li>→ Collaboration with colleagues (2)</li> <li>→ Setting goals with mentor: (2)</li> <li>→ T self-assessment on CSTP</li> <li>→ Attend conferences</li> <li>→ Member of professional blogs or networks</li> <li>→ Charting information</li> <li>→ Test scores</li> <li>→ Assessments / collaboration</li> <li>→ Training</li> <li>→ Student work</li> <li>→ Mentor feedback/ Log</li> <li>→ Teacher reflection</li> <li>→ CC Log</li> </ul>
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***How do we measure candidate growth and competence?***

Council recommends that the mentor and candidate discuss what candidate growth and competence may mean in the context of the candidate’s teaching experience, current teaching context, and professional goals. Together, they will answer the questions:

**What is growth and competence and how will you determine you’ve grown?**

The definition may be recorded as the “Wondering Statement”. The metric to base growth is the measurable outcome. The evidence to document growth will be indicated in the Action Research Plan of the ILP 2018.

Recommendations to the Benchmark form:

- Use CSTP for self-assessment
- Further discussion at the next Advisory Council meeting



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Advisory Council # 3 December 7, 2018 9:00-11:30 AM

NUSD Training Room

Agenda

- I. Accreditation Report / Update:
- II. Presentation of DRAFT Second Quarterly Report - due December 17.
- III. Discussion of SQR items:
  - A. Sustainability Plan
  - B. Data Collection, Analysis, and Implications to Program Implementation.
- IV. Planning for Next Steps

Attendance:

- Ray Rodriguez, President, NUSD Board of Education
- Patrick Sanchez, NUSD Superintendent
- Leticia Salinas, NUSD Associate Superintendent of Educational Services
- Angela Ehrlich, NUSD Lincoln Elementary Principal
- Will Eaton, KEY Academy Principal
- Virginia Williamson, NUSD Retired Induction Coordinator
- Anne Magario, NUSD Retired Mentor
- Leonor Rebosura, NUSD Teacher Induction Director

\*\*\*\*\*

I. Accreditation Report / Update from COA Meeting on November 7, 2018- Presented by Virginia Williamson

*“Individualization”, “significant progress”, partners with Advisory Council,*

*VW’s sense, we have accomplished a lot but think about sustainability*

Newark Unified School District Quarterly Report

Notes from Commission on Accreditation Meeting on November 7 by Will Eaton, KEY Academy Principal

Staff remarks:

NUSD first quarterly in response.

- Generated probation of 8 stipulations
- Made progress
- Pg 2 table outlines progress to date, which includes implementing of new standards, individualization of program, ILP instead of FACT, to ensure consistency is under direction of Leonor, mentors trained in foundation roles.
- Also systematized collection of data for continuous improvement.

*Questions from the COA Members & Program Responses*

A. Briggs – question regarding program directors load – 60 candidates is a lot. 3x per year meetings, plus other facetime meeting possibilities.

B. Czajowski – ponders degree to which teacher observation can take place.

Leonor explains she has 34 teachers and has been in 33 of 34 rooms, references CSTP tool to drive focus.





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C. Alvarado – acknowledges changes from monthly workshops. Time taken to ask candidates if they have gotten appropriate support.

D. Balatayo – P7 – mentors – district requires mentors to self-assessment 2x year.

- How do you follow up?
- How do you use feedback from there?

Leonor: “self assessment continuum, showed mentors how to grow, gave common language, definitions and examples”

E. Morrision –

- Also impressed with progress.
- Questions sustainability for director roles
- Question for mentoring – can ID concede? How would that be addressed?

Leonor: “mentor reassignment process – in group of mentors – cites a council”

F. Riggs –

- Suggestion – Think about resources needed (sustainability).
- Think of it as an agency.
- Cause for concern for future if numbers grow.
- Some induction programs – support providers meet with transition plan instead of director – a lot is on directors plate in current model.
- While something is in place now, think long range.

G. Balatayo

- Follow up to Riggs
- Differentiated, case b/c case good.
- Would like to see structures protocol or system to direct decisions rather than 1 person addressing case by case. Second sustainability concerns – if program grows in numbers it could be a problem.

H. Forbes

- Shares concerns.
- Enjoys hearing advisory meeting.
- Would like to see whats happening, whos there, minutes, etf.
- Would like to see data.

Action item – Forbes moves to accept as does Erickson.

II. Presentation of DRAFT Second Quarterly Report - due December 17.

III. Discussion of SQR items:

- C. Sustainability Plan
- D. Data Collection, Analysis, and Implications to Program Implementation

### DISCUSSION NOTES / AGREEMENTS / IDEAS FOR PROGRAM IMPLEMENTATION

- Trained mentors to assume some responsibility for intake interviews going forward

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- One required meeting – Orientation
- Fall drop-ins OK
- Will: Would it be possible to have a middle management system set up as a safety net? Mentors could be in charge of other mentors.
  - LR: Maybe leads like site coordinators.
  - Someone from the high school could work with junior high mentors.
  - Schools would identify – like choosing a designee
- Ray: Wanted to clarify Commission’s concerns for sustainability
- Ideas:
  - Small groups vs. individuals for intake interviews
  - Trainer model
  - LR covers all this year / train mentors going forward
  - Important to identify mentors right away – ILP must be in place within 60 days
  - Self-assessment and first ILP in group setting
    - LR demonstrates
    - 2-hour session
  - Decision making with Advisory Council – 4 times per year
  - Re-think drop-ins? Half at beginning and half at end
- Discuss CC forms on CSTP elements at intake and how Mentors can use the information
- Results of the Mentor Descriptions of Practice:
  - Analysis of date
  - LR uses the information generated to guide mentor workshops
  - For all mentor workshops, any reading material is provided ahead of time and reading is done prior to the workshop. Workshop time is used for discussion and processing of information
  - Need to discuss how to accomplish modeling if the mentor is not in the classroom
- Advisory Council provided with October Program Effectiveness Survey and asked to review information.
  - LR provided “Ask Leonor” meetings to address CC concerns
- Candidate Logs
  - Last year - though it was happening, there was no evidence of “Just in time” support.
  - Now this information is clearly available from each candidate
  - LR may address problems on an individual basis
    - Skype
    - Google Hangout
  - Suggestion: Put number of responders next to the percentage of group like responses
- Important to stress that data is reviewed in Advisory Council and decisions are made through discussion and collaboration.
- LR addressed concerns through individual meetings
- Possibly use graphics to illustrate process – like “journey maps”

### Factors for sustainability:

- Intake
- Eligibility – HR
- Program design – mentors will do some
- LR won’t need as many meetings with mentors
- Content and frequency of mentor workshops will differ depending on mentors’ length of service.
- Observations – perhaps not a requirement for all, but Director may determine when observe at her discretion. May use various methods of observation, such as:

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- In person
- Video
- Skype or hangout
- Enlist help from Advisory Council

Areas to address from Survey:

- Modeling
- Classroom observations

\*\*\*\*\*

### **\*\* Questions / Points to Address with Commission:**

- What is a healthy balance in terms of the number of CCs per program leader?
- What are key areas on which to focus to address sustainability?
- Point out positive trends: "Based on..." Highlight strengths of program.
- There would be value in including the Director's chart with the report.

\*\*\*\*\*

### **\*\*Points made by District Superintendent:**

- Survey CCs as to what they need
- What elements have had the greatest impact?
- Wants to provide those institutional supports for all teachers, not just CCs.
- Share resources for ideas
- Testimonials: What has made a difference in your teaching?
- How can we beef up supports for *all* teachers?