

## **Report of the Follow Up Report from Fremont Union High School District May 2019**

### **Overview**

This report provides for Committee discussion the required follow up report of Fremont Union High School District (Fremont UHSD).

### **Staff Recommendation**

That the COA accept Fremont UHSD's follow up report. Fremont UHSD will be back in November of 2019 to provide the required one year follow up report to address each stipulation.

### **Background**

An accreditation visit for the Fremont Union High School District took place on October 8-10, 2018. The full report is available here: [Fremont UHSD Accreditation Report 2018](#).

The accreditation status granted to Fremont UHSD by the COA at the November 7, 2018 meeting was **Accreditation with Stipulations**. The link to the full letter from the COA with stipulations is here: [Fremont UHSD Stipulations](#).

The COA placed the following stipulations on Fremont UHSD.

1. That by May 15, 2019, Fremont UHSD provide a follow up report that:
  - a) Documents how changes made after the site visit to Induction program preconditions 3 and 4 have been implemented, and
  - b) Presents information about how data on induction candidates, particularly data from key stakeholders such as employers and community partners, is disaggregated from that of all new hires and how that data is used for continuous improvement of the induction program specifically.
2. That within one year, Fremont UHSD provide evidence that the unit ensures that faculty and instructional personnel regularly and systematically collaborate with members of the broader educational community to improve educator preparation (CS 1).
3. That within one year, Fremont UHSD provide evidence of a continuous improvement process focused on induction candidate preparation (distinguishable from new hire support) that includes feedback from key stakeholders such as employers and community partners about the quality of the preparation (CS4).

Fremont UHSD provided a first draft of the follow up report to staff on April 2nd, and the final report to staff on April 18th. Staff has reviewed this report and provided it in its entirety as an attachment to this agenda item below.

## Summary of Actions taken by Fremont UHSD to Address Stipulations

Stipulation	Summary of Fremont UHSD Response
<p>That by May 15, 2019, Fremont UHSD provide a follow up report that:</p> <p><b>1a. Documents how changes made after the site visit to Induction program preconditions 3 and 4 have been implemented</b></p>	
<p><u>Precondition 3:</u> Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.</p> <p><u>Team Report Rationale:</u> While the Mentor Letter of Commitment includes the expectation that mentors will provide an average of not less than one hour per week of support, candidates and mentors could not confirm that they were meeting this requirement. The team found no evidence of a systematic process by which the Induction Program assures that the required weekly support is met. Follow up interviews with program leadership confirmed that a process to monitor this requirement was not in place.</p>	<p>Fremont UHSD reported that:</p> <ol style="list-style-type: none"> <li>1. They have created tracking spreadsheets for each mentor to enter in each meeting they have with each candidate, how that time is used and the length of time for the meeting.</li> <li>2. They believe this new process “has helped them better monitor who is getting their time and consider how to provide support to their diverse caseloads in an equitable way”</li> </ol>
<p><u>Precondition 4:</u> Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program.</p> <p><u>Team Report Rationale:</u> While the team reviewed the Induction Calendar available on the induction website that included a projected completion month for various elements of the portfolio, the team found no evidence of a monitoring process for this ILP requirement. Follow up interviews and communication with program leadership confirmed that a process to monitor this requirement was not in place.</p>	<p>Fremont UHSD reported that:</p> <ol style="list-style-type: none"> <li>1. They defined the date of enrollment as the first day of school (8.20.18)</li> <li>2. They created a spreadsheet that allows mentors to enter the date of goal setting for the ILP and assure that it is within 60 days of enrollment.</li> </ol>
<p><b>1b. Presents information about how data on induction candidates, particularly data from key stakeholders such as employers and community partners, is disaggregated from that of all new hires and how that data is used for continuous improvement of the induction program specifically.</b></p>	<p>Fremont UHSD reported that:</p> <ol style="list-style-type: none"> <li>1. They are working to ensure that data from key stakeholders is focused on the induction program by engaging with employers (site administrators and PLATE), as well as community partners (a neighboring feeder district and IHE partners) in the following new processes:</li> </ol>

	<ul style="list-style-type: none"> <li>a. Community Partners -- Sharing of best practices between Mentors from FUHSD and Cupertino Union School District (a neighboring school district) in May.</li> <li>b. Community Partners -- Future meetings to share best practices between the Coordinator and IHE colleagues at Stanford, Santa Clara, and San Jose State University.</li> <li>c. Employers -- Future meetings for additional data gathering by Mentors with district stakeholders at both the school site and district office.</li> </ul>
<p><b>2. That within one year, Fremont UHSD provide evidence that the unit ensures that faculty and instructional personnel regularly and systematically collaborate with members of the broader educational community to improve educator preparation (CS 1).</b></p>	<p>Fremont UHSD reported that:</p> <ul style="list-style-type: none"> <li>1. They are planning future collaboration with Cupertino Union School District</li> <li>2. The coordinator and mentors have made an agreement to participate in at least one day or professional development with other coaches and mentors.</li> </ul>
<p><b>3. That within one year, Fremont UHSD provide evidence of a continuous improvement process focused on induction candidate preparation (distinguishable from new hire support) that includes feedback from key stakeholders such as employers and community partners about the quality of the preparation (CS4).</b></p>	<p>Fremont UHSD reported that</p> <ul style="list-style-type: none"> <li>1. Their work this year is focused on building a system to gather feedback from a broader group of stakeholders and to ensure that their feedback is focused specifically on Induction, rather than on new hire support more generally.</li> <li>2. Their full release mentor team is developing protocols to guide stakeholders through a set of documents and gather feedback on how the program is already supporting candidate preparation, and suggest adjustments to better serve them next year.</li> </ul>

# FREMONT UNION HIGH SCHOOL DISTRICT

Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult & Community Ed.

April 18, 2019

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811

Dear Committee on Accreditation:

I am writing in response to your [November 13, 2018 letter](#) asking for a report by May 15, 2019 that documents our program changes in response to the three stipulations below.

## 1a. Changes made to induction program in response to preconditions 3 and 4.

**Precondition 3** states that “Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor”.

To meet this precondition, the Coordinator (program administrator for the Induction Program) asked the four mentors to select from a menu of choices to track their time and then checked in with them through weekly mentor meetings. Three mentors developed a simple [google spreadsheet](#) with a different tab for each participating teacher and the fourth mentor did a pilot test of an App called [Toggl](#). All mentor trackers updated through March can be found in this [folder](#). The mentors reported that, while this task was time consuming, the constant updating has helped them better monitor who is getting their time and consider how to provide support to their diverse caseloads in an equitable way. While we previously paid attention primarily to mentors’ one-on-one time with teachers, these analyses have showed us how time consuming the behind the scenes coordination and service actually is. As we transition to 2019-2020, the Mentor Team intends to revisit this process to streamline the time involved while still leveraging the value of this type of data collection and analysis.

**Precondition 4** states that “Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program”.

The vast majority of our teachers are hired before the first day of school, so we set the enrollment in our program as the first day of school, unless they are hired late. Because 100% of teachers were hired on time in the 2018-2019 school year, [The spreadsheet](#) has a formula where any date for the ILP to begin before October 15 would turn green, indicating that the mentor met the 60 day deadline. However, to provide more clarity, the spreadsheet was adjusted to have the enrollment date (Column H), the date that the ILP goal-setting started (Column I), and a third column that calculates the number of days (Column J). So, for instance, in the Fall of 2018, our team started goal-setting, on average, at the 28<sup>th</sup> day, with the first on the 11<sup>th</sup> day and the last on the 49<sup>th</sup>. We plan to continue this new system in the Fall of 2019.

**1b. Presents information about how data on induction candidates, particularly data from key stakeholders such as employers and community partners, is disaggregated from that of all new hires and how that data is used for continuous improvement of the induction program specifically.**

To meet this stipulation, we decided add a few processes that ensure that data from key stakeholders is *focused* on the induction program by asking employers (in our case, site administrators and PLATE), as well as community partners (a neighboring feeder district and IHE partners), to analyze evidence of the candidates' professional growth work, rather than just their survey results. We believe this will provide a rich new data set of feedback about our program.

**a) Cupertino Union School District (CUSD)**

On May 17, the Mentor Team will share a few case study Induction Portfolios and gather feedback on how to continuously improve the Induction Program. The CUSD Mentors will share evidence from their "Exit Interview" process for us to consider adopting as part of our continuous improvement process.

**b) IHE Collaboration with Stanford, Santa Clara, and SJ State University**

The Coordinator has planned meetings with pre-service program colleagues to share the Portfolios as evidence of candidate preparedness and gather comparative data about how the FUHSD Induction program is similar to and different from STEP, Santa Clara, and San Jose State University standards and measurements.

**c) Key Stakeholder Interviews and Focus Group**

Mentors will partner to share Portfolios with individuals or small groups of these key stakeholders: Site Administrators, Special Ed Advisors, PLATE members, Curriculum Leads and Department Leads. They will use a consultancy protocol to gather data from these groups to use as part of our continuous improvement process.

**2. That within one year, Fremont UHSD must provide evidence that the unit will ensure that faculty and instructional personnel regularly and systematically collaborate with members of the broader educational community to improve educator preparation. (CS1)**

Our program made two changes to ensure more collaboration with the broader community:

**a) Collaboration with the Cupertino Union School District (CUSD)**

In our first year, The Mentor Team scheduled two formal meetings with opportunities to collaborate in between. We met first in December to learn more about each other and plan future collaboration (See [Agenda and Slides](#)). We then planned for mentors to shadow each other. The CUSD mentors are hosting our mentors for a "lab day", and the CUSD mentors are shadowing us during our "Inquiry Roundtable". In May, we plan to meet a second time to compare our portfolio review process to their "Exit Interview" and make plans for more collaboration next year.

**b) National Equity Project – Coaching For Equity: A Focal Student Approach**

The Coordinator and Mentor Team have agreed to take at least two days per year for mentors to participate in professional development with other mentors and coaches. This year, the Mentor Team attended a 2-day workshop ("Coaching for Equity: A Focal Student Approach") hosted by the National Equity Project in Oakland, CA. This [folder](#) has handouts that the mentors selected to apply to their practice this spring.

**3. That within one year, Fremont UHSD must provide evidence of a continuous improvement process focused on induction candidate preparation (distinguishable from new hire support) that includes feedback from key stakeholders such as employers and community partners about the quality of the preparation. (CS4)**

The FUHSD Induction Program's record of a continuous improvement process is documented in this [5-year Assessment Cycle](#). This document contains links data sets, the analysis and summary reflection documents, and action items to improve the program each year. This document will be updated for 2019 at the end of May, and will be shared with the Committee at our one-year report in the Fall of 2019.

Our work this year has focused on building a system to gather feedback from a *broader group* of stakeholders and to ensure that their feedback is focused *specifically on induction*, rather than on new hire support more generally. The evidence basis for the quality of candidate preparation is the Induction Portfolio because this set of documents tells the unique story of development and growth as each teacher follows a different path as outlined in the Individualized Learning Plan (ILP). The mentor team is developing a consultancy protocol to guide stakeholders through a set of documents and gather feedback on how the program is already supporting candidate preparation, and suggest adjustments to better serve them next year. When added to our current system of using surveys and focus groups, this new data set will only improve our ability to find targeted actions to improve the induction program next year and beyond.

I look forward to joining the May 3 meeting via Zoom and would be happy to answer questions or provide more information at that time.

Please feel free to contact me at any time.

Sincerely,

Josh Maisel  
Coordinator of Academic Interventions  
Fremont Union High School District

CC: Polly Bove, Superintendent  
Tom Avvakumovits, Associate Superintendent, Teaching and Learning