Report from Fremont Union High School District
to Address Stipulations
October 2019

Overview
This report provides for Committee discussion the required one year report of Fremont Union High School District (Fremont UHSD) and the actions the program has taken to address stipulations.

Staff Recommendation
That the COA accept Fremont UHSD's one year report, remove all stipulations, and change the accreditation status from **Accreditation with Stipulations** to **Accreditation**.

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 the required 6 month report at the May 3, 2019 COA meeting to address the first stipulation and to present an update on progress towards addressing all stipulations. The COA accepted the 6 month report at that time.

Fremont UHSD provided a first draft of the one year report to staff on September 13, and the final report to staff on October 1. The one year report addresses the second and third stipulations and

follows up on the updates in the 6 month report for all stipulations. Staff has reviewed this report and provided it in its entirety as an attachment to this agenda item.

Summary of Actions Taken by Fremont UHSD to Address Stipulations

Stipulation	Summary of Fremont UHSD Response	Recommendation
That by May 15, 2019, Fremont UHSD provide a follow up report that: **1a. Documents how changes made after the site visit to Induction program preconditions 3 and 4 have been implemented**	Report submitted and discussed by COA at its May 3, 2019 meeting.	Remove Stipulation
Precondition 3: 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. Team Report Rationale: 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.	6 month report: FUSD has 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. FUSD believes 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" 1 year report: The mentor team continues to track their time with candidates, and to discuss the best way to do so. The program coordinator confirmed that the tracking spreadsheets and process are consistently monitored.	Remove Stipulation
Precondition 4: Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP)	6 month report: FUSD defined the date of enrollment as the first day of school (8.20.18)	Remove Stipulation

Stipulation	Summary of Fremont UHSD Response	Recommendation
within the first 60 days of the teacher's enrollment in the program. Team Report Rationale: 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.	FUSD 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. 1 year report: The mentor team continues to use a tracking spreadsheet to ensure the 60 day deadline is met. Program leadership confirmed having met the 60 day deadline for this school year. The program coordinator confirmed that the spreadsheet and process are consistently monitored.	

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.	6 month report:
	Program personnel is working to ensure that data from key stakeholders is focused on the induction program by engaging with employers (site administrators and a district wide advisory team known as the Professional Learning Advisory Team of Educators (PLATE)), as well as community partners (a neighboring feeder district and higher education partners) in the following new processes:
	  a. Community Partners -- Sharing of best practices between mentors from FUHSD and Cupertino Union School District (CUSD), a neighboring school district, in May.
	  b. Community Partners -- Future meetings to share
		Remove Stipulation

Stipulation	Summary of Fremont UHSD Response	Recommendation
	best practices between the Coordinator and higher education colleagues at Stanford, Santa Clara, and San Jose State University. c. Employers -- Future meetings for additional data gathering by mentors with district stakeholders at both the school site and district office. 1 year report: a. The meeting with CUSD took place on May 17 and the district provides notes in the report. b. Program leadership, mentors and candidates met with individuals from Stanford, Santa Clara and San Jose State over the past year and have planned various future meetings. Further notes on these meetings are provided in the report. c. Interviews and focus groups took place over the past year with stakeholders, and notes are provided in the report. d. Program leadership indicated that 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 provide evidence that the unit ensures that faculty and instructional personnel regularly	6 month report: Program personnel are planning future collaboration with	Remove Stipulation

Stipulation	Summary of Fremont UHSD Response	Recommendation
and systematically collaborate with members of the broader educational community to improve educator preparation (CS 1).	Cupertino Union School District (CUSD). The coordinator and mentors have made an agreement to participate in at least one day or professional development with other coaches and mentors. 1 year report: A meeting took place in the spring with CUSD, and notes are provided in the report. The coordinator and mentors took part in training, and report using takeaways in their planning for the current school year. They plan to take part in more training over the coming year.	
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).	6 month report: The program's 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. The 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.	Remove Stipulation

Stipulation	Summary of Fremont UHSD Response	Recommendation
	1 year report: A series of stakeholder meetings and actions took place over the past year and more information on data and feedback from these actions is provided in the report. Based on these meetings, program leadership identified three opportunities to pursue which will enhance the induction program moving forward (details included in the FUSD report).	

FREMONT UNION HIGH SCHOOL DISTRICT

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

October 1, 2019

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Committee on Accreditation:

This is an updated report in response to your November 13, 2018 letter asking for a report that documents our program changes in response to the three stipulations below. The boxed text in red below was sent to you in May as a 6-month status update. The text below each box is the Fall update to document how are program changes are developing.

Stipulation 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".*

May 2019:
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.

September 2019:
Our four-member mentor team is split on the best way to track time. Two mentors are using Toggl and the other two are using a simple spreadsheet. This folder has data from the first weeks of the 2019-2020 school year.

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".*

May 2019:
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 (August 19, 2018) 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 28th day, with the first on the 11th day and the last on the 49th. We plan to continue this new system in the Fall of 2019.

September 2019:
The 60-day deadline this fall is Friday, October 18, 2019, so we can confirm that we met the deadlines for all teachers when we speak on October 24. Here is the tracking spreadsheet that was updated last at the end of September.

Stipulation 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.

May 2019:

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 the advisory team (PLATE – Professional Learning Advisory Team of Educators), 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 Stanford, 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.

September 2019:

a) **Cupertino Union School District (CUSD)**
We had a very productive meeting with our counterparts on May 17. We modified a tuning protocol to make sure we would get targeted feedback. Here are the notes from one of the two panels.

b) **IHE Collaboration with Stanford, Santa Clara, and SJ State University**
In the spring, we met with a supervisor from San Jose State University and shared a sample induction portfolio. She is a former Assistant Principal in our district and had good context for sharing the similarities and differences in pre-service and induction programs. We had phone conversations with the placement supervisor at Stanford and agreed to connect in the following school year. In August, we re-connected with our colleagues at Stanford and agreed to re-institute a program of lunches for both Stanford student teachers and 1st year induction teachers. In these lunches, new teachers from both programs share experiences to inform each other, support providers, and leaders with feedback on our programs. Finally, similar to San Jose State, we have shared updates in our program with a supervisor from Santa Clara, also a former Principal in our district, and agreed to continue to meet bi-annually to share information and receive continuous feedback.

c) **Key Stakeholder Interviews and Focus Group**
Throughout the spring, we held interviews and focus groups with a variety of stakeholders and got important feedback to use as we move our program forward. Here are notes from the Special Ed Leadership team, an administrative team a Homestead High School, and Fremont Special Ed team. The 5-year Assessment Cycle document shows the outcomes and action items that were developed after the mentor team processed all the data and feedback from the various groups.

Stipulation 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)

May 2019:
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.

September 2019:
   a) **Collaboration with the Cupertino Union School District (CUSD)**
As referenced above, our spring meeting with CUSD focused primarily on 1b above – gathering and disaggregating induction data from key stakeholders (community partners). However, we did spend 30 minutes hearing about the "Exit Interview" process used by CUSD. While their process is quite rigorous and meaningful for their inductees, our team didn't see a way to integrate that process into our existing framework.
   b) **National Equity Project – Coaching For Equity: A Focal Student Approach**
This training was the most high leverage action to ensure that our "instructional personnel regularly and systematically collaborate with members of the broader educational community to improve educator preparation". The learning that we shared at the two-day training has started to permeate throughout our district. For instance, because the training was built on Zaretta Hammond's *Culturally Responsive Teaching and the Brain*, we redesigned our New Employee Workshop to match main concepts and themes and bought a copy of the book for all new hires. The "focal student approach" was similar to processes that we offered teachers as part of a menu of choices, and we now have a better version that more teachers are interested in engaging with. Moving forward in 19-20, we are sending the remaining mentors to Coaching for Equity in January. In addition, the mentor team researched what professional learning would be most helpful for this year, and our top choice is the Empower Conference by ASCD (Association for Supervision and Curriculum Development) in March. As we continue to integrate regular and systematic collaboration with the broader community into the learning and growth of the mentors, we will continue to focus on application of this new knowledge for the benefit of our teachers.

Stipulation 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)

May 2019:
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.

September 2019:
The 5-year Assessment Cycle (also linked above) has been updated to include the data and feedback from key stakeholders. In the far-right column, we have listed a series of action items, with several checked off as we got to work this fall. Three main themes emerged in the data and feedback that are evident in the action items we are pursuing this year. First, from our stakeholders, we learned that many people are willing to engage with us in supporting inductees but don't necessarily know how, so we are developing a system to better understand the structure of collaboration and tools to help us connect inductees to these valuable human resources. Second, the challenge of acculturating inductees into the community of their department and school is variable by site and department, so we are developing a system of check-ins and learning more about the problem so we can develop tools to support the teachers. And, finally, we think there is an opportunity to differentiate more for 2nd year candidates, providing more rigor, connections to the equity work of the district, and a smoother transition out of the program.
 I hope this summary (with supporting documents) was both thorough and clear. Our Associate Superintendent, Tom Avvakumovits, and I look forward to joining the October 24 meeting via Zoom, and we 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