

## Report of the Required 7<sup>th</sup> Year Report by Panama Buena Vista Union School District May 2020

### Overview

This report provides information on the 7<sup>th</sup> Year report for the Panama Buena Vista Union School District (PBVUSD). The report is included as an appendix to this agenda item.

### Recommendation

This is an information/action item. Because there were no stipulations, no action is required beyond accepting the report from PBVUSD, attached here as Appendix A.

### Background

Panama Buena Vista Union School District hosted an accreditation visit on March 4-6, 2019. The COA granted a status of **Accreditation** to the institution. The full team report may be found here: [2019 Panama Buena Visit Accreditation Report](#).

The COA also required a 7<sup>th</sup> year report addressing all standards that were found by the team to be less than fully met. These were Program Standard 3: Designing and Implementing Individual Learning Plans with the Mentoring System and Common Standard 3: Fieldwork and Clinical Practice, both of which were found to be Met with Concerns. All other Common Standards and program standards were found to be met by the team.

The rationales for the Met with Concerns on Program Standard 3 and Common Standard 3 are as follows, as indicated in the team report:

Standards Met with Concern`	Rationale from 2018 Team Report
Program Standard 3: Designing and Implementing Individual Learning Plans with the Mentoring System	The program requires all candidates to complete and submit accompanying paperwork with their ILP submission, while the current mentor-based program standards require only the ILP be submitted for program completion, as the ILP provides the road map for candidates' induction work during their time in the program.
Common Standard 3: Fieldwork and Clinical Practice	Mentors reported that they meet with the candidates every week to provide knowledgeable support and guidance and provide "just-in-time" support when needed. However, the review team was unable to find evidence that the program provides mentors with formative feedback on their work or that training is uniformly or systematically provided.

The purpose of the 7<sup>th</sup> Year report is to confirm the program's complete transition to the 2016 standards regarding the Individual Learning Plan as the only required document to be submitted by the candidate and to explain the ways that mentors are evaluated and recognized.

**Appendix A**  
**Report of Actions Taken by**  
**Panama-Buena Vista Union School District**  
**To Address Common Standard 3 and Program Standard 3**  
**April 2020**

**Introduction**

This report includes the steps taken by the Panama-Buena Vista Union School District and the changes made to the P-BVUSD program design to address areas met with concerns.

The Summary Report Feedback given after the site visit in March 2019 stated that all Program Standards were Met for the P-BVUSD Teacher Induction Program with the exception of Program Standard 3 “Designing and Implementing Individual Learning Plans within the Mentoring System” which was Met with Concerns because the program requires additional paperwork to accompany the ILP. All Common Standards were Met with the exception of Common Standard 3 “Course of Study, Fieldwork, and Clinical Practice” which was Met with Concerns due to the absence of a programmatic, systematic process where mentors are evaluated and/or recognized.

**Program Standard 3 - Met with Concerns: Designing and Implementing Individual Learning**

**Plans with the Mentoring System** - The program requires all candidates to complete and submit accompanying paperwork with their ILP submission. The current mentor-based program standards require only the ILP be submitted for program completion, as the ILP provides the road map for candidates’ induction work during their time in the program. A recommendation was made that the ILP be the only required document to be submitted by the candidate.

**Narrative Response to Program Standard 3:**

With the approval of the Advisory Committee, the program gathered input on which aspects of the ILP should be retained. Based on that input, as well as the desire to align with the P-BVUSD ILP for non-Induction Candidates, an ILP was designed to begin use in Fall 2019. All candidates are currently using the new ILP and only the ILP. Additional forms that stakeholders found helpful are now available in a separate resource file on the New Teacher website.

**Evidence:**

- [Induction ILP](#)
- [District ILP](#)
- New Teacher/Induction Website: [http://bit.ly/PBVUSD\\_TEAMwebsite](http://bit.ly/PBVUSD_TEAMwebsite)

**Common Standard 3 - Met with Concerns: Course of Study, Fieldwork, and Clinical Practice**

**Was Met with Concerns:** Due to the absence of a programmatic, systematic process where mentors are evaluated and/or recognized, a recommendation was made that the district explain the ways mentors are evaluated and recognized.

**Response to Common Standard 3**

Our program recognizes that our mentors play a pertinent role in developing strong effective teachers and their knowledge and expertise are extremely relevant to the continued improvement of our Induction Program. Best practices for evaluation and recognition of our mentors culminate from a cycle of continuous communication around program data to and from all stakeholders.

- Advisory Committee
- Induction Leadership Team
- Principal's Meetings
- Monthly Academic Coach and Mentor Meetings
- District Leadership Team
- Induction Candidates

**Mentor Evaluation Steps:**

- The [Mentor Professional Agreement](#) delineates the role of the mentor and support provided to induction candidates.
- District Induction team and site leadership work in partnership to create a mentor evaluation system that recognizes mentor strengths and promotes their continued growth through two avenues:
  - Site Leadership Support
    - Supervise and assist mentor in creating annual Individual Learning Plan goals
    - Review progress made on mentor goals at the mid and end of the year
    - Provide formative feedback to each mentor
  - District Induction Team Support
    - Provides evaluative feedback to mentor using mid and end of year candidate survey data

- Provides evaluative feedback to mentor using mentor mid and end of year self-assessment data which supports mentor professional growth with data-driven professional development aligned with mentor goals
- End of Year Reflective Collaborative Coaching Conversation
  - Induction coordinators and the mentors they evaluate and shepherd review the mentor feedback form, candidate feedback data and mentor’s self-assessment/growth on mentor expectations.
  - Collaborative coaching conversations include goal setting for the mentor for the upcoming year based on the aforementioned data and the actions that both the mentor and coordinator would need to take to meet those goals.
- Weekly Collaborative Logs are utilized as an evaluation and support tool
  - Logs verify that candidates receive just-in-time support
  - Logs verify a minimum of one hour a week of mentoring support
  - Logs assure the balance of “just in time” CSTP reflection and Inquiry process support
  - Logs provide for immediate intervention as concerns arise

**Mentor Recognition:**

- Monthly Academic Coaching/Mentoring meetings
  - Provides mentors with an ongoing opportunity to network with and recognize other mentors
  - Supports mentors’ self-reflection process, learning new practices, improving their skills and developing areas of expertise
  - Provides a time to celebrate our mentoring community and is beneficial to building collaborative relationships within that community.
  - Mentors showcase their successes, experiences and work.
- Certificates of Appreciation would have been presented to all mentors for the first time this year during our colloquium, recognizing their support and coaching of our induction candidates. Due to COVID-19 pandemic, we will be delivering certificates by mail and sharing a video via Zoom consisting of candidates’ appreciation of their mentors.

**Evidence:**

- New Teacher Support Mentor Resources Website [http://bit.ly/PBVUSD\\_TEAMwebsite](http://bit.ly/PBVUSD_TEAMwebsite)
- [pbvUniversity](#)
- [P-BVUSD Induction Coordinator Site Split](#)
- [2019-2020 Mentor Training Schedule](#)
- [Academic Coach Professional Development Calendar](#)