Discussion of the 7th Year Report from
Pomona Unified School District
June 2020

Overview of this Report
This agenda item reports on actions taken by the Pomona Unified School District (PUSD) to address issues identified in their site visit report to bring the program fully into alignment with the current Teacher Induction Program Standards.

Review of Previous Accreditation Decisions and Actions
In April 2019, the Pomona Unified School District hosted a site visit, with the report presented to the COA at their June 2019 meeting at which time the district was granted **Accreditation** with a 7th year report. The team found all Common Standards to be met. However, Teacher Induction Program Standard 3 was **Met with Concerns** and the 7th Year report was to include the following:

1. an update on the progress made to develop and expand their current assessment system until it solicits feedback (on both program effectiveness and candidate competence) from all stakeholder groups
2. continue to refine the program design until all mandatory documents beyond the ILP be eliminated

7th Year Report
One June 1, 2020, the district provided the 7th year report, included below as Appendix A, outlining steps they have taken to expand their assessment system and refine their program design to focus on the ILP, which brings the program into alignment with current Program Standards for Teacher Induction Programs.

Staff Recommendation
Staff recommends that the COA accept PUSD's 7th year report.

Appendix A

Pomona Unified School District 7th year Report

ONLINE REPORT CAN BE FOUND AT: **CTC – 7th Year Report** [password: pusd1234]

From 2019 Site Visit Report Summary:

…the team recommends that within one year the institution provide a 7th year report that includes 1) an update on the progress made to develop and expand their current assessment system until it solicits feedback (on both program effectiveness and candidate competence) from all stakeholder groups and 2) that the program continue to refine the program design until all mandatory documents beyond the ILP be eliminated.

Focus Area #1

Develop and expand current assessment system until it solicits feedback (on both program effectiveness and candidate competence) from all stakeholder groups.

Program Actions

These activities may provide feedback on both program effectiveness and candidate competence, from the bolded stakeholder groups:

- Weekly **Induction Staff** Meetings. These include discussions about the day-to-day operations of the program and Candidate progress.

- Program staff and administrator interact with a variety of **Candidates** and **Mentors** each day, as they support their progress through the program. Candidates give feedback on how the program is working for them and how it might be changed to fit their needs.

- **Advisory Council Meeting members** review program and candidate data and give feedback for program improvement. Besides program staff and participants, members include **university partners, district-level administrators, and principals**.

- Mid-Year Survey of **Year 1 Candidates**, **Year 2 Candidates**, **Mentors** and **Site Administrators** sent in January.

- End-of-Year Survey of **Year 1 Candidates**, **Year 2 Candidates**, **Mentors** and **Site Administrators** sent in May/June requested feedback regarding both program effectiveness and candidate competence

- Exit Interviews with **Year 2 Candidates,** which speak to their perception of their increasing competence, include requests for feedback on most helpful parts of program and how to improve the program.

- Team Impact Meetings with **Induction Program Staff, district-level Content Teacher Specialists** (some are present and former mentors for the Induction Program, and all deal directly with Candidates), **Program administrators and Directors**. We share induction issues with them and get feedback on Candidate competence and ideas on how to improve the program.

- Individual feedback from **Content Teacher Specialists** and others when we bring issues to them.

- Discussion with **Human Resources administrators and staff** heads to solve program implementation issues. [Like mentor recruitment]. Retention feedback lets us know which Candidates are considered to have the Competency required to maintain their employment.

- **Program staff and administrator** review **Candidate** portfolios on a daily basis, gaining insights into Candidate competence and possible program changes that would help smooth the processes for Candidates and Mentors.

These activities are designed to provide feedback on program effectiveness, but may also give feedback on candidate competence, from the bolded stakeholder groups:

- Mentor-Candidate Matching e-mails are sent to all site administrators in August (and as new Candidates enter the program). **Site administrators** are given contact information and are requested to give feedback on how the program is working for their Candidate(s).

- Program Director and staff did break-out sessions with opportunities for questions at **Administrator** Meeting to familiarize all principals with both the Teacher Induction and Administrator Induction Programs.

- Program Director meets with **Cabinet** and shares program data and elicits suggestions from district-level. administrators regarding possible program improvements.

- The Program maintains a partnership with PUSD's **teacher union, APT**. APT leadership team members have been included in discussions about the streamlining of the forms, recruitment of mentors, and Candidate support.

Focus Area #2

Continue to refine the program design until all mandatory documents beyond the ILP be eliminated.

Program Actions

Even before the Site Team visited, we had already pared down the program. There are now NO mandatory documents beyond the ILP. The pieces to which the site visit team referred are now just tools/resources that the Candidates can use to support their action research *if they choose to do so*. They appear in the Resources tab on the online portfolio, with this direction:

"The following documents are <u>available</u> for you to use as <u>evidence of resea</u>rch or <u>application of your research</u>." The three listed documents are:

> Class Profile – Optional Evidence of Research

> Lesson Plan + Mentor Observation – Optional Evidence of Application of Research

> Collaborative Analysis of Student Work and Reflection – Optional Evidence of Application

To our knowledge, no Candidates used <u>any</u> of these three resources as evidence in their portfolios this year.

The first item in the on-line portfolio, **<u>Self-Assessment Inventory</u>**, is simply a tool to support the Candidate and the Mentor as they get to know each other at the beginning of the year. It contains suggested discussion topics, but the document requires no entries on the part of the participants.

Next in the portfolio is the actual **<u>Individual Learning Plan (ILP)</u>** document, which is used to record all action research activities related to the self-selected goal.

The **<u>Continuum</u>** section is a <u>resource</u> to see the CSTPs and descriptions of practice. For each Inquiry, the Candidates mark their level of practice for 3 of the elements that most closely relate to their growth goal (all are their choice).

For their Spring Inquiry, Candidates may choose an entirely new goal, or continue with the old one, with modifications based on their progress the previous semester. The documentation is the same.

The **<u>Statements of Academic Integrity</u>** are places where the Mentor and Candidate sign off that the work was original and completed by the Candidate.

So, the Individual Learning Plan is the <u>only</u> required document for the PUSD Teacher Induction Program. The Resources and Self-Assessment Inventory are <u>tools</u> to assist the Candidates and Mentors in their work together, should they decide to use them. The Continuum of Teacher Practice is simply a place where the Candidate records his/her self-assessments over the course of the program.